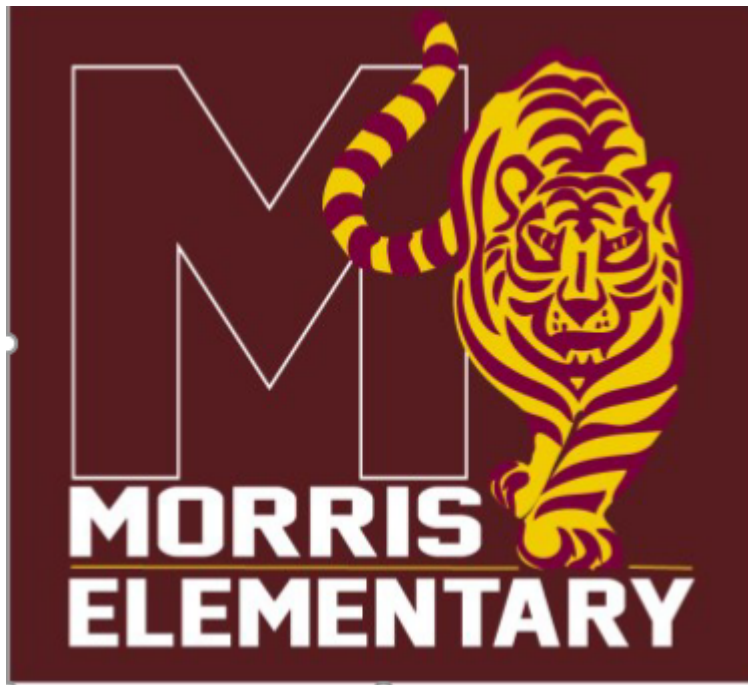


Student & Family Handbook 2022-2023



Morris Elementary School

129 West St.

Lenox, MA 01240

413-637-5570

Non-discrimination and equal opportunity are the policy of the Lenox Public Schools in all of its educational programs, activities, and employment practices. No person shall be discriminated against or excluded from participation or workplace advancement on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, limited English proficiency, housing status, or disability.

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Principal's Message

Dear Morris Elementary Families;

At Morris we believe students' interests and curiosity provide intrinsic motivation that lead them on a road of lifelong learning with teachers as facilitators. I am pleased to have you as partners in this journey and want to assure you that the Morris staff will do our best to help your child experience academic, social, and emotional growth. We recognize that a successful educational experience is the result of a shared responsibility between the home and the school. Our staff is committed to ensuring that your student receives the greatest learning experience possible, and we see you, the parents and guardians, as our equals in the learning process. We firmly believe that when the home and school work together as a team, our students gain immeasurable benefits.

The Morris School handbook is designed to provide you with answers to some of your questions about our school. I invite you to review each page together as a family, as it will help your child to clearly understand what is expected of him/her as a student and what they can expect of us as a staff.

Our primary goal is for both families and staff to work as a team to nurture the academic, social, emotional, and physical development of each child. Every member of the Morris Community is empowered to take responsibility for helping each child reach his or her potential.

Sincerely,

Brenda J. Kelley
Principal

MORRIS SCHOOL GENERAL INFORMATION

VISITORS

Parents are welcome to visit the school and their children's classrooms; but, as a courtesy to the teacher and to be certain that your visit will coincide with an activity that you would like to see, we ask that you contact the teacher in advance.

All visitors to the school must enter through the main entrance and report to the main office to sign in and obtain a visitor's badge. School entrances shall remain locked during the school day and visitors will need to use the communication system at the main door to access the building.

From time to time, we receive requests to allow other visitors who may be school-age children, cousins, or friends from out of town to spend time at the school. Such requests create a burdensome responsibility for the elementary staff members and the administration. Therefore, we do not typically grant such requests.

SECURITY

Door buzzers and locks have been installed in our school front doors. This is in accordance with Homeland Security Agency recommendations to lock school doors during school hours. All parents and guests may gain entry to our schools by simply ringing the door buzzer at the front door. Please give your name and reason for visiting when the bell is answered.

DAILY SCHEDULE

Children who do not ride the school bus should arrive at school no earlier than 8:30. All classes begin at 8:40 and children are dismissed beginning at 3:10.

TARDINESS AND ABSENTEEISM

Children are considered tardy if they arrive after 8:45. It is the responsibility of the parent and student to see that the student arrives at school on time. We do not count the student tardy if he or she rides the bus and the bus arrives late.

When your child is sick or is going to be absent from school, **please call the school by 8:30 a.m. (637-5570)** We try to call parents of all children who are absent in the interests of the safety of the children if we have not received a call. Absences should be followed up with a note from the parent explaining the reason for the absence. If a child is out for more than five consecutive days or cumulative absences become excessive, a doctor's note will be required stating the nature of the illness and the length of time the student will need to be absent from school for medical reasons.

Massachusetts General Law (Chapter 76, Section 2) states that absenteeism exceeding "*eleven days or fourteen half day sessions within any marking period*" is excessive and may be subject to penalty under the law. In the event that absenteeism or tardiness becomes excessive, the Principal will inform the parent in writing of the student's attendance record and that there is initial cause for concern. If attendance does not improve after the first notice, a second written notice will be sent and the school will reach out to the parent to set up a meeting with the Principal and relevant school staff to discuss the roadblocks to attendance and possible solutions. If attendance continues to be problematic, the Principal will determine whether or not to pursue legal action through the Berkshire Juvenile Court either through a "Failure to Send" petition or "Child Requiring Assistance" petition.

The school understands that there are cases in which excessive absences are in fact necessary (i.e. chronic illness, prolonged illness or hospitalization, etc.) The Principal makes decisions on a case-by-case basis and reserves legal action only in extreme situations in which a child's right to an education is threatened or violated due to negligence on the part of the parent or student. Your child is considered absent from school if they are not present at school during in person, remote or hybrid instruction.

RECESS PERIODS

All children at Morris will have recess each day. They will be going outside as weather permits. During inclement weather the children have indoor recess. The recess staff will determine whether the children have outdoor play. Please dress your children in appropriate clothing for changes in weather conditions. We use a “feels like” temperature of 15°F. to determine whether recess will be held outdoors or indoors.

EARLY RELEASE DAYS

Our yearly district calendar includes dates when there will be early dismissals for professional in-service time. Morris releases students at 11:45 a.m. on such days. Parent/teacher conferences are also listed on the calendar and are typically held just after the first term report cards in late November or early December.

REPORT CARDS/PARENT-TEACHER CONFERENCES

Report cards are sent home three times a year. Parent-Teacher Conferences are held on a school wide basis following the first marking period-usually in early December. These conferences are scheduled by appointment. Parents or teachers may request a conference with their child’s teacher at any time throughout the school year as necessary. Days and times should be mutually agreed upon by the parent and teacher. The Principal is also available to parents throughout the school year. To set up a time to meet with the Principal, please contact the Principal’s Secretary, at (413)637-5570.

Morris uses a standards-based report card for most subjects. In Mathematics and English Language Arts student progress is reported relative to demonstrated achievement of skills identified in the Common Core State Standards. In other areas such as social studies, science, arts and physical education, progress reporting will vary by grade level. Marks such as letter grades or numeric indicators will be used to communicate the child’s progress in that area.

Standards-based and traditional reporting systems are best understood combined with a face to face conference with the teacher.

“NO SCHOOL” ANNOUNCEMENTS & DELAYED OPENINGS

The Superintendent of Schools shall determine the necessity for emergency closing or delayed opening of schools due to weather conditions or other emergencies. Announcements concerning such closings are made over local radio stations WBRK (1340 AM, 101.7 FM), WSBS (860 AM) and WBEC (1420 AM, 105.5 FM). No school announcements also appear on some of the “local” television stations. The automated calling system will also be used to notify families, staff and community members that school has been cancelled or delayed.

BREAKFAST AND LUNCH PROGRAM

The 2022/2023 School Breakfast and Lunch Program is free to all students through June 30, 2023. However, if the student brings their own lunch and would like to purchase milk (ala carte) there is a .50 cents charge per carton.

Breakfast is served daily from 8:10 to 8:40 a.m. Students arriving by car for the breakfast program should be dropped off at the front entrance between 8:10-8:20 a.m. Bus students who choose to have breakfast should report to the cafeteria as soon as they arrive to school.

Snack/ Lunch

Please do your best to send your child to school with a healthy snack or lunch. Glass bottles or lunch containers are not allowed for safety reasons. We encourage students to drink water throughout the day. There are two refillable water fountains at Morris for student use throughout the day.

IMPORTANT: TREE NUT, PEANUT, and OTHER SERIOUS FOOD ALLERGIES

Some students who attend Morris have **life-threatening** tree nut/peanut allergies. For these students, ingestion of any form of tree nut/peanut substance is potentially fatal. In addition, the risk of encountering a desk or other surface that came in contact with nut products could create a life-threatening reaction.

I. Annual Procedures

1. The principal will take all necessary steps to minimize the risk of exposure to allergens that pose a threat to Lenox Students including, but not limited to, the following:
 - a) The parents, principal, school nurse, and teacher will communicate prior to the start of the school year to discuss the student's allergies and how best to provide a decreased risk environment.
 - b) The school will develop a Food Allergy Action Plan on behalf of the student which will be reviewed and practiced twice during the school year. The first review will occur during the first month of school.
2. The parents will assist the principal by providing the administration with materials about these allergies from the student's physician.
3. The school nurse will develop a Food Allergy Action Plan which will be signed by both the parent/guardian and the principal. The school nurse will also provide awareness training for all school personnel on life threatening allergies during the first month of school. Classroom teachers of students with LTA in their classrooms will be trained prior to the students' first day of school. The remainder of the staff will be trained before the end of the first quarter.
4. The school nurse will provide information to students in classrooms with LTA students about allergies prior to the end of September.
5. A Food Allergy Action Plan will be disseminated, with the parents' permission, to the appropriate staff. The Food Allergy Action Plan must delineate the following:
 - a) Prescribed medications and personnel responsible for administering them;
 - b) Prescribed indications for administering medication (i.e., immediately upon contact with allergen or only if the Student begins to demonstrate signs/symptoms of exposure);
 - c) Instructions for activating the emergency medical system (and school nurse if off site); and
 - d) Instructions for contacting the Student's parent(s) and physician.

II. Daily Procedures:

1. The Food Allergy Action Plan for a student will be active on a daily basis.
2. The teacher will communicate immediately with the nurse and office in the event of an emergency.
3. The school nurse will carry a stock Epi-pen that will go with the nurse during all school evacuations.
4. The school nurse will have a supply of Epi-Pens in the nurse's office and in an unlocked safe area if needed.

III. Classroom Procedures:

1. All classroom faculty and staff will follow the procedures in the student's Food Allergy Action Plan every day.
2. Class projects will avoid known allergens. The teacher and/or principal will send out reminder notes periodically on food safety rules and encourage non-food celebrations.
3. The School district, as well as the student's classroom will maintain the policy of no food-sharing.
4. The art teacher and/or classroom teacher will ensure that if food containers are used in class, all new product containers will be washed with soap and hot water prior to being used. Art supplies will be monitored for allergen content.

IV. Snacks, Lunches and Foods:

1. Students will be encouraged to wash hands before and after lunch and snack.
2. The cafeteria staff will ensure that tables and chairs are cleaned before and after lunch.
3. A policy of no trading or sharing food or snacks will be enforced district-wide.
4. If a food item is necessary to the project, the teacher will review the project with the Student's parents at least two days prior to the project to ensure that the food items are safe for the Student.

V. Field Trips:

1. This LTA policy extends beyond school grounds to include school-sponsored class trips. Students will not be permitted to eat on the bus; and bagged snacks will be kept in a closed container until snack/lunch time.
2. The teacher and nurse will ensure that a site-specific emergency plan is developed for each field trip.
3. The teacher will carry a cell phone on all field trips.

4. A designated staff person will be appointed and responsible for the supervision of the Student during the entire field trip.
5. The school nurse will delegate an epi pen to the staff person responsible for the supervision of the LTA student.

VI. **Substitute Teachers:**

1. The Student's teacher will prepare a substitute file containing a copy of the Student's Food Allergy Action Plan, to be placed in a specific location in the classroom that is known to the nurse, principal, and teachers in adjacent classrooms.
2. In the event that a substitute teacher is assigned to the class, the principal will notify the nurse.
3. The nurse and/or principal will ensure that there is a trained designated staff person either in the Student's classroom or adjacent classroom at all times when a substitute teacher is assigned to the Student's class.

PARTIES IN CLASSROOMS

Parties are held at the discretion of the classroom teacher on a limited basis and do not generally interfere with the instructional program. Our PTO has a monthly celebration during lunchtime for students celebrating birthdays during the month. **Please do not send birthday treats** to school with your child. **This is extremely important because of food allergies!!**

PARENT WRITTEN NOTES

Children should bring a note written by parents for the following:

- early dismissal - to be released only to identified authorized persons at the Principal's Office
- going home other than their usual manner
- going to scout meetings or religious school (Blanket permission may be sent for the year)
- excusing child for absence from school for any reason
- tardiness
- allowing someone other than the parent to be temporarily responsible for the child
- changing of residence necessitating leaving the school (Time is needed to prepare transfer records. Parents must sign a release of information form before records are forwarded to the new school).
- exceptions in riding the school bus (See bus regulations)
- going on field trips during class time
- participation in extracurricular and intramural programs.

We discourage notes asking that a child stay in at recess because we cannot always provide supervision. We ask that requests for students to stay in at recess be limited to medical situations in which a physician has made the specific request in writing.

STUDENT VACATION WHEN SCHOOL IS IN SESSION

Non-School Vacations – Make-up work policy

Technically, vacations other than those in the school calendar are not considered an excused absence and it is very difficult for teachers to gather all materials and plan lessons that far in advance. Please, do not expect teachers to prepare materials in advance of when they will be taught in class to accommodate for vacation related absences. Teachers frequently have to adjust lessons due to the pace that students learn the concept being taught, so it is very difficult to be able to predict this. It is our policy that all work missed by a student will be gathered during the absence and distributed to the family upon the student's return to school. Individual teachers may make adaptations to this at their own discretion for their own class. Parents and students will need to assume responsibility for the completion of missed assignments. Tests and other assessments that need to be done in school will have to be made up at the teacher's non-instructional times which may include recess time as necessary. There is no replacement or make-up for face to face instruction that happens in the classroom.

We realize that it may be beneficial for students to go on family vacations and there are circumstances that make it necessary to travel when school is in session, but it is important to remember that classes are still in session and the priority has to be given to the students in attendance. I hope that our respect for the best education for all of our students will help you understand the components of this policy as we do our best to accommodate individual family needs as they arise.

STUDENT RECORDS

The student record files of students in kindergarten through grade 5 are kept in the main office at our school. Parents have the right of access to these records. Access to records is obtained by written request to the Principal. Release of student information or transfer of records may take place only with the written consent of the parent/guardian. The Massachusetts Department of Education Student Records Regulations and A Guide for Students and Parents on the Massachusetts Regulations Pertaining to Student Records are included in the Lenox School Committee Policy Manual available in each school.

Massachusetts State Law on Student Records Access for Non-Custodial Parents (General Laws Chapter 71, Section 34 H) specifies process for non-custodial parents requesting the school records of their children (i.e. report cards, discipline notices). Please contact the Principal's office for information regarding this process and the request form that must be submitted. This request and form must be submitted annually by non-custodial parents.

PARENT-SCHOOL COMMUNICATION

Teachers and staff may be contacted during the regular workday (8:30 a.m. - 3:15 p.m.). Phone calls will not be put through to teachers during instructional time. You may however, leave a voice message for a teacher or send an e-mail. Your call will be returned at their earliest convenience. Please do not leave messages about changes in dismissal since staff members may not receive messages until after dismissal. If this is the case, please speak to someone in the main office.

Communication between home and school is very important. While we do have scheduled conference times, if you have concerns about your child regarding school at any time, please contact your child's teacher. Any changes at home that may affect your child's school performance should be communicated to the classroom teacher as well.

Should any school problem arise concerning your child, the first step is to contact the classroom teacher. By School Committee policy you must do this first. Usually all difficulties can be solved at this level. The Principal is available to help if the issues cannot be resolved.

TRANSPORTATION

Free bus transportation is provided to all kindergarten through grade five students living more than one and one-half miles from their school and within the town of Lenox. Bus stops are located within easy walking distance of their homes. Transportation may be furnished for shorter distances if, in the opinion of the School Committee, the area is unreasonably hazardous relative to the age of the child concerned. Elementary bus routes are published on the Morris School Website: www.lenoxps.org/morris the week before school starts each year. Paper copies can be obtained by calling the school office.

Depending on the number of students on buses, the Superintendent has also named bus stops for school choice students for the convenience of families. Those locations will be sent home in a notice when determined. Transportation for students using the school choice option to attend Morris is the responsibility of the parents.

