



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

WELLNESS • EQUITY • ENGAGEMENT

Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

Early Childhood Family Handbook

Including School Policies and Procedures

2023-24 School Year

Carol Huebner Early Childhood Program



Boardwalk Campus

www.abschools.org

Notice of Nondiscrimination

The Acton-Boxborough Regional School District does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, pregnancy or pregnancy-related condition, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

Any person having inquiries or complaints concerning the Acton-Boxborough Regional School District's compliance with Title VI, Title IX, Section 504, ADA or MGL Ch. 76, sec.5 is directed to contact the Assistant Superintendent for Student Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton-Boxborough Regional School District to coordinate the District's efforts to comply with these laws, or write to the Office for Civil Rights, J. F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.

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Acton-Boxborough Regional School District Vision, Values and Mission

Vision: *To provide high-quality educational opportunities that inspire a community of learners*

Values:

- **Wellness** - We partner with families to prioritize social emotional wellness, which is necessary for learning and developing resilience
- **Equity** - We ensure all students have equitable access to programs and curricula to reach their potential
- **Engagement** - We provide engaging educational opportunities where students develop passion and joy for learning

Mission: *To develop engaged, well-balanced learners through collaborative, caring relationships*

School/Building Phone Numbers

School	Main Office Line
Carol Huebner Early Childhood Program - Boardwalk Campus School	978-266-2530

Carol Huebner Early Childhood Program Hours of Operation

<i>Class Schedule</i>	Monday, Tuesday, Thursday, Friday
<i>AM Session</i>	8:15 - 11:00
<i>PM Session</i>	12:00 - 2:45
<i>All Day Classes</i>	8:15 - 2:45

ABRSD Early Childhood Services

It is the Carol Huebner Early Childhood Program's mission for all children of preschool age to participate fully in a learning environment within their community.

We provide the following services to support this mission:

- * Pre-referral observations, consultations and screenings
- * Special Education Evaluations
- * Direct service to meet the therapeutic needs of individual children
- * Comprehensive Integrated Preschool Program
- * In-district program serving students with Autism Spectrum Disorders
- * Preparation and assistance with transition to Acton-Boxborough Regional School District Programs
- * Consultation with parents and staff working with children in area preschools and daycares
- * Collaboration with others serving young children and their families through the Acton Early Childhood Advisory Council, First Connections and MinuteMan Early Intervention
- * Referral and consultation with other agencies providing services to young children with special needs as necessary

Curriculum

Our program curriculum is in line with the Massachusetts Department of Elementary and Secondary Education (DESE) and Department of Early Education and Care (EEC) Curriculum Frameworks/Early Learning Guidelines for students this age. The curriculum can best be described as developmentally based and child-directed. It is a fluid, dynamic curriculum in which the content changes yearly depending on the needs and characteristics of each group of children. It is consistently based upon and reflective of the following principles:

1. Developmentally based:

Each activity that is planned can be accessed by children at a wide range of developmental levels. Within one group, some children may only be able to draw an unrecognizable picture and dictate their description of the picture to a teacher, while another child's drawing may be very elaborate, and yet another child may be able to write the words themselves. In this way the activities are open-ended, with a variety of possible outcomes. What is most important is the process, not the end product.

2. Child-centered:

The curriculum based activities are chosen with the students' interests and readiness level in mind. The content should always be relevant and exciting to the students. They show the teachers whether this is true by their level of engagement. If the students are not excited and engaged, then the content or activity is not meaningful to them. For this reason, the curriculum sometimes takes an unplanned detour, if a subject emerges in which a great deal of interest is shown.

3. Team Planning:

All members of the early childhood team, including teachers, speech/language specialist, occupational and physical therapists, contribute to the planning of daily classroom activities, to the greatest extent possible. This greatly enhances the integrated therapy/consultative model approach for delivery of therapeutic services that this program embraces. It also allows the team to draw on its vast reservoir of experience and creative ideas when designing curriculum units.

4. Curriculum Webs:

The curriculum is based around particular age appropriate themes, such as The Community, Animals in Winter, Seasons, Proper Nutrition, etc. Within each theme, activities are planned that address each skill area, including language development, language arts, fine and gross motor skills, social and emotional development, dramatic play and creative arts.

General Information

Your child's classroom teacher serves as your liaison for providing information about a wide range of activities and is the communication link between home and school. If at all possible please limit calls to the classrooms to times when classes are not in session. If you need to leave a message for a member of the staff, we will connect you to their voicemail and staff will return your call at the earliest opportunity. If there is an emergency, please call the main office.

Emergency Information

Parents are required to complete online emergency information for every student in PowerSchool. Up-to-date information allows the office to contact parents in case of an emergency, a sick child, or a dismissal question. It is **extremely important** to update your emergency information immediately if there is a change in address or telephone number(s) at home and/or at work, as well as your cell phone number. For similar reasons, we also need current addresses and home numbers of childcare providers and at least one person to contact in case of an emergency.

Student Directory

Each of our schools generally discloses directory information with parental consent. Such information includes each student's name, address, telephone number, and homeroom/class list. In the event families do not want the school to release such directory information, they should indicate this in the PowerSchool Parent Portal. This is located in the School/Parent Group Permissions in the parent portal.

School Visitors

All doors are locked at the beginning of the school day. For the safety of all children, no parent/adult is permitted to go to a classroom without first obtaining permission from the office. All visitors must buzz in and register at the office. Visitors should sign in the Visitor's Log and wear a Visitor badge while in the building. Visitors not wearing badges will be directed to check in at the school office. **Do not park in the emergency vehicle lane at the school entrance.** Before leaving, visitors should turn in their pass and sign out.

Security Camera Notification

The Acton-Boxborough Regional School District uses video cameras throughout the District for the purpose of enhancing school safety and security. The objective is to promote and foster a safe and secure teaching and learning environment for students and staff, to improve public safety for community members who visit or use our school property, and diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.

Extra Clothes

Whether from exuberant water play or a toileting accident, it is always helpful to have an extra set of clothes at school