Our bus policy allows each student to have two regular consistent drop-off points. Students will not be allowed to ride on a different bus from their regular one or be dropped off at any other stop for any social purpose. If a child needs to go to a different stop, it is the parent's responsibility to have the child picked up at school. School buses are also used to take children on field trips and to other school functions.

ARRIVAL PROCEDURE:

- Students enter the building at 8:30 a.m. No students will be allowed in the building before 8:30 unless they are going to the breakfast program.
- The breakfast program starts at 8:10 a.m. The speed limit in the parking lot is **10 miles per hour**. This is for the safety of our staff and students arriving at that time.
- ALL bus riders will arrive and depart from the front of the school building. There will be staff out front greeting the bus students.

- Car drop-off for students in kindergarten, first grade and their siblings is in the kindergarten circle driveway.
- Students in second through fifth grade are dropped off at the back of the building.
- **Please do not line up any earlier than 8:30. Traffic on West Street can become congested if cars begin to line up earlier than 8:30.**
- A student is considered tardy if their arrival time is after 8:45. ***New this year, parents or guardians will need to enter the school building to sign their child into school if their child is arriving past 8:45.***

DISMISSAL PROCEDURE:

- Car pick-up numbers are the same and new students will receive their number the first week of school.
- 3:05 First call will be made for parent pick-up for students in kindergarten, first grade and siblings. Pick up location is the kindergarten circle driveway.
- 3:07 Second call will be made for walkers and parent pick-up for students in grades second through fifth grade. Pick up location is the back door.
- 3:07 Walkers exit via the front door.
- 3:10 We will begin to call buses as they arrive.
- All bus students will line up in the main hallway near the office and library.
- Please do not park and walk up to the front of the building as your child gets on the bus.
- If you need to dismiss your child from school, parents will need to enter the building to sign their child out of school.
- **Early dismissals, please avoid dismissing after 2:30 p.m.** The last half hour of the school day is busy for both teachers and students and unexpected dismissals causes a disruption to the learning environment. Students are participating in instruction until dismissal at 3:05.

BICYCLE AND WALKING SAFETY

Children are expected to walk on the sidewalks, cross at the protected crossings, and never walk in the road. At dismissal, students who need to cross West St. will be escorted to the West St. crosswalk. Children in third through fifth grade may ride bicycles to school with parental approval. There are bicycle racks at school where bicycles should be locked. Children should not ride their bicycles on the playground.

ASSIGNMENT TO CLASSES

Kindergarten- Children must be five years of age on or before September 1 to enter Kindergarten.

Grades 1-5- In assigning students to classes, the principal and professional staff consider a variety of issues to ensure that each child will have a successful school year. Examples of such issues include but are not limited to the following: a fair distribution of sexes, specific health needs, special needs services required, inter-personal relationships, learning styles, and academic and social needs. The principal will place heavy priority on teacher recommendations when making class placements.

Parents who have information, such as learning styles, that may be relevant when assignments are being made are asked to contact the principal. Specific teacher requests are not allowed. **Parent information should be submitted in writing to the principal by May 1 of each school year.**

RETENTION OF ELEMENTARY STUDENTS

The Lenox School Committee has a policy on the promotion and retention of elementary students. Key sections are reprinted here.

Determination of a child's retention should be made following careful evaluations and conferences involving the principal, teacher(s), and parents. It is generally agreed that the earlier the retention, the more effective it is. Ordinarily, a child shall be promoted if he/she shows sufficient physical, social, emotional and intellectual maturity so that he/she can be expected to have a successful experience at the next grade level. If retention is considered, the best interests and long-range welfare of the child shall be prime consideration.

The elementary principal shall be responsible for making the final decision on retention based on consultations with school personnel and a careful weighing of teacher and parental recommendations. Under Chapter 766 regulations, the principal shall determine if a referral for an evaluation is appropriate whenever a child is in substantial risk of non-promotion.

The possibility of retention must be made known to parents well in advance -- no later than the end of the second marking period.

VOLUNTEERS

If any parent feels he/she would like to help with a myriad of activities and events, please contact the school office. All volunteers are required to submit to a CORI background check prior to volunteering. Volunteers are also welcome to help with recess and lunch supervision. Please contact the main office to find out how you can volunteer.

MORRIS PARENT TEACHER ORGANIZATION

The Morris Parent Teacher Organization (PTO) is comprised of parent and staff volunteers. An annual election is held to determine the executive board of the PTO. Monthly meetings are held in the school library. The Morris PTO sponsors informational programs and funds special projects and events for the school. PTO funds are raised through fund-raising projects. The PTO has also given generous financial support to the Library, to the faculty and staff, has supported numerous artistic performances and events, and school playgrounds.

The PTO is always looking for parents to participate in their activities. If you would like to be a part of this group enriching the education of the children at Morris, please contact the main office and you can be given information to one of the PTO officers or join a monthly meeting. The dates and times can be found on the school web site.

MORRIS SCHOOL COUNCIL

The Massachusetts Education Reform Act of 1993 established School Councils in each school in the Commonwealth. The Morris School Council consists of members representing parents, teachers, staff, a community representative, and the elementary principal). The Council meets at least four times a school year. The School Council may assist the principal in such endeavors as developing educational goals for the school that are consistent with local educational policies and statewide student performance standards, identifying the educational needs of students attending the school, reviewing the annual school building budget, and formulating an annual school improvement plan. Whenever there is an opening on the Council, parents will be notified and may express an interest to be a member. All School Council meetings are posted at the Town Hall and are open to the public.

MORRIS SCHOOL WEBSITE

Information about events, school lunch menus, important meetings and student accomplishments can be found at <https://www.morris.lenoxps.org/>

BEFORE AND AFTER SCHOOL ACTIVITIES

Throughout the year we offer a variety of before or after school activities for children in grades 1-5. These include music, art, athletic, computer, foreign language, science and service club programs. Check for notices sent home concerning before and after school programs in the fall. Parents are responsible for transporting their children to and

from school for programs held before or after regular school hours. There may be changes to these programs based on staff availability and student need.

FIELD TRIPS

Classes are taken on field trips when it is felt that such an experience would benefit the class and enrich the instructional program. Parental permission is always sought when a trip is being planned. Parents, who have completed the CORI check, may be asked to help chaperone classes.

ASSEMBLIES AND CONCERTS

We try to provide several assemblies or concerts each year for our students. These programs come from various sources such as the Berkshire Theater Festival, The Tanglewood Institute and Young Audiences. The Lenox School Department, the Morris PTO, and local cultural councils help support these programs.

ALL-SCHOOL MEETINGS

We hold all-school meetings once a month. We use the Meeting to focus on common topics of school culture like empathy, kindness, and problem solving to help build a positive sense of community among our staff and students. Some all-school meetings are reserved for in-school performances of our chorus and band ensembles.

GIFTS

Gift exchanges between teachers and students are discouraged. In the event that a gift is given, it is in conflict with Massachusetts Conflict of Interest legislation that the gift value exceeds \$50.00.

PARTY INVITATIONS

We ask that children or parents do not distribute invitations to birthday or other parties at school in order to remain sensitive to children not invited to the party. Invitations brought to school for distribution will be returned to the child or parent by the class teacher.

SCHOOL PICTURES

Individual student and group pictures are taken in September. Parents have a variety of options of the size packages they may wish to purchase.

YEARBOOK

A group of interested staff and parents work on a yearbook available to students and staff for a low fee at the end of each school year. Students will not be denied a yearbook because of an inability to pay this fee. Parents may inquire in confidence with the Principal if this is the case.

PRINCIPAL'S NEWSLETTER

The Principal issues a newsletter several times throughout the year. The newsletter highlights upcoming events, recognizes outstanding performances, and pays tribute to those who have helped contribute to our youngsters' education. If you have a contribution to the newsletter, it should be turned in to the Principal's secretary. All parents are encouraged to access this newsletter electronically by signing up for electronic distribution or by simply visiting the Morris School website: <https://www.morris.lenoxps.org/>

EMERGENCY DRILLS AND PROCEDURES

In order to have our students and staff prepared in the event of a school emergency, we will collaborate with local first responders to conduct various safety drills throughout the school year. These drills may include lockdown, fire and evacuation procedures as part of the school's crisis management plan. Emergency bus evacuation drills are

held during the fall and spring. The school makes every effort to explain to our students that these are practice situations. Parents should also speak with their children about the occurrence of these drills. While we do not want to instill fear in students, it is an unfortunate necessity that we are prepared to handle emergency situations that we hope will never occur. Students experiencing anxiety over drills should be referred to our counselors.

LOST AND FOUND

Lost and found boxes are located in specified areas at the school. Your child may check them or ask a staff member if they have lost articles. **All coats, hats, gloves, and boots should be labeled with your child's name.** Parents may also come and check for missing items. Typically, we will put all items out on tables before school vacations for students to check. Items not claimed are donated during the vacation times or at the end of the year.

INSTRUCTIONAL PROGRAM

INSTRUCTIONAL ORGANIZATION

Educational classes at Morris Elementary School are organized with the student as the focal point in the learning process.

The Morris School core curricula for English Language Arts, Mathematics, Social Studies, and Science align with the Massachusetts Curriculum Frameworks in each subject area as developed by the Massachusetts Department of Elementary and Secondary Education (DESE). Additionally the Massachusetts state standards for Physical Education, Health Education, Music Education, Art Education, and Technology Literacy Education guide the curricula in our non-core subject areas.

GENERAL

The **Kindergarten** experience is a very important step in the life of a child. An initial objective in Kindergarten is to ease the transition of five-year-old youngsters from home to school life. Socially, your child is provided with opportunities for interaction in both large and small groups. The specialists in Art, Music, Gym, Library, and Computer further enhance the kindergarten program. Throughout the school year the children participate in a variety of readiness activities in Reading, Writing, and Mathematics to prepare them for successful experiences in Grade 1 and beyond.

A primary goal of the instructional program in **grades one to five** is the teaching of basic skills, particularly where reading, language arts, and mathematics are concerned. Science, Social Studies, Health and Wellness are integrated to varying degrees so children learn content while they develop skills in these areas. In the interest of the child's total development, experiences are provided to promote physical maturation and foster creative expression. Toward these ends, specialists in art, music, and physical education teach all classes on a regular basis to supplement those activities presented by the classroom teacher.

READING

Reading instruction at Morris School encompasses the five areas of reading outlined by the National Reading Panel. Children in grades K-3 acquire phonemic awareness and phonics skills sequentially and systematically through Wilson Foundations, a research-based, multi-sensory phonics program. Through small group reading instruction, children in grades K-2 are taught word-solving techniques, how to key in to interesting words, and how to monitor and apply comprehension and meta-cognitive strategies as they read. In grades 3-5, children engage in vocabulary and word study activities that emphasize common roots, prefixes, and suffixes. Reading instruction in all grades is coordinated by a certified reading specialist and is aligned with topics identified by the Massachusetts Standards. Reading instruction is a base foundational skill at the elementary level and families can strengthen this foundation by practicing reading as part of your child's daily home routine.

WRITING

The Lenox writing program emphasizes the process of writing starting with its basics in kindergarten. With the adoption of Common Core Standards, writing instruction in all grades is now targeted at developing the ability to write in narrative (story), expository (informational), and persuasive (or argument) form. Morris is using a model of writing instruction that promotes the use of common graphic organizers for each type of writing throughout the grades.

MATHEMATICS

Our goal in Mathematics is to produce mathematically-powerful thinkers and problem-solvers who are confident and feel comfortable using math in their daily lives. In 2011 Morris adopted **Go Math!** as its K-5 math program. GoMath! is aligned with the State Standards and is more focused on deeper mastery of a smaller set of math concepts. It is designed to serve the needs of a variety of math learners and features core lessons for all followed by re-teach, practice, or enrichment. In addition to GoMath!, Morris students participate in daily math fact practice and we encourage parents to extend this daily practice at home.

TITLE I READING/MATH PROGRAM

Title I is a federal grant program which funds supplemental instruction in Reading and Math for students who may have a difficult time decoding, reading fluently, or comprehending text. Title I also supports students who may benefit from additional instruction in math as well. Skilled interventionists and teachers work with students within the classroom or in another setting to build and reinforce specific skills. Children are selected for Title I by scores on benchmark reading or math tests and/or teacher recommendation.

SCIENCE and TECHNOLOGY

The science program tries to build conceptual skills through a balanced curriculum with units taught from three major areas - biological, physical, and earth & space science. Emphasis is placed on hands-on discovery. We do units on the Five Senses, Health/Nutrition, Plants, Weather and Seasons, Metamorphosis, Bees, Balls and Ramps, Magnetism, Sound, Dinosaurs, Solutions, Energy, the Human Body, the Solar System, Ecology, Changes of State, Insects, Trees, Birds, Whales, Pond Life, Endangered Animals, Geology, Electric Currents, and Micro Gardening in various grades. Individual teachers may add other units of study to supplement this list.

New instructional standards in the area of science have recently been adopted by Massachusetts (2016). They are a set of Massachusetts-specific standards derived from the nationally developed *Next Generation Science Standards*. They continue to focus on physical, earth, and life sciences and additionally focus on understanding and the interconnected-ness of knowledge.

SOCIAL STUDIES

The Social Studies Program leads from a study of Myself and Others, Customs Around the World, national celebrations, and European exploration in the primary grades, to Native Americans, Shakers, the Revolutionary and Civil Wars, and Westward Expansion in Grade 3, Early Civilizations, Ancient, and Medieval Civilizations to United States History (early exploration to 1815). Throughout the grades, an emphasis is placed on discussing men and women who have been key figures in United States history as well as the diversity of our society. In recent years an effort has been made to integrate English Language Arts into Social Studies through the introduction of historical fiction and expository and persuasive writing.

HEALTH and WELLNESS

Health education takes place in all grades from Pre-K through Grade 5 and is incorporated into the curriculum in a variety of ways, depending on grade level. Units are taught by the classroom teacher, guest speakers, or consultants who come to school to speak with our children at assembly programs or in individual classrooms.

Part of wellness education at Morris is the acquisition of interpersonal and problem solving skills. We use the **Second Step** program as a guide for and follow a calendar of topics including skills for learning, empathy, calming down, and problem solving. *Second Step* work is intended to serve as an instructional component of our Bullying Prevention Plan and it is intended to create a safe and civil environment for learning and working. *Second Step* instruction is provided by our two counselors in each classroom.

WORLD LANGUAGE

The Morris School offers basic foreign language instruction in Spanish. Students in grades K-5 have one weekly class in Spanish. Instruction is conversation-based and focuses on developing a very basic recognition and of sounds and words to enable simple communication. Morris has acquired the *Sonrisas* program to guide Spanish instruction in grades K-3 and is gathering multiple resources for grade 4 and 5 that will assist with the teaching of written Spanish and basic grammatical concepts.

ART

Each class has art instruction once a week under the direction of the art teacher. The art program provides exposure to a variety of art media. Students are expected to explore various art forms applying their own level of creativity and imagination to each project or task. The emphasis is on the process of their involvement with various art media. The classroom teachers and the art teacher often integrate art projects into the regular instructional program. We hold an Art Show in the spring with each student's artwork on display throughout the Morris School.

MUSIC/INSTRUMENTAL MUSIC

Singing, rhythm, theory, and music appreciation are taught once a week to each class by the music teacher. Music instruction at Morris aligns with state guidelines and is based largely on the instructional philosophies of Orff and Kodaly. Each class includes several opportunities to experience and make music through listening, movement, instruments, and voice.

Students are given access to instruments from kindergarten on but may choose to select an instrument in fourth grade. Fourth grade and fifth grade are instructional years with band instruments and fifth grade band students perform as an ensemble twice during the year. There is a fee for instrument rental but students will not be denied participation in band due to an inability to pay. Parents may inquire in confidence with the principal if this is the case. Students in grade two and up may also choose to participate in chorus ensemble, a group that meets before school and performs for the community during the school year.

PHYSICAL EDUCATION

The children in Grades K-5 have physical education twice a week. These classes are taught by our physical education teacher(s). The program offers each child a chance to learn fundamental fitness concepts, to participate in physical activities, and to improve cardio-vascular endurance; to learn social skills in cooperative and competitive settings; to develop an enjoyment of participation in sport, fitness, cooperative, and recreational activities; and to develop basic sport and recreational skills. The program is designed for children to develop strength, endurance, speed, coordination, flexibility, poise, balance, and a good sense of equilibrium. Good sportsmanship is also an important part of the instructional program.

LIBRARY

The Morris School is fortunate to have both a wonderful, completely automated library and a complementary relationship with the **Lenox Library** on Main Street. The children's librarian from the Lenox Library visits the Morris Library and works with our Library Assistant. Classes visit the library weekly to select books, hear stories, and receive instruction in proper use of the library and reference materials. Library time is also a time for students to receive extra help, complete assessments, conference with teachers, and complete independent research.

TECHNOLOGY INSTRUCTION

Instruction in computer technology is given to children from first grade on. Morris School is well equipped with technology learning tools managed by a computer and technology teacher. The goal of the technology program is two-fold: first and foremost, to enhance and support the classroom curriculum via educational software, and second, to provide students with instruction in the use of educational technology so that they may progress toward independent use. We also conduct continual practice with keyboarding skills so students can develop great speed and fluency with word processing. All student access to internet resources is closely supervised and all online content is filtered for security.

HOMEWORK

Homework is an assigned activity done outside of school which relates to any phase of learning. Morris accepts the belief that school children at all grade levels will profit from some time on home study. Homework should be assigned depending on the grade level, the teacher's judgment of the academic needs, and the ability and the interests of the student.

Purposes of Homework:

1. To supplement and reinforce skills and work done in class.
2. To enrich the child's school experience.
3. To provide opportunities to use skills/knowledge learned in school in creative ways outside of school.
4. To promote individual responsibility.
5. To teach children how to budget time and organize materials.
6. To promote independent study and research skills.
7. To develop leisure interests in learning that will enhance later experiences in life.

TESTING PROGRAM

Morris School informs its instruction using data derived from periodic assessment of students. Most children will acquire requisite skills with core instruction, but there will be some students that need different or modified instruction to acquire those same skills. Periodic benchmark and progress monitoring assessments track students' acquisition of skills and determine who will receive supplemental instruction. Other instruments may be used to find out what specifically is needed for instruction to be sure students are making progress. Typically these assessments are used by faculty to adjust instruction, but parents will be informed when there is an academic concern. Any parent who wishes specific information about a child's test results may contact the teacher or interventionist that their child works with.

As mandated by the Massachusetts Department of Elementary and Secondary Education, all students enrolled in the state's public schools are required to take the **MCAS (Massachusetts Comprehensive Assessment System)** tests. Typically, the tests are given according to the following schedule:

Grades 3/4/5 - English Language Arts - Reading (April), Mathematics (May)

Grade 5: Science and Technology, (May)

The MCAS tests are designed to measure what the students know and are able to do and are matched to the Massachusetts Curriculum Frameworks. All students are required to take these tests. The school also uses MCAS results to measure the effectiveness of its instructional programs.

School Adjustment Counselors

Morris has two full time School Adjustment Counselors on-staff who work with social, emotional, mental health and family issues.

The School Adjustment Counselors assist any student and family deal with varied difficult issues and can provide resources for help in the community. She also works with students to develop confidence and enhance learning skills through individual, group and classroom sessions.

They work with parents and students providing individual counseling and transition services. As members of the special education staff, school adjustment counselors also gather information for special education processes and coordinate 504 plans. Typically SACs serve as the link between the school and other outside family service agencies.

Both of our counselors provide positive behavior and anti-bullying instruction through the use of the "Second Step" curriculum in each classroom from K – 5.

SPECIAL SERVICES

Recognizing that individual differences exist among children, the Lenox Public Schools offer a number of special services to its students designed to help them fulfill their individual potential. All of these services come under the guidelines of **Chapter 766 of the Acts of 1972 of the Commonwealth of Massachusetts, the federal IDEA (2004), The Massachusetts Board of Education**, (the implementing regulations of these laws being 34 CFR, MGL 71c 71B.) Included among these services are screening, evaluation, special education instruction, and services related to the child's identified need(s). Related services include speech and language therapy, occupational therapy, physical therapy, and counseling. Individual educational plans (IEPs) are provided for children with special needs.

SCREENING

Early Childhood (children ages three and four) and Kindergarten entry screening (children age five) take place each Spring to ascertain the presence of special educational needs and to provide teachers with information about each student so they can plan for each child individually. Beginning with a parent questionnaire, screening covers a physical examination, vision and hearing testing, speech and language, fine and gross motor skills, discrimination and memory, and other mental abilities.

For most children, the screening is one of the first experiences they may have in the school setting. The teachers involved in the screening take into account shyness or reluctance to take part in their assessment of the child's development. Most children enjoy the screening process.

Following screening a recommendation is sometimes made for evaluation. At this point parents are always contacted and become part of the decision-making team to determine if further evaluation should be made.

SPECIAL EDUCATION INSTRUCTION

If a child is in need of special education services, an appropriate combination of classroom instruction and specialized help is developed. The goal of such help is always to enable a child to progress to the upper limits of their ability in the least restrictive environment. Special education takes place in one of our resource rooms or directly in the classrooms. Programs are designed to help children who may have physical handicaps, intellectual limitations, specific learning disabilities, developmental and emotional disabilities, sensory, neurological, communication disorders or other health concerns that may prevent the child from making effective progress in the regular education program.

SPEECH AND LANGUAGE THERAPY

Children who do not learn early in life to express themselves well, to understand and to be understood, are seriously hampered. The special needs program provides corrective speech instruction by a master's level licensed speech language pathologist. The program helps children who have difficulties in the areas of articulation, language, rhythm, and voice. After diagnosis, appropriate therapy is prescribed. Instruction, treatment, and drill take place in an individual or small group setting.

SERVICES THROUGH SECTION 504

In compliance with Section 504 of the Rehabilitation Act of 1973, the Lenox Public Schools affirm that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity sponsored by the Lenox Public Schools. Any inquiries regarding this policy should be directed to Brian Kelley- Director of Student Services, 129 West St., Lenox, MA 01240 or call 413-637-5517.

PRESCHOOL PROGRAMS

The Special Needs Department operates two full-day **Preschool programs** at the Morris School for children ages three and four. Our program is integrated; that is, they serve both children who have been identified as having special needs as well as "typical" peer role models. Children identified as having special needs are guaranteed service; there are a limited number of openings available for typical peers each year.

Preschool programs are provided under the guidelines of Chapter 766 (Special Education Services), the federal IDEA (2004) its implementing regulations being 34 CFR 300, MGL c71B, and the Massachusetts Board of Education regulations at 603 CMR, 28.00.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

Our local Parent Advisory Council was formed in 1987 and is comprised of parents who have or have had a child or children needing special education or Title I services. Meetings are held monthly and parents are encouraged to attend. Please call the Special Education Office (637-5571) for meeting dates.

POLICIES AND PRACTICES FOR A SAFE AND PRODUCTIVE SCHOOL

APPROPRIATE ATTIRE

Students at Morris School are expected to dress appropriately for school and school-sponsored activities. A student's dress should show the respect that we encourage for self and others. Therefore, a student's clothing is not to be see-through in any way, including mesh, or to expose undergarments, private areas, navels; depict violence; gang membership or promotion; promote illegal activities; contain offensive sayings or graphics; or cause disruption or disorder. This includes tank tops which expose the undergarment or chest. Hemlines of skirts and shorts must fall below the fingertips when arms are relaxed at sides. Clothing, costumes or make up that obstructs the identity of an individual (i.e.: hoods, masks, or sunglasses) will not be allowed.

Students will be asked to change their clothing if it falls into any of the above categories. A first offense will be considered a minor infraction of school rules. However, repeated offenses or a refusal to change inappropriate clothing will result in disciplinary action. Students are asked to remove hats or hoods from sweatshirts upon entering the building unless they are necessary for medical reasons or religious observance. We do not allow headwear, such as hats, "doo rags", bandanas, or any other items that may be distracting to staff and students to be worn by boys or girls in school with the exception being headbands used to keep hair out of the face.

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

Your child should have appropriate clothing and outerwear for the day's weather conditions. No child will be allowed to stay at recess in the winter because they didn't bring their boots, mittens, etc.

Shoes are mandatory in Massachusetts and sneakers are mandatory for physical education classes. Flip flops and other backless footwear is strongly discouraged. For safety sake, students who do not have appropriate footwear will not be allowed to play on the playground equipment.

TOYS, TOY WEAPONS, LAZERS AND KNIVES, ELECTRONIC DEVICES, MONEY AND VALUABLES TAKEN TO SCHOOL

Toys should not be brought to Morris. Expensive equipment (i.e. iPods, video games) or favorite treasures could be accidentally broken or lost. Morris is not responsible for lost or broken toys. Students are provided with plenty of options for indoor and outdoor recess.

SMART WATCHES/ CELL PHONES

While we live in a world where cell phones and smart watches are very common, we ask that students not bring cell phones or wear smart watches to elementary school. If a student is observed using a cell phone during the school day, they will be asked to turn it off and put it away. If the student is observed a second time using a cell phone or if the student refuses to comply with adult directions regarding cell phone use, the device will be confiscated and may be picked up in person by the student's parent or guardian.

TELEPHONE USE

Please note that any incoming and outgoing calls from the school may be recorded or monitored for safety purposes. Students may not call home for non-emergency matters during the school day. Student calls to home from classrooms for forgotten instruments, assignments, and sports equipment interrupt learning time in our classrooms. Additionally, when parents deliver these forgotten items, students may be prevented from feeling natural consequences and may be more likely to forget the item again next time. We strongly request that after-school arrangements be communicated to the classroom teacher with a note prior to the start of the school day. Teachers will be asked not to let students make phone calls from the classrooms under any circumstances. If teachers deem the matter urgent, students will be sent to the office to make a call.

SCHOOL MATERIALS AND PROPERTY

The School Committee through its professional staff has identified appropriate materials to achieve its educational objectives at each grade level. These materials are provided by the Lenox Public School System. Since the textbooks, library books and supplies are provided at public expense, it is expected that the children will be responsible for replacement of any materials that are lost or damaged beyond the reasonable ability to use the book or material during another school year.

Reimbursement is also expected in the event of damage to buildings, furniture, or equipment caused by misconduct or an act which a given child would reasonably be expected to avoid.

BUILDING EVACUATION and OTHER EMERGENCY RESPONSE

To prepare for safe responses to unforeseen events, the Morris School follows a set of emergency response and crisis plans that have been developed for a variety of situations.

Building Evacuation: From time to time the building is evacuated either for a practice drill or for an actual emergency. Students should become familiar with the evacuation instructions that are posted in every classroom. The signal for evacuating the building is a loud alarm and flashing lights that are used only for this purpose.

Site Evacuation: If the building is evacuated and conditions require that students be moved off site, we will move all students and staff to the neighboring Boston University Tanglewood Institute building or buses will be mobilized and students will be transported to the gym at LMMHS depending on the circumstances. The district all call system will be used to contact parents and advise them as to pick-up directions and next steps.

Lock-down: Morris students practice this procedure to prepare for any situation (like a dangerous or threatening individual in the school) that would indicate a safety risk to students. During a lock-down students move to a secure part of their classroom and the door is locked.

Crisis and Safety Plan: Morris school has a set of procedures in place to respond to the emotional needs of its students and staff in the event of a student death, parent death, death of a staff member, suicide, or another community crisis. The plan identifies a crisis team of administrators, counselors, and local support agencies who work together to assist affected community members through a difficult time.

SCHOOL HEALTH SERVICES

School Health Services promote the health of students through prevention, screening, early intervention, and remediation of specific problems. Health services provides direct services for students with special needs and provides health counseling to promote an optimal level of wellness for students and staff.

SCHOOL NURSING SERVICES

A registered nurse is available at the Morris School to provide the following services: Care of students/staff when they are ill or injured; mandatory screenings which include vision and hearing, height, weight, and postural screening (5th grade); communicable disease control; immunization control; maintenance of health records; physical assessment; medication administration; health counseling; collaboration regarding pertinent health issues with faculty, staff and other health professionals; environmental health; health agency referrals; specialized health care plans for children with special health care needs.

PHYSICAL EXAMINATIONS AND IMMUNIZATIONS

According to Massachusetts Department of Public Health regulations as outlined in the Commonwealth of Massachusetts General Law, physical examinations and immunization records are required upon entering preschool, kindergarten and all new admissions. Physical examinations are also required in grade 4.

Before admission, all students must submit proof of immunization to be reviewed by the school nurse who will authorize admission. Except as specifically provided for by law, children, not successfully immunized, are to be excluded from school in accordance with Chapter 76, Section 15 of the Massachusetts General Laws. The school nurse will make recommendations for exclusion to the Principal.

COMMUNICABLE DISEASE CONTROL

If a child is diagnosed with a communicable disease that requires being out of school, the family physician should issue a note stating that the child may return to school with dates. To keep health records up-to-date, it is important that the nature of the illness be stated.

ACCIDENT AND ILLNESS POLICIES

Please do not send your child to school if he or she has any sign of illness. Please do not have a student return to school until they are symptom free for at least 24 hours.

In case of illness, the school makes necessary arrangements for the sick child to return home. Normally, the school cannot provide transportation for students who are ill or injured. Please identify on the Emergency Information form the person(s) we should call for your child if he/she is ill or has had an accident. We require emergency information forms so that we have on file the directions you want followed in the event your child has to leave school due to illness or accident during the school day.

Please let the school office or nurse know if your child is ill. If possible, also include information about the diagnosis and expected period of absence from school.

ADMINISTRATION OF MEDICATIONS

The *Authorization for Medications to Be Taken during School Hours* is required in order for students to receive medications at school. This applies to non-prescription as well as prescription medications. Both a parent's signature and the prescribing physician's signature are required. Please contact the School Nurse if your child needs medications. The medication must be sent in a prescription bottle and **should not be sent to school with the child.** It should be brought personally by the parent to the School Nurse.

MEDICAL NOTES

When a child has been ill or injured and has returned to school, we expect the child to participate fully in school activities both in and out of the classroom. Exceptions to this policy may only be made with a specific dated medical note giving the reason why the child should not take part and giving the specific length of time the note should be in effect. All notes should be written by the parent, guardian, or physician. We expect children to go out for all recesses unless excused by a specific medical note.

POLICIES AND PRACTICES FOR A SAFE AND PRODUCTIVE SCHOOL: **STUDENT CODE OF CONDUCT**

Our goal at Morris is to foster students' social development of self-discipline, which is essential to personal growth. When the conduct of one or more students interferes with their own progress, the remaining students in the classroom, or the orderly operation of the building, this has an impact on students' educational progress. When the progress toward this goal is not satisfactory due to any one of the stated infractions or school rules, disciplinary actions may occur. The exact nature of the consequence will depend upon not only the severity of the violation, but also the extent to which a student has previously been involved in similar situations. Students will be given the opportunity to explain their behavior before a consequence is given.

In addition, students participating in school-sponsored activities such as PTO events, dances, concerts, and athletics must attend at least the equivalent of 4.5 hours of school that day in order to be eligible to participate in relevant after school, weekend, or vacation events. Parents may appeal emergency cases to the school principal. -
To preserve the right of safe and unfettered learning, members of the school community assume specific roles:

The **Student** should strive to Respect Others, Respect Themselves, Respect Property, and Respect the Learning Environment.

The **Classroom Teacher** is the key person in developing and enforcing guidelines for appropriate behavior in the school setting and working (privately or in classroom discussion groups) with students and parents to act on consequences as necessary.

The **Head Teacher**, in the absence of the principal, assists school personnel in determining consequences for serious violations of student conduct.

Each **Parent** has a vital role to play in the entire process of encouraging acceptable behavior from his/her children and participating in consequences in cooperation with the classroom teacher and other school personnel.

The **Principal** confers with students, teachers, and parents and tries to make decisions that will help the students develop responsible and respectful behavior.

The **School Adjustment Counselors** helps respond to inappropriate student behaviors. S/he supports all staff, students, and parents by providing group instruction about friendships, dealing with emotions, and other issues. The School Adjustment Counselor assists in the development and implementation of behavior plans.

The **School Behavior Interventionist** assists teachers, paraprofessionals, specialists, and the principal in supporting school wide efforts towards establishing a positive school culture. Students can meet privately to discuss any behavioral or social problem that they may have encountered. The Interventionist assist the students in developing strategies to help solve problems in an acceptable manner. The objective is to be pro-active and intervene before an issue can escalate and possibly disrupt the learning environment. Parents are encouraged to call and report when their child is experiencing a difficult situation. The Interventionist collaborates with the School Nurse, School Adjustment Counselor and the Principal. To contact Ms. Pezze please call the school at 637-5570 at ext. 7118 or email her a kpezze@lenoxps.org.

BEHAVIOR EXPECTATIONS FOR BUS AND PLAYGROUND

SCHOOL BUS

Students in K-3 must have a parent or adult designee at the bus stop at the end of the day in order to be let off the bus. Grades 4-5 may walk from the bus stop to their house on their own.

Students and parents accompanying students to and from the bus stop should be to the bus stop on time. Everyone should take care not to damage the property around the bus stop and students and parents should exhibit safe behavior while waiting for the bus. Please be mindful of young children who require close supervision.

Parents are asked not to engage in lengthy conversation with bus drivers as they have a strict schedule they need to follow to get students to school and home on time. If a parent needs to report a problem or has a concern regarding the bus, he/she may call the school and speak to the Principal or the Principal's Secretary. Depending on the nature of the concern, you may be asked to contact Dufour Bus Co. directly at 637-0861.

Students riding the bus must adhere to the following rules:

1. Follow **all** directions from the bus driver.
2. Have a safe body. Remain seated and do not sit with legs in the center aisle.
3. Walk to the front of the bus only when the bus is **stopped**.
4. Keep the bus clean and in good condition. Never throw any items out of bus windows.
5. Keep your volume under control.
6. Toys and food should not be out on the bus
7. Cell phones should not be used on the bus.
8. Be kind to one another.

When bus behavior is inappropriate, the bus driver will write up incidents on a bus disciplinary report and send a copy to the Principal. The Principal shall discuss the infraction with the student and parents. If the Principal feels, after conferring with a representative of the bus company, that bus privileges for this child should be suspended for a period of time, the decision will be made and the bus company and parent will be informed. The bus driver at no time shall put a child off the bus. He/she is obligated to transport the child either to his home or to school and then refer the incident to the bus company supervisor who then informs the principal.

PLAYGROUND RULES

Children should:

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| <ul style="list-style-type: none">.. include all children in games or other activities... use the playground equipment with care and safety toward other children... play fairly in all game activities without hurting or harming any person... keep the playground free of food and papers... put all playground equipment away in the shed..share the use of playground equipment and play areas | <ul style="list-style-type: none">.. use only whiffle balls, rubber balls, and plastic bats... not engage in violent or aggressive play (i.e., wrestling or king-of-the-hill type activity).. ask permission to retrieve any balls that go out of the playground... not throw rocks, wood chips, or snow... reenter the building from the playground only with the specific permission of the paraprofessional on duty. |
|--|---|

..report any disorderly conduct or emergency situations to the teacher paraprofessional at once.
.. play only in designated areas of the playground.
.. be helpful and courteous to the paraprofessionals at all times.
.. refrain from sharing snacks (for allergy and dietary reasons).

.. immediately and respectfully follow directions and guidelines from the adults on duty.

-toys from home stay in backpack, can not be brought outside.

The back playground and the adjoining athletic fields are used by students in grades 1 - 5. The front playground and adjacent field space is used by pre-K and K students. Recess periods are supervised by paraprofessionals and other staff. Students are expected to comply with the directions of recess supervisors and students who are unable to follow adult directions may have to sit out a portion of the recess.

TEAM SPORTS AT RECESS

Team sports have, at times, been problematic when arguments over teams, rules, or even what game to play consumes all the players and requires adult intervention. There have been times when team sports have been suspended due to these issues. Currently team sports are allowed during recess with the following procedure in place:

1. One recess monitor will be assigned to team sports each day and will monitor games for fair play and good sportsmanship.
2. The recess monitor will pick teams. Any student who tries to manipulate the team picking process will not be allowed to play.
3. Students who want to play should line up at the appropriate field at the start of recess for team selection.
4. When there is a difference of opinion about a play, students may ask the monitor if he/she saw. If the monitor is unable to make the call, there will be a "do-over" of the play.
5. Rock, paper, scissors, quickly resolves differences.
6. A student may leave the game at any time but will not be allowed to come back to the game on that day.
7. Once the game starts, no new students will be allowed to join.
8. Any student who does not engage in fair play and good sportsmanship will be asked to leave the game with an option to try again on another day.

EXAMPLES OF BEHAVIORAL SITUATIONS AND POSSIBLE CONSEQUENCES

1. A child who misbehaves on the playground may be assigned any of a number of consequences depending on the individual circumstances. They may include separation from the other students to losing recess privileges to assisting the paraprofessionals as a playground monitor. Consequences for a child who is involved in continuous minor infractions of playground rules will be determined by the paraprofessional on duty in consultation with the Behavior Interventionist.
2. A child who makes repeated aggressive or insulting comments towards another child (bullies) will lose a privilege and will be directed to meet with the interventionist, guidance counselor or principal. During this meeting the appropriate staff member will inform the child of the nature of the infraction and discuss the impact of such behavior on the recipient of the comments. The child will be asked to process their behavior in writing or verbally and may be asked to write an apology or offer a face to face apology for their conduct. The parent will be contacted and informed of the behavior and intervention. The child and parent will be advised of subsequent consequences should the behavior be repeated.
3. A child who writes on walls, desks, or floors will clean all markings with soap and water.
4. A child who throws papers or food on floors or on the playground will pick up the area. Consequences will be assigned by the adult on duty.
5. A child who destroys a school book or workbook will be charged an appropriate replacement amount.
6. A child who takes or damages another person's property will make restitution. The decision for consequences for a child who continually takes the belongings of others will be made by the classroom teacher in consultation with the parent.

7. A child who is disruptive in the classroom will be disciplined by the classroom teacher dependent on the teacher's judgment of the severity of the disruption. The child may be sent to the office for a short time until the teacher and child may confer alone.
8. A child who continually violates school rules, especially those regarding the rights and property of others and those relating to the safety of other students or school personnel may lose the privilege of attending a school event or class field trip. The final decision rests with the Principal, normally after consultation with the interventionist, classroom teacher, and parents.
9. A child who refuses to complete an assigned task in the classroom may be kept in at recess or after school to finish the work if the teacher feels it is in the best interest of the child. Additional work may be assigned as a consequence for incomplete or untimely assignments. The teacher will call the parent in advance so that transportation can be provided. (Advance notice will vary according to availability of parent transportation and time needed to make arrangements).
10. A child who willfully breaks or damages school property will pay for the cost of repair or replacement. When this occurs in the classroom, the decision for consequences will be made by the teacher and/or the Principal or Head Teacher. Otherwise, the decision will be made by the Principal.

MISBEHAVIOR AND CONSEQUENCES

There will be times when consequences for violations of the rules will be necessary. Consequences are in direct relation to the infraction; teachers and parents should involve the student as appropriate in decision-making regarding fair and instructive use of these consequences. The goal of consequences is two-fold: to reduce or eliminate recurrence of the behavior and to teach the student why the behavior is not appropriate in our school setting.

Changing behavior patterns of a misbehaving child sometimes takes a long period of time. The teacher or other adults who have direct contact with the child will continue to encourage the child's efforts to improve.

1. Procedures for Extreme Behavior (Classroom, School Building, Playground)

Examples of extreme behavior problems which may occur at school are:

- A child leaving school premises without permission.
- A child physically harming or threatening a staff member or student.
- A child destroying or using school property improperly.
- A child swearing in the presence of others.

If such action occurs, the adult in charge will notify the Principal or Head Teacher. The child will be separated from other students and/or removed from the area. During the course of the day, the Principal, Interventionist, or Head Teacher will confer with the child, contact the child's parents, and will work toward resolving the problem, including assigning an appropriate consequence from the continuum of consequences. The problem and its resolution will be discussed by the Principal and/or Head Teacher, the parent, and the child before the child returns to class. The adult initially involved with the misbehavior will write up a disciplinary slip or incident report.

2. Procedures for Serious Misbehavior

Examples of very serious behavior problems are:

- A child being habitually tardy to school.
- A child disrupting the classroom or instruction.
- A child making fun of another student (Bullying)
- A child playing dangerously on the playground.

The adult in charge will react to an instance of very serious misbehavior, reinforce the rules, and determine an appropriate consequence. If necessary, the adult in charge will notify the Head Teacher and/or Principal. A discipline notice will be sent home and the adult and student will work together to establish a consequence. Depending on the situation, the staff will meet to determine if the behavior warrants referral for other services or outside supports.

Morris Elementary School
BEHAVIOR REPORT FORM

Student: _____ Grade/Teacher: _____

Staff member reporting: _____

Witnessed by staff member? Yes No

Location: _____ Date & time: _____

If incident was witnessed by adults or students; (names/grade provided to Principal):

Detailed description of event(s):

Action taken:

____ Report filed ____ Met with Interventionist/SAC/Principal ____ Entered in book

Time Out:

____ Day(s) Date(s): _____

____ Recess only ____ Lunch only ____ Both lunch & recess

Parent notified: Y/N ____ form sent home ____ phone call ____ e-mail ____ (tel #: _____)

Report # ____ so far this year. By whom: _____

Student Signature: _____

Parent Signature: _____

Principal Signature: _____

*Please sign and return on: _____

1 copy to each of the following: parent, teacher, principal, behavior log book

Please see reverse side

Additional comments/ information:

Morris Elementary School Behavior Plan Rubric

	<i>Behavior</i>	<i>First Time</i>	<i>Second Time</i>	<i>Third Time</i>	<i>After Third Time</i>
G r e e n	<ul style="list-style-type: none"> *Teasing (name calling, insulting, or other behavior that would hurt others' feelings) * Swearing/ inappropriate gesture/ spitting, etc. * Threats/ Intimidation *Disrupting classroom (minor, first incident) *Inappropriate Electronic use *Systematic exclusion (including telling others to exclude someone and starting rumors) 	Warning	<ul style="list-style-type: none"> *One inside recess *Parent notified 	<ul style="list-style-type: none"> *One entire lunch and recess *Parent notified *Reflective writing 	<p>After the third time a student shows this behavior in a year, school staff and parents meet, and a Morris Support Team (MST) meeting will be held.</p>
Y e l l o w	<ul style="list-style-type: none"> *Hitting/ physical (pushing, slapping, grabbing, tripping, etc.) *Disrespect to adult (tone of voice, language-verbal or body, refusal to do as asked) *Disrespect to peers *Minor vandalism; Damage or destruction of property *Lying to an adult * Cheating 	<ul style="list-style-type: none"> *One inside recess *Parent notified *Reflective writing 	<ul style="list-style-type: none"> *One entire lunch and recess *Parent notified *Reflective writing 	<ul style="list-style-type: none"> *3 days entire lunch and recess * Parent notified *Reflective writing 	<p>After the third time a student shows this behavior in a year, school staff and parents meet, and a MST meeting will be held.</p>
R e d	<ul style="list-style-type: none"> *Severe hitting/ physical (punching, kicking, and similar behavior that may injure others) * Dangerous weapon/ tool in school *Harassment (racial, ethnic, or sexual; name calling, retaliation or other severe harassment) *Intentional destruction of/or taking property (personal or school) 	<ul style="list-style-type: none"> *3 entire lunch/recesses *Parent notified *Reflective writing 	<ul style="list-style-type: none"> * 5 entire lunch/recesses *Parent notified *Reflective writing 	<ul style="list-style-type: none"> *Suspension (internal or external) *Parent conference 	<p>After the third time a student shows this behavior in a year, school staff and parents meet, and a MST meeting will be held.</p>

*Consequences for behavior may be adjusted based on circumstances at the discretion of the building Principal.

PROCEDURE FOR PARENTAL COMMUNICATION/APEAL WITH SCHOOL PERSONNEL CONCERNING A DISCIPLINE PROBLEM NOT RESULTING IN SUSPENSION OR EXPULSION

Please note that the due process and parental appeal process for suspensions and expulsions is outlined in the next section.

A parent who is concerned about disciplinary action taken against his/her child should follow this procedure:

(1) Contact the school and **speak with the staff member directly involved** in making the decision for corrective action. Parents may contact staff members during the regular workday (8:30 am-3:15 pm for grades PreK-5). If a staff member is unable to take a telephone call, the call will be returned within 24 hours (i.e., by the next school day).

(2) If a parent contacts an administrator about a disciplinary problem, the administrator will check that the parent has first discussed the issue with the staff member involved. If the staff member has not been contacted, the administrator will inform the staff member about the call and ask the staff member to make contact with the parent.

(3) If this approach does not lead to resolution of the problem, an administrator may be asked to mediate.

(4) The proper channeling of concerns from parents should follow this order:

1. Teacher or other staff member
2. Principal
3. Superintendent
4. School Committee

SUSPENSION AND EXPULSION PROCEDURES

Behaviors That May Result in Suspension

A student may be suspended by the Principal or his designee when the student: (a) poses a threat to the physical well-being of himself or any other student or staff member; (b) is causing and may continue to cause substantial interference with the educational process; (c) intentionally causes or attempts to cause substantial damage to school property or private property or steals or attempts to steal school property of substantial value; (d) knowingly possesses or transmits any firearm, knife, explosive, or other dangerous object on school grounds or at a school function; (e) knowingly possesses, uses, transmits, or is under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind; (f) repeatedly and/or intentionally defies the valid authority of supervisors, teachers, or administrators; (g) repeatedly and/or willfully violates the accepted rules and regulations of the Morris School.

In-School Suspension

In-School Suspension may be deemed an appropriate temporary action for a child who is seriously disrupting the educational setting or consistently misbehaving in any school area. The intent of In-School Suspension is to minimize out-of-school suspensions while maintaining a continuing program for students. Students will be required to perform School-work while in In-School Suspension. Such work will be assigned by the appropriate classroom and/or resource room teachers. The teacher or other adult in charge will initiate the procedure by consulting with the Head Teacher and the Principal. The parent will be informed of the decision for in-school suspension. The in-school suspension typically will be for a half-day to three day period.

Out-of-School Suspension

Short-Term Suspension (10 DAYS OR LESS)

1. Before a suspension of ten days or less takes place, the school owes a student notice, explanation and a hearing. The Principal or designee shall provide written notice to the parent/guardian, offering an opportunity to meet and to discuss the violation as charged, and prior to the suspension taking place.
2. The student shall meet with the Principal or designee regarding the alleged offense. The Principal or designee shall make a good faith effort to include the student's parent/guardian in this meeting. The

parent/guardian, if present, shall have an opportunity to discuss the student's conduct and to offer additional information or mitigating facts.

3. At the meeting, the student shall be told the basis of the accusation, the nature of the disciplinary offense, and any other pertinent information. The student, and his/her parent/guardian if present, shall have the opportunity to present additional information and to offer mitigating facts. However, the student will not have the opportunity to secure counsel, to confront and cross-examine witnesses or to call his/her own witness to verify his/her version of the incident. The Principal or designee, in his/her sole discretion, may permit the student to question his/her accuser or present his/her own witnesses.
4. The Principal or designee will issue a written determination of the suspension to both the student and the parent/guardian, including the key facts and conclusions reached, and length and effective date of the suspension, and a date of return to school, and the opportunity to make up assignments and other needed school work.
5. If the suspension was imposed by the Assistant Principal, the student may appeal the suspension in writing to the Principal. The appeal must be made within one (1) school day of the student's receipt of the notice of the suspension. An appeal of a suspension does not stay the discipline, but may result only in the expunging of a student's record. There is no right of appeal beyond the Principal. Additionally, there is no right of appeal if the Principal, rather than the Assistant Principal, imposes the suspension.
6. This provision shall apply to students with disabilities who are suspended for ten (10) or fewer cumulative days in one academic year. Suspensions of students with disabilities exceeding ten (10) cumulative days in one academic year shall be governed by applicable state and federal law.

Long-Term Suspension (more than 10 days)

Students facing a suspension of more than ten days (cumulatively within a school year or consecutively) and up to ninety days have the right to a more formal process. These rights include the following in addition to those described for short-term suspensions:

1. To review the student's own record and any documents on which the Principal may rely, in making his/her decision regarding suspension;
2. To be represented by counsel (at the student's expense);
3. To present the student's own explanation of the alleged incident;
4. To produce witnesses on his/her own behalf;
5. To cross-examine witnesses presented by the school or district (unless the student's interest in cross-examining witnesses is outweighed by the need to protect witnesses from possible retaliation);
6. To request a recording of the meeting;
7. Notice of the student's opportunities to make academic progress during suspension, with information about the school's education service plan;
8. Notice of the right to appeal the suspension, with instructions about the process for doing so.

Appeal of Long-Term Suspension (more than 10 days):

1. If a student receiving a long-term suspension (more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple disciplinary offenses in any school year) wishes to appeal that decision to the Superintendent, he/she must do so in writing no later than 5 calendar days following the effective date of the suspension.
2. The student or parent/guardian may request an extension of up to 7 calendar days to submit this request for an appeal. The Superintendent or designee shall hold a hearing within 3 school days of receiving the student's request for an appeal.
3. The student or parent/guardian may request an extension of up to 7 calendar days for this hearing to be held. The Superintendent or designee must include the parent/guardian in this hearing, or else must show a good faith effort to include him/her.
4. At the hearing, the student has the same rights afforded him/her at the Principal's meeting prior to issuing the long-term suspension.
5. The Superintendent or designee will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent/guardian upon request.
6. The Superintendent will issue a written decision within 5 calendar days of the hearing, either upholding or lessening the suspension. This will be the school district's final decision on the matter.

Anti-Terrorism Law – Making Threats

Chapter 313 of the acts of 2002 specifies that any individual who willfully communicates a threat resulting in the evacuation or serious disruption of the school, school related event, or school transportation, shall be punished by imprisonment in the state prison for not less than 3 years, nor more than 20 years or imprisonment in the house of correction for not less than 6 months nor more than 2 ½ years or by fine of not less than \$1,000 nor more than \$50,000, or by both fine and imprisonment.

Prohibiting Disturbance of School or Public Meeting

Chapter 272, Section 40. Whoever willfully interrupts or disturbs a school or other assembly of people met for a lawful purpose shall be punished by imprisonment for not more than one month or by a fine of not more than \$50; provided, however, that whoever, within one year after being twice convicted of a violation of this section, again violates the provisions of this section shall be punished by imprisonment for one month, and the sentence imposing such imprisonment shall not be suspended.

Firearms and Dangerous Weapons

Possession of a dangerous weapon, not limited to a gun, gun replica (starting gun, airsoft gun, pellet gun, etc.) or knife, on school property or when associated with or participating in any school-sponsored activity may result in expulsion or other disciplinary action. A variety of objects when used for the purpose of intimidation or injury will be considered as a weapon. A student who wishes to bring to school, for the purpose of display or other school-related reason, any item that may be considered as a weapon may do so only with the express written consent of the Principal.

In accordance with Massachusetts law (SEC. 37L of C. 71), all school personnel shall report in writing to the Assistant Principal or Principal incidents involving a student's possession or use of a dangerous weapon on school premises or at any school-sponsored or school-related activity at any time.

The Assistant Principal or Principal shall file reports with the superintendent, who shall file them with the chief of police, Department of Children and Families, and school committee.

The student shall receive an assessment arranged by the superintendent, police chief, and the Department of Children and Families. The student shall be referred to counseling and be reassessed by those involved in the initial assessment upon conclusion of the counseling.

Emergency Removal

Emergency removal of a student is within the Principal's authority when, in his/her judgment, the student's continued presence poses a danger to persons or property and there is no adequate alternative to alleviate that danger. The Principal or designee shall do the following:

1. Make adequate provisions for the student's safety and transportation before removing him/her from school on an emergency basis.
2. Make immediate reasonable efforts to orally notify the student and parent/guardian of the emergency removal and the reason for it.
3. Provide written notice to the student and parent/guardian.
4. Provide an opportunity for a hearing before the Principal, with the parent/guardian in attendance, within two school days of the emergency removal (unless the parties agree to an extension of time).
5. Render a decision orally on the same day as the hearing, and a written notice of the hearing no later than the following school day.

Students Serving Suspensions

Students who are suspended from school (other than an in-school suspension) are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities. When the period of suspension includes a weekend or vacation period, the student is ineligible to participate in or attend any activities throughout the entire period. Students who do not fulfill outstanding disciplinary obligations by the last day of school must make arrangements with the Principal or Assistant Principal to serve detentions and work details during the summer. A student serving a suspension will be required to complete these obligations at the beginning of the next school year. If a school-sponsored activity begins prior to the start of the school year, that time will be included as part of the suspension.

Applicability of Suspension Policy to Students with Disabilities

This provision shall apply to students with disabilities who are suspended for ten (10) or fewer cumulative days in one academic year. Suspensions of students with disabilities exceeding ten (10) cumulative days in one academic year shall be governed by applicable state and federal law.

Expulsion/Indefinite Suspension

Expulsion is a permanent removal from school for conduct covered by M.G.L. c. 71 §37H or M.G.L. c. 71 §37H1/2. Indefinite suspension is a removal from school for an indefinite period for conduct covered by M.G.L. c. 71 §37H1/2.

Basis for Expulsion/Indefinite Suspension

M.G.L., c. 71, section 37H provides the Principal the authority to expel a student who is found on school premises or at a school-sponsored event, including athletic games and fieldtrips, possessing a dangerous weapon, or possessing a controlled substance, or who assaults a Principal, Assistant Principal, Teacher, Teacher's Aide, or other educational staff on school premises or at a school-sponsored or school-related event. The Principal may determine based on the facts that suspension is more appropriate.

M.G.L., c. 71, section 37H1/2 provides the Principal the authority to indefinitely suspend a student who is charged criminally with a felony and to expel a student who is convicted or admits guilt in court with respect to a felony or felony delinquency.

Expulsion and indefinite suspension proceedings pursuant to this section shall be in accordance with the statutory language, which may be found this Handbook.

Indefinite Suspension Procedure

A student facing indefinite suspension has the following procedural rights:

1. Written notice in the student's/home's primary language of the charge and the reasons for suspension.
2. Written notice of appeal rights.
3. The hearing rights which apply to long-term suspensions.

Expulsion Procedure

A student facing expulsion has the following procedural rights:

1. Written notice in the student's/home's primary language that a hearing will be held to determine whether or not to impose an expulsion. Notice shall include the following:
 - a) The date/time/place of the hearing;
 - b) A description of the nature of the allegation and the evidence supporting the allegation against the student;
 - c) A list of witnesses who will appear on behalf of the school;
 - d) A summary of the procedures to be followed and the rights afforded to the student at the hearing;
 - e) Notice of the right to an Alternate Education Plan if the student has an Individualized Education Plan;
 - f) The telephone number of the Principal;
2. The right to be represented by a lawyer or advocate (at the student's expense);
3. Adequate time to prepare for the hearing;
4. Access to documented evidence prior to the hearing;
5. The right to request that witnesses attend the hearing, and to question them (unless the student's interest in cross-examining witnesses is outweighed by the need to protect witnesses from possible retaliation);
6. The right to have the hearing transcribed;
7. The right to have the hearing translated into the student's or his parents' or guardians' primary language;
8. A reasonably prompt written decision including specific grounds for the decision, the process for appeal, and the right of the student to access alternative educational services.

Appeal of Indefinite Suspension

A student may appeal an indefinite suspension imposed by the Principal pursuant to M.G.L. c. 71, section 37H1/2 (felony convictions, etc.) in writing to the Superintendent within five (5) calendar days following the effective date of the suspension.

Appeal of Exclusion

A student may appeal expulsion imposed by the Principal pursuant to M.G.L. c. 71, section 37H1/2 (felony convictions, etc.) in writing to the Superintendent within five (5) calendar days following the effective date of the expulsion. A student may appeal expulsion imposed by the Principal pursuant to M.G.L. c. 71, section 37H (possession of dangerous weapon, controlled substances, assault of staff, etc.) in writing to the Superintendent within ten (10) days following the effective date of the expulsion.

Applicability of Expulsion/Indefinite Suspension Policy to Students with Disabilities

To the extent that the application of the foregoing policy to students with disabilities conflicts with state or federal laws, such law(s) shall prevail.

Academic Progress of Suspended/Expelled Students

Any student who is serving a long-term or indefinite suspension or expulsion shall have the opportunity to receive education services and make academic progress during the period of removal. Principals must create a School-wide Education Service Plan for the purpose of detailing education opportunities to students who are expelled or suspended from school for more than ten (10) consecutive days. Schools must also allow students the opportunity to make academic progress during all suspensions and expulsions. LMMHS Administration and Faculty will work with students and families to encourage and support students to make educational progress, whether the student is suspended or expelled. A copy of the School-wide Education Service Plan is available on the LMMHS website and in the Guidance Department.

Suspended or Expelled Students

Students who have been suspended or expelled from school shall not be eligible to participate in any school functions for the duration of such disciplinary action. Students who are suspended or expelled and return to school grounds or school sponsored events may be suspended an additional day and may be referred to the police or other proper authorities for trespassing. The period of suspension ends as of the beginning of the school day on which the student returns to school.

Drug and Alcohol Related Offenses

In the case of a long term suspension for drug/alcohol related offenses, the Principal may require a student to attend an outside drug treatment program and provide random urinalysis reports to the school upon return. The Principal may require a student to provide written proof, or "Certification of Completion," of his/her attendance to a drug treatment program prior to returning to the school.

Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal

Section 37H½. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

Superintendent in writing of his request for an appeal no later than five (5) calendar days following the effective date of the suspension.

The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his/her request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the expulsion.

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

Suspension or Expulsion on Grounds Other Than Those Set Forth in Sections 37H; 37H ½

1. This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H ½.
2. Any Principal, Superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.
3. For any suspension or expulsion under this section, the Principal of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the Principal, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion 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. The department shall promulgate rules and regulations that address a Principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.
4. If a decision is made to suspend or expel the student after the meeting, the Principal, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in

English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. 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 one (1) day or more.

5. A student who has been suspended or expelled from school for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the Superintendent. The student or a parent or guardian of the student shall notify the Superintendent in writing of a request for an appeal not later than five (5) calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to seven (7) calendar days. The Superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within three (3) school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to seven (7) calendar days; provided further, that the Superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the Superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The Superintendent shall render a decision on the appeal in writing within five (5) calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.
6. No student shall be suspended or expelled from a school or school district for a time period that exceeds ninety (90) school days, beginning the first day the student is removed from an assigned school building.

DESE Regulations Regarding Procedures for Student Discipline under Section 37H ¾

Notice of Suspension and Hearing under Section §37H ¾

1. Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a Principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.
2. The Principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:
 - a) the disciplinary offense;
 - b) the basis for the charge;
 - c) the potential consequences, including the potential length of the student's suspension;
 - d) the opportunity for the student to have a hearing with the Principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - e) the date, time, and location of the hearing;
 - f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
 - g) if the student may be placed on long-term suspension following the hearing with the Principal:
3. The rights set forth in 603 CMR 53.08 (3)(b);
4. The right to appeal the Principal's decision to the Superintendent.
5. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
6. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and parent.

Emergency Removal under Section 37H¾

1. Nothing in these regulations shall prevent a Principal from removing 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 and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:
 - a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
 - b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
 - c) Provide the student an opportunity for a hearing with the Principal that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
 - d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.
2. A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Principal's Hearing under Section 37H¾

The Principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the Principal shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

Principal Hearing - Short-Term Suspension

The purpose of the hearing with the Principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student 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 603 CMR 53.05. The Principal shall provide the parent, 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.

Based on the available information, including mitigating circumstances, the Principal shall 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 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

Principal Hearing - Long-Term Suspension

The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. 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;
2. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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;
4. The right to cross-examine witnesses presented by the school district;

5. 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 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 upon request.

The Principal shall provide the parent, 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.

Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, 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 by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the Principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the Principal'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 stated in plain language:
 - a. the process for appealing the decision, including that the student or parent 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 may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days;
 - b. The long-term suspension will remain in effect unless and until the superintendent decides to reverse the Principal's determination on appeal.

Superintendent's Hearing under Section 37H^{3/4}

1. 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.
2. The student or parent shall file a notice of appeal with the Superintendent within the time period set forth 603 CMR 53.08 (3) (c) 5.a). 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.
3. The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.
4. The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.
5. The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
6. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension under 603 CMR 53.08(3) (b).
7. The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3) (c)1 through 5. 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.
8. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

In-School Suspension under Section 37H^{3/4}

1. The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
2. The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in 603 CMR 53.10(3) through 603 CMR 53.10(5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
3. The Principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the Principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.
4. On the same day as the in-school suspension decision, the Principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
5. The Principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The Principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

Exclusion from Extra-Curricular Activities and School Sponsored Events

The Principal may 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 procedures in G.L. c. 71, § 37Ho/4 or 603 CMR 53.00.

Education Service Plan

In accordance with the Massachusetts General Laws Chapter 71, Sections 37H, 37H^{1/2}, and 37H^{3/4}, the Lenox Public School District must provide opportunities for students to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her in school suspension, short-term suspension (10 days or less), long-term suspension (10 days or more) or expulsion. Any student who is expelled or long-term suspended from school, for more than ten (10) consecutive days, may have tutoring, on-line education or an alternative placement.

Access to tutoring services

Students given this option are expected to attend tutoring sessions at a designated public site identified by the school district. The tutoring will be provided by qualified LPS personnel or contracted providers as assigned by the Lenox Public Schools. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under G.L. c. 69 §§I D and I F. Students' tutoring schedule is by appointment and prepared weekly.

Access to online education

Students given this option are enrolled in an online platform and taught by licensed teachers in each subject area. Work hours are flexible but students are expected to access online instruction by logging in at least 5 days per week for a minimum of 45 minutes to an hour per subject. Daily attendance is imperative in order to ensure success in the virtual program. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under G.L. c. 69 §§I D and I F.

Alternative educational placement

Students given this option are expected to attend an alternative educational program at a designated public site identified by the school district. The coursework will be provided by qualified state approved educational provider agreed upon by the Lenox Public Schools and the parent/guardian. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under G .L. c. 69 §§ ID and IF.

Discipline Action Relative to Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this Code of Conduct. Chapter 71B of the Massachusetts General Laws requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to the discipline of special needs students:

1. The IEP for every special needs student will indicate whether that student is expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP.
2. The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student, and a record will be kept of such notices.
3. When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the IEP will be held to determine the appropriateness of the student's placement or program. The TEAM will make a finding as to the relationship between the student's misconduct and her/his handicapping condition and either:
 - a) Design a modified program for the student, or
 - b) Write an amendment to provide for the delivery of special education services during a suspension exceeding ten (10) cumulative days and any needed modification of the IEP relative to discipline code expectations.

Section 1415 of the Individuals with Disabilities Act (IDEA) sets forth the following procedures with respect to the suspension of students with special needs. School personnel may order a change in placement of a child with a disability to an appropriate interim alternative setting, or suspension, for not more than 10 school days (to the extent that such alternatives would be applied to children without disabilities).

If a student with special needs is in possession of a weapon or illegal drugs, commits an assault against school personnel, or sells or solicits the sale of a controlled substance while at school or at a school function, school personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but not for more than 45 days.

When a student with a disability or suspected disability has been suspended or placed in an alternative setting for 10 days (cumulative), the IEP team will convene to conduct a Functional Behavioral Assessment, including a Manifestation Determination, and will develop a Behavioral Intervention Plan that will be accepted by the IEP team. If the student has an existing behavioral intervention plan, the IEP team will review the plan and modify if necessary.

If an alternative educational setting is warranted, the placement will be determined by the IEP team. The placement will be selected so as to enable the child to continue to participate in the general curriculum in another setting and will ensure the provision of those services and modifications described in the student's IEP that will enable the student to meet the goals set forth in the IEP.

In addition, the Department of Education will be notified, as required by law; and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will follow.

Morris School Technology Policy Guidelines

Mission Statement

The Lenox Public Schools are committed to the educationally productive and ethical use of technology throughout the district. Our goal in providing technology services to teachers and students is to enhance the school curriculum and promote educational excellence by facilitating access to information, resources, and communication on a global scale. However, with this technological opportunity comes responsibility on the part of the sponsoring school district, educators, parents, and students alike.

Technology Policy Guidelines

Classroom use of technology including the Internet by a teacher for group instruction is allowed without parent/guardian permission. An example of this activity would be a teacher using the internet as an instructional tool for group presentations. All such resources are prescreened by the teacher for appropriate content and educational value.

Content filtering technology is used to prevent access to offensive, inappropriate, illegal, defamatory, inaccurate, controversial, or dangerous information on the Internet. However, please be aware that such filtering is not 100 percent effective. There is always the possibility that a student may accidentally access inappropriate material. In the event of the above, students must inform their parents, a teacher, or other school personnel immediately.

Students in all grades participate in annual age-appropriate training regarding technology and Internet safety, ethical conduct, and cyber bullying. To the greatest extent possible, students will be protected from harassment or unwanted or unsolicited contact. Any students who receive threatening or unwelcome communications should bring them to the attention of a system administrator or teacher.

Students may only access technology when their teacher or other responsible school personnel have given them direct permission and when direct staff supervision is present. If an Internet search is needed, students may search under direct teacher/staff supervision preferably using child-safe search engines and other appropriate research media.

Morris School subscribes to several educational web sites of value to student learning. Limited personal identifying information (as per the *Children's Online Privacy Protection Act of 1998*) is shared with such third party sites to facilitate use within the school setting. Parents/guardians objecting to this policy should inform the Principal in writing. Note that home use is granted for some products as per licensing and parent/guardian consent.

It is Morris School's policy that personal identifying information will not be allowed on the Morris website unless written parental and student consent have been obtained. Please note that Morris School does allow anonymous postings of the following items; student art work, non-identifying written work, podcast (group podcast only), and other media that does not specifically identify the student. Parents, guardians, and students objecting to this policy should inform the Principal in writing.

Morris School does not grant e-mail privileges to students. Participation in chat rooms, gaming sites, instant messaging, online contests, or social networking sites is not allowed at Morris School. Students are not allowed to download files from the Internet without teacher permission. Students are required to comply with Educational Fair Use Copyright Laws regarding material retrieved online.

School administrators have the right to review system use and communications to maintain system integrity and to ensure that students are using technology responsibly and ethically. Students not adhering to Morris School's Technology Policy Guidelines may be informed of the loss of technology privileges.

SCHOOL COMMITTEE AND OTHER DISTRICT POLICIES

The Lenox School Committee Policy Manual contains a number of policies which have direct pertinence to parents of elementary school students. Copies of the School Committee Policy Manual are located in each of the schools and at the Superintendent's Office and you are welcome to read these and other policies that are of particular interest to you.

[School Committee Policy Manual](#)

ANIMALS IN SCHOOL

There is a School Committee Policy regarding animals in the classrooms which must be followed before any animals are allowed in classrooms. If your son/daughter wishes to have an animal brought into school for instructional purposes, he/she should ask the classroom teacher several days in advance so that all procedures may be carried out in accordance with the policy. Because of the concern for allergies and the unknown level of students' fear of animals, we discourage having them brought to school and procedures to allow an animal may include screening of student health profiles and notification of other classroom parents.

HUMAN SEXUALITY INSTRUCTION

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

At the Morris School, prior to any instruction involving human sexual education, we will send home a notice to all parents of students in the relevant grade level indicating when instruction will take place and noting a parent or guardian's right to review instructional materials.

Under Massachusetts law and School Committee policy, a parent may exempt his/her child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send a letter to the principal requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. Teachers may provide an alternative assignment to students who are exempted. Parent resources are available in the library for those wishing to either augment or conduct the classes on their own with their children.

PESTICIDE POLICY

Lenox Public Schools prohibits the use of pesticides indoors while students are on the property (ant traps are an exception to this policy and may be used according to the manufacturer's directions for use.) In addition, Lenox Public Schools must notify, in writing, students and their parents/legal guardians, and employees at least two work days before pesticides are used outdoors at school. Schools, which utilize pesticides inside the building must be closed for a minimum of five days both during and immediately after application. A *Notice of Pesticide Use*, which will be provided by the pesticide manufacturer, must be posted on the school bulletin board at least two days before pesticides will be used and for at least 72 hours following their use. Any questions with regard to pesticides use should be directed to your principal and or superintendent of schools (MGL 132B, 6C-6I.)

C.O.R.I. REQUIREMENTS

Massachusetts General Laws Chapter 71, Section 38R was amended to require that all school districts conduct criminal background checks on current and prospective employees, volunteers, school transportation providers, and others who may have direct and unmonitored contact with children.

Pursuant to this law and Massachusetts Department of Elementary and Secondary Education policy, the Lenox Public Schools shall also obtain all available Criminal Offender Record Information (C.O.R.I) from the Criminal History Systems Board for any prospective employees or volunteers of the School District, prior to hiring the employee(s) or accepting individuals as volunteers. The Lenox Public Schools may also seek such information for any subcontractor or laborer who performs work on school grounds.

The Department of Elementary and Secondary Education C.O.R.I. Advisory of February 17, 2003 states the following: Direct and unmonitored contact with children means contact with a child when no other C.O.R.I. cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students.

C.O.R.I. information is not subject to the public records law and shall be kept in a secure location separate from personnel files for not more than three (3) years. School districts must obtain this information at least every three years during an individual's term of employment or service. Access to this information is restricted to only those individuals certified to receive such information.

For further information regarding the District's C.O.R.I. policy and procedure, please contact the Superintendent of Schools.

ACADEMIC HONESTY, CHEATING & PLAGIARISM

Cheating is to act dishonestly, to trick, mislead or fool. Plagiarism is taking from another his/her ideas, writings, etc., and passing them off as one's own. Any form of cheating or plagiarism is an act of dishonesty and is strictly prohibited. All parties involved in such dishonesty, including students who aid or abet, are in violation of this policy and subject to disciplinary action. Cheating/Plagiarism includes but is not limited to:

1. Copying of another student's test paper or any other school assignment
2. Using material during a test which is not authorized by the person giving the test
3. Collaborating with another student during a test or other school assignment without teacher consent and once expectations are made clear by teacher.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test or other assignment
5. Substituting for another student or permitting another student to substitute for one's self to take a test or complete an assignment
6. Bribing another person to obtain a test or other assignment that is to be administered
7. Securing copies of a test or answers to a test or other assignment in advance of a test or assignment
8. Copying from print or electronic sources without proper citation (see Internet Rules and Guidelines).
9. Use of technology to share information (i.e. video phone, text messaging)

Consequences:

In addition to any or all of the "Possible Responses to Major Infractions" listed in the Code of Conduct, one of the following consequences will apply:

- 1) Failure of the course for the year if the cheating/plagiarism occurs on any major course requirement such as a term paper or final exam
- 2) Failure of the course for the quarter if the cheating/plagiarizing occurs on a major quarter assignment
- 3) A zero grade (to be averaged in as a zero) on that assignment if the cheating/plagiarism occurs on any other quarter assignment or homework assignment. Repeated offense(s) may result in failure of the course for the quarter.

Appeal Process:

The student involved may appeal the decision of the classroom teacher. The burden of proof to reverse the findings and/or decision of the teacher will be upon the student.

- 1) Appeals will be heard by an appeals board, annually appointed by the principal and comprised of three teachers representing different subject areas, the department chair of the teacher, and two student members. The student members will be selected from high school class officers and the high school Student Council.
- 2) The appeals process shall not exceed two weeks from the time the appeal is initiated (excepting school vacations). Where applicable the diploma will be withheld pending the decision.

RIGHT OF STUDENTS TO FREEDOM OF EXPRESSION

Pursuant to *Massachusetts General Laws, Chapter 71, Section 82*, —the right of students to freedom of expression in the public schools of the Commonwealth shall not be abridged, provided that such right shall not cause any disruption or disorder within the school. Freedom of expression shall include, without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish and disseminate their views, and (c) to assemble peaceably on school property for the purpose of expressing their opinions.

The Lenox Public Schools may regulate student speech and assembly based upon legitimate educational needs, including, but not limited to, the time, place, manner of student speech and assembly, and institute reasonable methods to ensure non-interference with the learning process. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the building Principal or his/her designee.

For the purpose of this section, the word —student shall mean any person attending a secondary school, and the word —school official shall mean any member or employee of the Lenox School Committee: —No expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school official shall be held responsible in any civil or criminal action for any expression made or published by the students.

CONFISCATED PROPERTY

Parents must pick up student property that has been confiscated by and is in the possession of school officials, due to an infraction of the Discipline Policy, within 48 hours from the school office. The Lenox Public Schools will not be liable for any property not picked up by parents within 48 hours of notification.

BULLYING PREVENTION AND INTERVENTION POLICY

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

I. POLICY

- A. It is the policy of the Lenox Public Schools, herein after referred to as the “district”, to provide a learning and working atmosphere for students, employees and visitors free from bullying, hazing, harassment, and intimidation. Such action may occur on the basis of race, color, religion, national origin, age, gender, gender identity, sexual orientation, genetics, disability, or for any other reason.
- B. It is the responsibility of every staff member, student, and parent to recognize acts of bullying and take appropriate action to ensure that the applicable policies and procedures of this school district are implemented. It is additionally the responsibility of the school and district to record and keep data, monitoring the prevalence of bullying issues to assist in the biennial review.
- C. It is a violation of this policy for any staff member, or for any student to engage in bullying in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying. All employees are mandated to report all cases of bullying, as required by this policy and state law.
Bullying is prohibited:
 - On school grounds,
 - On property immediately adjacent to school grounds,
 - At a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
 - At a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school.
 - Through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the internet)
 - At any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the

target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

- D. This policy is not designed or intended to limit the school's authority to take disciplinary action or take remedial action when such bullying occurs out of school but has a nexus to school, or is disruptive to or materially and substantially interferes with an employee's work, personal life, a student's school work, or participation in school-related opportunities or activities. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs. Reports of cyber-bullying by electronic or other means, occurring in or out of school, will be reviewed and, when a nexus to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyber-bullying will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for cyber-bullying will not be re-admitted to the regular school program until his or her parent(s) attend such meeting.
- E. Any employee or student who believes that he or she has been subjected to bullying has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.
- F. The Building Principal/Designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying.
- G. If an Individualized Education Program (IEP) indicates that a child has a disability which affects "social skills development" or the child is "vulnerable to bullying or teasing because of the child's disability" the IEP shall address the skills/proficiencies needed to avoid and respond to these issues.

II. BULLYING DEFINITIONS

- A. "Bullying" means repeated, unwelcome, written, verbal, or electronic expression or a physical act or gesture or any combination thereof, by one or more individuals, directed at a target that (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to him or herself or of damage to his or her property; (iii) creates a hostile environment at the school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of school. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities or privileges: that are being offered through the school district; or during any education program or activity; or during any educational program or activity; or while on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school sponsored activities, or at school sanctioned events.
- B. "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 transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to, electronic mail, internet communication, instant messages or facsimile communication. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creator or impersonation creates any of the conditions enumerated in the clauses (i) to (v) inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of communicating 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 clauses (i) to (v) inclusive, of the definition of bullying.
 - 1. Cyber-bullying may occur through the use of data, telephone, or computer software that is accessed through a computer, computer system, or computer network or any public education institute.
 - 2. As used in this Section, "electronic communication" also means any communication through an electronic device including, but not limited to a telephone, cellular phone, computer or pager.

- C. "Hostile Environment": means, a situation in which bullying causes the school environment to be permeated with intimidation, ridicule and/or insult that is sufficiently severe or pervasive to alter the condition of a student's education.
- D. "Involvement": If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day, residential school, or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.
- E. "Aggressor": is a person(s) who engages in bullying, cyber-bullying, or retaliation.
- F. "Target": Is a person(s) against whom bullying, cyber-bullying or retaliation has been directed.
- G. "Reporter" : The person who reports the act of bullying.
- H. "Retaliation": Is a form of intimidation, reprisal, or harassment, directed against a person(s) who reports bullying, provides information during an investigation of bullying, or witnesses or provides reliable information about bullying.
- I. "Staff": Includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff or paraprofessionals.
- J. "School Grounds": Is property on which a school building or facility is located or property that is owned, leased or used by a school district for a school sponsored activity, function, program, instruction or training.

III. GUIDELINES FOR REPORTING BULLYING OR RETALIATION

In school systems, bullying takes many forms and crosses many lines. The situation may be an instance of student to student, student to staff member, staff member to student, or staff member to staff member. Guidelines for dealing with any report of bullying are as follows:

- A. By law, bullying is defined by the target's perception in combination with objective standards or expectation. What one person may consider acceptable behavior, may be viewed as bullying by another person. Therefore, in order to protect the rights of both parties, it is important that the target or a Principal or designee to whom a complaint was made or reported make it clear to the aggressor that the behavior is objectionable.
- B. In all reports of bullying, the target, and or reporter, should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Anonymous complaints of bullying or retaliation will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard. *The Bullying Reporting Form* (Appendix A) shall be completed. Reporting forms are available to all students and staff at each school as well as online on the Lenox Public Schools website.
- C. Any school employee that has reliable information that would lead a reasonable person to suspect that a person is an instigator/participant or a target of bullying, shall immediately report it to the Principal/Designee; each school shall document any prohibited incidents of bullying or cyber-bullying and the resulting consequences, including discipline and referrals to the Superintendent's office as they occur. *The Bullying Reporting Form* shall be completed.
- D. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of

M.G.L.c.258. As a result, the school district shall indemnify staff members from any cause of action arising out of a good faith report of bullying or the district's subsequent actions or inaction in connection therewith.

- E. In a situation involving a report of *student to student* bullying that is reported to a staff member other than an administrator, the staff member must inform the Building Principal. The student must also complete the *Bullying Reporting Form*.
- F. In a situation involving a report of *staff member to student* bullying, it should be brought to the attention of any staff member, and that staff member shall notify the Building Principal immediately. The *Bullying Reporting Form* must be completed.
- G. In a situation involving a report of *student to staff member* bullying, the staff member shall notify the Building Principal.
- H. In a situation involving a report of *staff member to staff member* bullying the staff member shall notify the Building Principal.
- I. If the alleged aggressor is the person responsible for conducting an investigation, the Superintendent or School Committee shall designate an alternative bullying investigator.
- J. If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day, residential school, or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.
- K. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day, residential school, or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement officials consistent with the provisions of state law.
- L. In all cases of alleged retaliation, the reporting and investigating procedures shall adhere to those procedures that apply to cases of alleged bullying.

IV. PROTOCOL FOR INVESTIGATING BULLYING CLAIMS

Once a report of bullying or retaliation has been made, including reports of mental, sexual, emotional, or physical harassment as well as threats to a person's safety, property, or position in the school or work environment, the following course of action shall be taken.

- A. The Building Principal /Designee shall promptly investigate the report through discussions with the individual(s) involved. The outcome shall be documented in the *Investigator's Report Form*. (Appendix B) In situations involving allegations against a staff member, he/she should be informed of his/her right to have a third party present at the time of the discussion. In situations involving allegations by one student against another student, the Principal/Designee should engage the appropriate classroom or special subject area teachers. Parents of both sides of this report will be informed of the situation and may be invited to participate in resolution discussions. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit. The *Investigator's Report Form* shall specify the outcome. Cases where sexual assault is alleged, the school administrators will contact the District Attorney's Office and local law enforcement. The investigation will then be in their hands unless they decide to refer it back to the school district to complete an investigation.
- B. If the aggressor and target are willing to discuss the matter indicated in *the Investigator's Report Form*, in the presence of the Principal/Designee, a supportive faculty member and/or parent should be included in the discussion. During the discussion the offending behavior should be described by the target and the

administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If the circumstances do not permit a face-to-face meeting, the administration will present the target's position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline outlined in the *Student Handbook* and listed on the *Bullying Rubric* (Appendix D) and determined by the Building Principal. The matter shall be documented in the *Investigator's Report Form*.

- C. If after a resolution meeting with the involved parties, the Building Principal/Designee determines that further, more formal investigation or additional disciplinary action must be taken, the following could occur:
 - 1. In instances involving *student to student or student to staff member* bullying, the student may be subject to discipline including but not limited to counseling, suspension, and, in appropriate cases, expulsion. Please refer to Appendix D for the full range of disciplinary actions that may be used by the school administration.
 - 2. In instances involving a *staff member to student and staff member to staff member* bullying, findings will be referred to the Superintendent of Schools for further action. Personnel action may also be initiated at this point, up to and including discharge consistent with the applicable law and collective bargaining agreement.
- D. Appropriate staff will be notified of the investigation and any follow-up, within limitations of applicable law.

V. GUIDELINES FOR SUPPORT SERVICES AND SAFETY PLANS

In an effort to provide the target, or other involved individuals such as reporters, witnesses or others, with a learning and working atmosphere where the target feels safe, and to prevent the re-occurrence of bullying, a target's *Safety Plan Form* will be developed to ensure these basic rights can be achieved. This Safety Plan will provide clear procedures for restoring a sense of safety for a target and assessing that target's need for protection. The Safety Plan can include change of schedule, locker, lunch period, counseling, teacher notification, and a daily check in person. The Building Principal/Designee shall complete the *Safety Plan Form* and share it with the target, his/her parent(s) and appropriate school personnel in an efficient time frame (Refer to Appendix C.)

In addition, the school will offer appropriate support services, education and or intervention services for targets, aggressors, and appropriate family members of the involved students. The school may consider current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

VI. NOTIFICATIONS

1. TO OTHER INVOLVED PARTIES

The principal or designee will promptly notify the parents or guardians of the target and aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations

2. TO LAW ENFORCEMENT

The Building Principal shall determine when acts of bullying need to be reported to local law enforcement. School officials will coordinate with the Lenox Police Department to identify a police liaison for bullying cases. Cases may also be referred to the Berkshire County District Attorney's Office. When a case referral is made to one of these agencies, the school investigation then falls under the law enforcement jurisdiction.

VI. RETALIATION AND FALSE ACCUSATIONS

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

In any situation where retaliation and/or false accusations occur in any form against any person who has made or filed a complaint relating to bullying, reprisal is forbidden. If either action occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.

VIII. CONFIDENTIALITY

Reports of bullying should be kept confidential, consistent with necessary investigation procedures and legal restraints on the dissemination of information about students with the goal of protecting the target and stopping the behavior. This is in accordance with the Family Educational Rights and Privacy Act (FERPA.)

IX. SCHOOL-HOME PARTNERSHIP

- A. **PARENT EDUCATION AND RESOURCES:** The Lenox Public Schools are committed to working collaboratively with families in order to ensure that we have a safe and supportive school community. In partnership with the Lenox Public Schools, parents share in the responsibility to (i) reinforce the curriculum at home and support the school district or school plan; (ii) learn the dynamics of bullying; and (iii) reinforce proper online safety and cyber-bullying. To assist parents in this partnership, the Lenox Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying and social curricula used by each school in the district. These programs will be offered in collaboration with the PTO, School Councils, Special Education Advisory Council and any other appropriate community organizations.
- B. **NOTIFICATION TO PARENTS AND/OR GUARDIANS:** Each year the Lenox Public Schools will inform parents and guardians of the anti-bullying curricula that will be used in each of our schools. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The Lenox Public Schools will send parents a written notice each year about the student-related sections of the Plan and the Lenox Public Schools' Internet Safety Policy. All notices and information will be made available to parents in hard copy and electronically on the Lenox Public Schools' website. The Lenox Public Schools are committed to supporting the diversity of our community and will offer this policy in other languages if needed by families.

Parents will be informed about each school's bullying prevention and intervention plan and trainings.

X. PREVENTION & TRAINING

- A. The professional development of staff and training for students is a critical part of this policy. All staff and students will receive annual trainings on this policy. Newly hired staff shall be trained promptly on this policy and its procedures and will receive professional development as needed.
- B. The content of professional development for this policy shall include, but not be limited to, (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying.
- C. Each school shall provide age-appropriate instruction at each grade level for all students on bullying prevention annually.
- D. The school district shall update their bullying prevention and intervention plans biennially, in consultation with teachers, staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

- E. Specialized training for staff of students with special education IEPs and for students with special needs.

XI. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Lenox Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and course of study of such public school on account of race, color, gender, gender identity religion, national origin or sexual orientation. Nothing in this Plan prevents the Lenox Public Schools from taking action to remediate discrimination or bullying based on a person's membership in a legally protected category under local, state or federal law or Lenox Public School Policies.

In addition, nothing in this Plan is designed or intended to limit the authority of the Lenox Public Schools to take disciplinary action or other action under M.G.L. c. 71, s. 37H or 37 H ½, other applicable laws or school policies in response to violent, harmful or disruptive behavior, regardless of whether the Plan covers the behavior.

For further information about these guidelines, or for help with bullying problems or any other form of bullying, consult a member of the administration.

LEGAL REFERENCES

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the 1972 U.S. Civil Rights Act.
3. Chapter 151B, Massachusetts General Laws
4. M.G.L. Chapter 76 § 5
5. M.G.L. Chapter 269 § 17, 18, 19
6. M.G.L. Chapter 71, §370, 82, 84 93
7. Family Education Rights and Privacy Act
8. Mass Student Records Laws and Regulations
9. Senate 2404 Bill: An Act Relative to Bullying in Schools
10. MGL C71, S 370

Approved by School Committee: December 6, 2010; May 16, 2011.

CIVIL RIGHTS, HATE CRIMES, HARRASSMENT, AND BIAS INCIDENTS

Civil rights violations occur when a person interferes by threats, intimidation or coercion with another person's enjoyment of rights guaranteed under the Massachusetts or United States constitutions. These rights include the right to attend school without being subjected to discrimination and also include an individual's right to attend school free from violence, threats of harm, intimidation or damage to his or her personal property.

Identification and Definitions of Prohibited Conduct

Unlawful Harassment

Harassment consists of unwelcome behavior of a verbal, written, or physical nature, which is either repeated or severe, and which creates a hostile, humiliating, intimidating or offensive school environment, or substantially interferes with a student's education (or a staff member's ability to work). Harassment is a form of discrimination. The types of harassment defined below consist of verbal, written, or physical contact that:

- Has the purpose or effect of creating an intimidating, hostile, or offensive learning environment.
- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
- Otherwise adversely affects an individual's academic opportunities.

Sexual Harassment

Sexual Harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other written, verbal, or physical conduct or communication of a sexual nature. Sexual Harassment can take two forms: *quid pro quo* and *hostile environment*: *Quid pro quo* (literally "this for that" but meaning something for something") sexual harassment occurs when a school employee explicitly or implicitly conditions a student's participation in an educational program or activity, or bases an educational decision on the student's submission to unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature, whether or not the student submits to the conduct.

Hostile environment sexual harassment occurs when unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal, or physical conduct of a sexual nature by another student, a school employee, or a third party are sufficiently severe, persistent, or pervasive to limit a student's ability to participate or benefit from an educational program or activity or to create a hostile or abusive educational environment. A single incident, depending upon its severity, may constitute illegal harassment. Sexual harassment includes conduct that is also criminal in nature such as rape, sexual assault, and stalking and similar offenses.

Sexual Harassment can include, but is not limited to the following:

- Verbal harassment or abuse of a sexual nature.
- Pressure or requests for sexual activity.
- Inappropriate touching, unwelcome leering, or sexual gestures.
- Demanding sexual favors accompanied by implied or overt threats concerning (an individual employment or) a student's educational status.
- Displaying any sexually suggestive objects, pictures, cartoons, photos, videos or films.
- Inquiries into an individual's sexual experiences or activities.
- Spreading rumors about or rating other student's sexual activity or performance.
- Continuing to express sexual interest after being informed that the interest is unwelcome.
- Any sexually motivated unwelcome advances, whether or not they involve physical touching.

Sexual harassment is prohibited regardless of the sex of the harasser. Sexual harassment may occur even if the harasser and the person being harassed are the same sex.

Harassment Based on Race or Color

Racial or color harassment can include unwelcome verbal, written, or physical conduct, directed at the characteristics of the person's race or color, such as nicknames, emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs.

Harassment Based on Religion

Harassment on the basis of religion or creed is unwelcome verbal, written, or physical conduct directed at the characteristics of a person's religion or creed, such as derogatory comments regarding surnames, religious tradition, religious clothing, or religious slurs or graffiti.

Harassment Based on National Origin

Harassment on the basis of national origin is unwelcome verbal, written, or physical conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

Harassment Based on Sexual Orientation

Harassment on the basis of sexual orientation is unwelcome verbal, written, or physical conduct directed at the characteristics of a person's actual or perceived sexual orientation, such as negative name-calling and imitation mannerisms.

Harassment Based on Disability

Disability harassment includes harassment based on a person's disabling mental or physical condition and includes any unwelcome verbal, written, or physical conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.

Discrimination:

Discrimination consists of actions taken against another person that treat him or her unequally because of race, religion, national origin, disability, sexual orientation, gender bias, or gender identity.

Civil Rights Violations:

Civil rights violations occur when a person interferes by threats, intimidation or coercion with another person's enjoyment of rights guaranteed under the Massachusetts or United States constitutions. These rights include the right to attend school without being subjected to discrimination and also include an individual's right to attend school free from violence, threats of harm, intimidation or damage to his or her personal property.

Hate Crime:

A hate crime is any crime in which the victim is targeted for physical assault, threat of bodily harm or intimidation, at least in part, because he or she is a member of a different race, color, religion, ethnic background, national origin, sexual orientation or gender identity from the offender or because he or she has a disability.

Bias Incident:

A bias incident is any act, physical, written or verbal, which is directed at a person or property because of his or her actual or perceived race, color, religion, gender, gender identity, national origin, ethnic background, sexual orientation, or disability. A hate or bias incident may or may not rise to the level of a crime.

Reporting Violations

Any violation of this policy should be brought to the attention of the Principal and a Title IX Coordinator. A student may also report violations of this policy to a teacher, nurse, or counselor who will in turn report the violation to the Principal. The principal will conduct an investigation and take appropriate action. Both formal and informal measures are available to resolve complaints of violations of this policy.

Consequences

Any student found to have engaged in harassment shall be subject to any or all of the "Possible Responses to Major Infractions" listed in the Code of Conduct. Any employee or other member of the school community found to have engaged in harassment shall be subject to sanctions, including but not limited to, warning, suspension, or termination subject to applicable procedural requirements. Depending upon the severity of the reported incident, the principal will determine if a report to law enforcement is required.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts Law, G.L.c. 119s. 51A. Lenox Public Schools shall comply with Massachusetts laws in reporting suspected cases of child abuse.

Protection from Reprisal and Retaliation

Submission of a good faith complaint or report of unlawful harassment or a civil rights violation will not affect the complainant or reporter's future employment, grading, learning environment or work assignments.

The school will discipline or take other appropriate action against any student, teacher or administrator or other school personnel who retaliates against any person who reports an incident or alleged unlawful harassment and/or civil rights violation, or any person who testifies, assists or participates in a proceeding, investigation or hearing relating to such report of unlawful harassment or civil rights violation. Retaliation includes, but is not limited to, any form of intimidation, as well as any action taken to harm an individual because he or she made a report of unlawful harassment or civil rights violation.

Claims of unlawful harassment or a civil rights violation that are made in bad faith will subject the complainant to discipline.

Discipline and Students with Disabilities:

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations

require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred: (1) the student's parent/guardian expressed concern in writing to administrative personnel, or the student's teacher/counselor, that the student is in need of special education and related services; (2) the student's parent/guardian requested an evaluation of the child; or (3) the student's teacher/counselor or other school personnel, expressed specific concerns directly to the Director of Student Services or to other supervisory personnel about a pattern of behavior demonstrated by the student. The school is not deemed to have knowledge of a disability if (1) the parent/guardian has not allowed an evaluation or refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. If a request for an evaluation is made during the time period in which the student is subject to disciplinary measures, the evaluation must be conducted in an expedited manner. Students who have been found to have a disability that impacts upon a major life activity, as defined under Section 504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.

2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.

3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs and 504 plans. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.

4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.

5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

LOCKERS/DESKS/COMPUTERS/VEHICLES - SEARCHES OF STUDENTS

Teachers and other school officials are permitted to search a student and/or the student's possessions such as handbags, book bags, backpacks, etc., when there is reasonable *suspicion* that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Reasonable *suspicion* may include a school official's personal observation that the student possesses contraband material on school grounds or the school official's receipt of a report to that effect by a teacher, another school employee, a student, or some other reliable source. Lockers are considered school property and are subject to search by school officials at any time. A search will be limited to areas and objects that reasonably could be expected to contain the contraband material.

SPECIAL EDUCATION AND 504 PLANS

In compliance with Section 504 of the Rehabilitation Act of 1973, the Lenox Public Schools affirm that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity sponsored by the Lenox Public Schools.

The guidelines regarding special education are based on state and federal law. In Massachusetts, in order to be found eligible for special education, a student must demonstrate the presence of a disability that prevents the student from making effective progress in regular education and requires specially designed instruction or a related service in order to access the general curriculum. Areas of disability include autism, developmental delay, intellectual, sensory, neurological, emotional, physical or health impairment, communication, or specific learning disability. Although the state testing program, the Massachusetts Comprehensive Assessment System (MCAS) is an evaluation, it is not part of the evaluation conducted to determine if the student requires special education.

Whenever a referral is made, parents are notified in writing. An evaluation or assessment will occur only after written parental consent. Following the evaluation period, parents and members of the evaluation team will meet to discuss the assessments and whether or not the student is eligible for special education. If services are required, an Individual Education Plan (IEP) will be developed. Parents then have the right to accept or reject the IEP (in part, or in full). If the parents disagree with the special education program proposed for their child, an appeal process is available.

Requests for further information, complaints or inquiries concerning either Section 504 or special education should be direct to:

Mr. Brian Kelley
Director of Student Services
Morris School
129 West Street
Lenox, MA 01240
(413) 637-5571

HOMELESS ASSISTANCE ACT

The federal McKinney-Vento Homeless Education Assistance Act requires school districts to immediately enroll homeless students in school, even if they don't have the documents typically required for enrollment in their immediate possession. The appropriate guidance counselor will provide assistance to families in obtaining records from the prior school. A homeless student may also remain in their school of origin until the end of the school year in which they obtain housing. The school of origin is responsible for transportation until the end of the school year in which they obtain housing.

STUDENT DIRECTORY INFORMATION

Massachusetts's Student Records Regulations permit the release of "directory" information without consent. Directory information includes data such as student's name, address, phone numbers, date of birth, major course of study, participation in officially recognized school activities, awards, honors, dates of attendance, and post high school plans.

In Lenox, such information is typically used in the newsletter, in press releases, in sports coverage in local newspapers, and as part of the college/university application process. We do not release phone numbers without consent. We also provide names and addresses to recognized groups supporting school activities such as PTO and booster clubs. You have the right to request that such information not be released without

your prior consent. If you wish to make such a request, please do so in a note sent to the attention of the guidance office.

CONFIDENTIALITY

Any action taken by the Lenox Public Schools in the application of this Disciplinary Policy shall be documented in the student's temporary cumulative record. Disclosure of this information without the prior written consent of the student's parent(s)/legal guardian(s) and the student if he/ she is fourteen (14) or older or a ninth grader is prohibited except as allowed by law.

STUDENT RECORDS and FERPA

In order to provide students with appropriate instruction and educational services, it is necessary for the School District to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to a student's parent(s)/legal guardian(s) and/or the student in accordance with the law, and yet be guarded as confidential information.

Pursuant to state and federal statutes and regulations, no third party, other than authorized school personnel or Department of Elementary and Secondary Education personnel, shall have access to information in or from an education record without the specific informed consent of the eligible student or the parent(s)/legal guardian(s), subject to certain exceptions. Court officers, health officials and authorized school personnel may have access to school records of the students without —the specific informed consent of the student or his/her parent(s)/legal guardian(s).

These laws include the Family Educational Rights and Privacy Act (FERPA), found at *20 U.S.C. § 1232g*, the Individuals with Disabilities Education Act (IDEA), found at *20 U.S.C. § 1400 et seq.*, and *M.G.L. c. 71, §§ 34A, B, D, E, and H*, as well as the regulations promulgated under these statutes.

FERPA also allows disclosure of education records without the consent of parent(s)/guardian(s) and/or students to any school officials, including teachers, who have a legitimate educational interest in them; during lawsuits brought against the school by a student or against a student by the school; in the event of a health or safety emergency; and, among other exceptions, upon receipt of a Court Order or lawfully issued subpoena, or upon receipt of a request from a court or the Department of Youth Services for information regarding a student. Prior to compliance with the Court Order, subpoena, or request, the school shall notify the eligible student or parent(s)/legal guardian(s) of the Court Order, subpoena, or request in such reasonable time that he/she may seek to have the process quashed. Other exceptions may be found by reviewing the statute.

In the case of a student, fourteen through seventeen (14-17) years of age, or of one who has entered the ninth grade, both the student and his/her parent(s)/legal guardian(s), or either one acting separately, shall exercise these rights. Any student eighteen (18) years of age or older may exercise these rights alone.

This privacy protection also means that if parent(s)/legal guardian(s) or students wish transcripts or records forwarded to schools, colleges, or prospective employers, a written release must be delivered to the Principal of the school or the appropriate custodian of the student's school records.

Parent(s)/legal guardian(s) and students are guaranteed the right under state and federal law to inspect as well as seek addition to or deletion from all records which are kept or requested to be kept by the School Department concerning individual students. The term —education records is defined as records that are —directly related to a student and —maintained by an educational agency or institution or by a party acting for the agency or institution. *20 U.S.C. 1232g(a)(4)(A)*. They include the —student record— a student's transcript and any other recorded information which is identified by the student's name, as well as the —temporary record, which contains all other information such as evaluations by teachers, counselors, and other school staff. A signed log is kept in each cumulative record for all students identifying all persons who have obtained access to the student record.

Under FERPA, certain records are excluded from the definition of —education records and are not subject to access by parent(s)/guardian(s), students, and other individuals. These records include personal notes kept by instructional and administrative staff in their own files, employee records, records kept by school law enforcement officers, and medical treatment records of students over the age of 18.

Complete copies of the state regulations concerning parent/legal guardian and student rights to education records may be obtained in the building Principal's office.

Public Notice – Public Directory Notice

The Lenox Public Schools may release the following information without prior consent: —a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors, and awards, and post-high school plans.

Parent(s)/legal guardian(s) and eligible students have the right to request, in writing, that this information not be released without prior consent. This notice may also be included in the routine information letter the school publishes under *603 C.M.R. sec. 23.10(1)*.

NON-CUSTODIAL PARENTS: ACCESS TO SCHOOL RECORDS

As required by *M.G.L. c. 71, § 34H*, a non-custodial parent may have access to the student record, consisting of information concerning his/her child, including, but not limited to report cards and progress reports, the results of testing, notification of a referral for a special needs assessment, notification of enrollment in an English Language Learner program, absences, illnesses, detentions, suspensions, expulsions, or withdrawal from school, in accordance with the following provisions:

1. A non-custodial parent is eligible to obtain access to the student record unless:
 - a. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation.
 - b. the parent has been denied visitation.
 - c. the parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
 - d. there is an order of a Probate and Family Court judge which prohibits the distribution of student records to the parent.
2. The school shall place in the student's record any documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to *603 CMR 23.07(5)(a)*.
3. In order to obtain access, the non-custodial parent must submit a written request for the student record to the building Principal.
4. Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and in the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in *603 CMR 23.07(5)(a)*.
5. The school must delete all electronic and postal address and telephone number relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
6. Upon receipt of a court order which prohibits the distribution of information pursuant to *M.G.L. c. 71, § 34H*, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LENOX SCHOOLS AND LENOX POLICE MEMORANDUM OF UNDERSTANDING

The Lenox Public Schools, the Lenox Police Department agree to work together to ensure a safe and secure school environment for all students, to fully uphold the laws regarding the illegal use of drugs, alcohol, weapons or violence and illegal behavior and to provide parents, teachers and other staff with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in the Lenox Public School System.

The parties agree to share information about criminal or delinquent behavior in order to implement Ch. 71, Sections 37H, 37H ½ and 37L and to protect the school community from criminal acts.

This Memorandum of Understanding is intended to facilitate the professional, lawful and confidential exchange of information consistent with the rights and responsibilities of students, parents, teachers, administrators and law enforcement officials.

COMMONWEALTH OF MASSACHUSETTS DRUG FREE SCHOOL ZONES

Pursuant to *Massachusetts General Laws, Chapter 94C, Section 325*, any person who violates the provisions of the law pertaining to the unauthorized manufacturing, distribution, dispensing or possession with intent to distribute a controlled substance while in or on, or within one thousand feet of the real property comprising a public or private elementary, vocational, or secondary school, whether or not in session, shall be punished by a term of imprisonment in the state prison for not less than two and one-half nor more than fifteen (15) years or by imprisonment in a jail or house of correction for not less than two nor more than two and one-half years. No sentence imposed under the provisions of this section shall be for less than a mandatory minimum term of imprisonment of two (2) years. A fine of not less than one thousand nor more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum two (2) year term of imprisonment as established herein.

Lack of knowledge of school boundaries shall not be a defense to any person who violates the provisions of this section.

Suspension of a License to Operate a Motor Vehicle upon Conviction of Violation of the Controlled Substance Act Pursuant to *Massachusetts General Laws, Chapter 90, Section 20*, the Registrar of Motor Vehicles shall suspend, without hearing, the license or right to operate of a person who is convicted of a violation of any provision of *Chapter 94C*, provided, however, that the period of such suspension shall not exceed five (5) years; provided further, that any person so convicted who is under the age of eighteen (18) years or who is adjudged a delinquent child by reason of having violated any provision of *Chapter 94C*, and is not licensed to operate a motor vehicle shall, at the discretion of the presiding judge, not be so licensed for a period no later than when such person reaches the age of twenty-one (21) years.

NON-DISCRIMINATORY POLICY, 603 CMR 26.00

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

CHILD ABUSE

It shall be the policy of the Lenox School District to report all cases of suspected child abuse consistent with *M.G.L. c. 119, § 51A* (see language from Section 51A, following). All employees are to report any suspected child neglect or abuse to their building Principal or immediate administrator. All administrators must file any suspected child neglect or abuse with the Commonwealth of Massachusetts, Department of Children and Families: (413) 452-3200, and inform the Superintendent of Schools.

ASBESTOS MANAGEMENT PLAN

This notification is required by the Asbestos Hazard Emergency Response Act ["AHERA"], 40 CFR Part 763 of Title II of the Toxic Substance Control Act.

Asbestos Management Plans have been developed and are available for the following buildings currently in use by the Lenox Public Schools:

1. Morris Elementary School, 129 West Street, Lenox, MA 01240
2. LMMHS, 197 East Street, Lenox, MA 01240
3. District Office, 6 Walker Street, Lenox, MA 01240

These plans are available and accessible to the public for review at these locations.

Mr. Jeffrey Ano at LMMHS, 197 East Street, Lenox, MA 01240 [413-637-5560] has been designated as the District's Designated Person under AHERA.

A 3-Year Asbestos Re-inspection Report was recently completed and is available for review as part of the Asbestos Management Plan. No other asbestos-related activities are currently planned or in progress for the upcoming school year

FIRST AID POLICY

The school attempts to provide a safe environment. If an accident or sudden illness occurs, properly trained school personnel, if available, will administer first aid and, if warranted, call the school physician or emergency services personnel.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home, to a physician or to a medical facility. First aid does not include diagnosis or treatment. Any care beyond first aid will not be given. At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member.

ESSA and TITLE 1 “RIGHT TO KNOW” COMPLIANCE STATEMENT

The Lenox Public Schools hereby informs all parents that they have the right to know the following information regarding their child’s classroom teacher(s):

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

The Lenox Schools, in compliance with federal law, will provide you with the above information in a timely manner, if you request it in writing.

This policy is replacing the current policy File: JKAA

LENOX PUBLIC SCHOOLS Physical Restraint, Time Out and Behavior Support Policy

This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq., effective on January 1, 2016

Physical Restraint Procedures

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Lenox school community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

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

1. **Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide**

The schools in the district strive to create a positive school culture that serves to diminish incidence of violence.

Students have access to School Adjustment Counselors, Guidance Counselors, behaviorist at Morris and Student Support Center at LMMHS.

Staff use verbal de-escalation strategies, positive behavioral supports, behavior and intervention plans. Staff may provide a change of environment, i.e. relocation to a quiet room, as well as adjustment of equipment used as needed.

Body/pocket checks, if indicated.

Levels of supervision and proximity of staff may be increased if needed.

2. Methods for Engaging Parents

- a. Any parent with concerns about the use of physical restraint at any school within Lenox Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.

3. Alternatives to Physical Restraint and Methods of Physical Restraint

a. Alternatives

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

- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- De-escalation techniques
- Loss of earned tokens/rewards/privileges
- Opportunity for time-out
- Physical escort to a separate space for time-out

b. Methods of Physical Restraint:

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.

The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

4. Prohibited Forms of Restraint

- a. Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the Lenox Public Schools.
- b. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the Lenox Public Schools.
- c. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:
- i. The student has a documented history of serious self-injury and/or injuries to other students or staff;
 - ii. All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.

- iii. There are no medical contraindications documented by a licensed physician;
- iv. There are no psychological or behavioral contraindications documented by a licensed mental health professional;
- v. The student's Parent has provided voluntary, informed, written consent to the use of prone restraint; and
- vi. The building Principal, or designee, has provided written approval.

Lenox Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

5. Staff Training, Physical Restraint Reporting, and Follow-Up Process

a. Staff Training:

- i. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- ii. Required training for all staff will include review of the following:
 - 1) Lenox Public Schools Physical Restraint and Behavior Support Policy
 - 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
 - 3) The role of the student, family, and staff in preventing physical restraint;
 - 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
 - 5) When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
 - 6) Identification of Lenox Public Schools' staff who have received in-depth training(as set forth below in section (a)(iii)) in the use of physical restraint.
- iii. In-Depth Training
 - 1) Prior to the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.
 - 2) Designated staff members shall participate in at least sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually.
 - 3) In-depth training will include:
 - A. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - B. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - C. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - D. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
 - E. Demonstration by participants of proficiency in administering physical restraint; and
 - F. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

b. Physical Restraint Reporting

- i. Report to building Principal:
 - 1) Staff shall verbally inform the Principal of any physical restraint as soon as possible, and by written report within one (1) school day.
 - 2) The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.
- ii. Report to Parent(s) of Physically Restrained Student:
 - 1) The Principal or designee shall make reasonable efforts to verbally inform the student's

- Parent of the physical restraint within twenty-four (24) hours.
- 2) The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent has provided the District with a personal email address.
- 3) The Parent and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The Parent and/or student may also pursue the Grievance Procedure described in Section 10, below.
- iii. Report to Department of Elementary and Secondary Education (DESE):
 - 1) Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
 - 2) Lenox Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.
- iv. Report to Law Enforcement and Other State Agencies:
 - 1) Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;
 - 2) Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L, c. 119, §51A.
- v. Contents of Written Report
 - 1) The written report of any physical restraint shall include:
 - A. Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
 - B. A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
 - C. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.
 - D. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
 - E. Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.
- c. Follow-Up Procedures
 - i. After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
 - 1) Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
 - 2) Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
 - 3) Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

6. Periodic Review of Physical Restraint Data

- a. On a weekly basis the principal or their designee will review restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, will convene a review consisting of a behavior specialist, school psychologist, special education staff and/or school adjustment/guidance counselor and classroom teacher to assess the student's needs..
- b. The principal or designee will analyze circumstances and factors leading up to the perception of need for the use of restraint and will consider strategies to reduce or eliminate the use of restraint for this student

in the future. The team will review a plan of action.

- c. On a monthly basis, the principal or their designee will complete an administrative review of school-wide physical restraint data.

7. Parent Notification:

Building Principals will notify parents via phone on the day a restraint occurs, will follow up with written notification within 24 hours.

8. Policy Review:

Building Principals will review these policies annually, carefully review reports and follow-up with staff to ensure that all staff involved in a restraint are adhering to the policy and 603 CMR 46.06.

9. Grievance Procedures.

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

The complaint must be submitted in writing or on audiotape to the Superintendent of Schools.

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

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

A written report will be developed by the Superintendent and provided to the complainant.

Time-Out Procedures

Definitions:

The following definitions apply to terms used throughout this policy.

Time-Out: A behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed. 603 CMR § 46.02.

Behavioral Support Team: A group of school employees that may include the building Principal (or designated administrator), school psychologist, guidance counselor or school adjustment counselor, and other designated support staff whose purpose is to review data to insure that policy and procedures relevant to Time Out are being followed and that interventions used are deemed appropriate and the Least Restrictive.

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. The student remains fully aware of the learning activities. Inclusionary time-out does not include walled off time-out rooms located within the classroom; use of those is considered to be exclusionary time-out.

Exclusionary time-out: the exclusion of the student from the rest of the class either through complete visual separation or from actual physical separation.

Time-Out Levels (least to most restrictive intervention)

Effective time-out procedures include multiple levels, with each level becoming more restrictive. It is important to note that for disruptive behavior requiring more restrictive interventions, once the behavior begins to de-escalate, transition to less restrictive forms of time-out may make the return to regular classroom activities easier for the student. Because time-out may impact a student's typical educational programming, efforts to reduce the level of the time-out intervention should begin as soon as possible. A plan and criteria for the transition from exclusionary time-out and/or inclusionary time-out back to the regular classroom routine should be developed and communicated to students prior to implementing any time-out procedures. This plan should include a sequence of less restrictive time-out settings to allow for gradual re-entry and a more rapid elimination of the more restrictive settings when deemed appropriate.

First-Level Interventions: Inclusionary Time-Out

Overview: Inclusionary time-out includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. In all instances, the student remains in the classroom and aware of the learning activities of the classroom.

Procedural guidelines for when a student has demonstrated the need for multiple inclusionary time outs:

- Bring data to the Behavioral Support Team. This data must support that the use of less restrictive interventions have been ineffective. This data should include the number of occasions where inclusionary time out was used, the behavior exhibited by the student that precipitated the need for and inclusionary time out, and the time and length of the removal.
- Operationally define the student's individualized target behaviors. Define the behavior(s) in terms that are understood by the student, teacher, parent, and all who will implement the procedures.
- Identify the situations in which the targeted behavior(s) may occur. Develop individualized contingencies to be used prior to time out when possible.
- Consider relevant characteristics of the student. Determine the extent to which these characteristics may impact the use of Time Out.
- Develop procedures for the reinforcement of desirable alternative behaviors. Communicate these to the student, staff and parent, and all who will implement the time out procedures.
- Develop a plan for monitoring and evaluating the effectiveness of the inclusionary time out procedure. This plan must involve follow up with the Behavior Support Team.
- Develop an individualized student behavior intervention plan to reflect the use of the inclusionary time-out procedure.
- Develop separate data analysis systems for tracking the use of the inclusionary time-out procedure. Data must be analyzed weekly by the teacher.

Second Level Interventions - Exclusionary Time-Out

Overview: Exclusionary time-out is the most restrictive time-out intervention and involves the removal of the student from the classroom and the implementation of exclusionary time-out interventions in a designated location. Exclusionary time-out should be used only when less restrictive intervention alternatives have been attempted and have failed. Any designated space for purposes of implementing exclusionary time-out interventions shall be approved by the building Principal and the building's Clinical Team Leader and shall be clean, safe, sanitary, and appropriate for the purpose of calming.

Procedures and Requirements: Except in times of crisis

Exclusionary Time-out may be used as an alternative procedure in order to avoid the use of physical restraint. Under 603 CMR 46.04, physical restraint may be used only in the following circumstances: (a) non-physical intervention would not be effective; and (b) the student's behavior poses a threat of imminent, serious, physical harm to self and/or others. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent serious physical harm.

Time Out Requirements

- Spaces used for Exclusionary Time Out must be clean, safe, sanitary and appropriate for calming.
- A staff member will either be with the student or immediately available to the student at all times (continuously observed). Unless it poses a safety risk, a staff member must be physically present in the same setting with the student.
- Time-out must be terminated as soon as student has calmed, and may not extend beyond thirty (30) minutes without the approval of the Principal, or designee. The Principal, or designee, may grant an extension based only on the individual student's continuing agitation
- A student must never be locked in a room.

Recording/Notification Guidelines:

- An Exclusionary Time Out Report Form should be completed following any occasion where exclusionary time out procedures are implemented. Reports should include: a description of the behavior that resulted in the student's placement in exclusionary time out, the names of staff members involved in the incident, the date of the incident, the time of the incident, the duration of the exclusionary time out, and the behaviors exhibited by the student during the exclusionary time out.
- Parents must be verbally notified each time exclusionary time-out is used with their child. Verbal notification to parent must occur as soon as possible but no later than 24 hours following the incident.
- Reports of exclusionary time-out should be made to the school principal, or designee, immediately but no later than 24 hours after the incident.
- Each building should maintain a School Time Out Log. Copies of all reports shall be located with the Time Out Log. This information must be kept located in a secure location.

Personnel Guidelines

- Staff who are directly supervising the student during an exclusionary time out should have completed an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4)

- The District will supervise the use of all designated spaces for the use of Separation Time Out quarterly. The advisory committee responsible for this supervision shall include the Director of Student Services, Special Education ETLs, Principals and Behavioral Support Team Members.

Procedural Guidelines

- All procedural guidelines outlined under time out prevention procedures and first level intervention procedures should be conducted in addition to the following:
- The building Principal, or designee, should be notified immediately when exclusionary time out procedures are being implemented.
- Exclusionary Time Out Procedures must focus on assisting the student to become calm and the Exclusion Time Out must cease as soon as the student is calm.
- The building Time Out Log should be reviewed by the Principal, or designee, on a monthly basis. Any student who has required the use of Exclusionary Time Out for more than six times within a calendar month will be referred for a procedural review with the Behavioral Support Team.
- In the event that a student does not calm down within thirty (30) minutes of time-out, the building principal will be notified and make a decision regarding the continued use of time-out or advise staff of an alternative plan.

Emergency Intervention Guidelines

This section is to serve as an example of emergency time out intervention strategies. If available, the specific guidelines recommended in the student's behavior plan, as developed by the School Based Clinical Team, should be utilized during time out procedures.

1. Instruct student: "You are (state behavior requiring time out). You need to calm down in a safe space."
2. Direct and/or escort the student to the designated separation time out area.
3. If unable to safely move the student, secure the environment and remove all other students from the area
4. Monitor the student until the student demonstrates at least 1 minute free of challenging/unsafe behavior. Challenging/Unsafe Behavior may include, but are not limited to, yelling, screaming, environmental destruction, spitting, hitting, and/or kicking.
5. Once student has demonstrated at least one minute free of challenging/unsafe behavior verbally direct the student to engage in re-entry tasks (typically three tasks). Examples of these tasks include such things as; requesting the student complete a visual matching task, requesting the student completes a processing worksheet or engages in verbal processing, asking student to complete an academic task, or requesting that the student demonstrates the ability to follow verbal/visual directions
6. If the student begins to engage in challenging behaviors during re-entry tasks and prompting and positive redirection strategies are not successful, return to step 4.
7. If the student is able to complete re-entry tasks, is safe, and is calm, the student should return to the classroom.

This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq., effective on January 1, 2016

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Lenox school community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to Lenox Public Schools staff and made available to the Parents

of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the Lenox Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

10. **Building Principals Shall Develop and Implement Procedures for Period Review of Physical Restraint Data.**
 - a. These procedures shall include weekly review of physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to assess the student's needs.
 - b. These procedures shall include monthly, administrative review of school-wide physical restraint data.
11. **Building Principals Shall Develop And Implement Procedures To Ensure that the Reporting Requirements of this Policy and 603 CMR 46.06 Are Met.**
12. **Building Principals Shall Develop and Implement Procedures for Providing Timely, Oral and Written Notice to the Parents of Any Student Who Undergoes Physical Restraint.**
13. **Building Principals Shall Develop and Implement a Procedure for the Use of Time-Out.**
 - a. Such procedure shall include the process by which staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.

14. **Grievance Procedures.**

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

The complaint must be submitted in writing or on audiotape to the Superintendent of Schools.

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

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

A written report will be developed by the Superintendent and provided to the complainant.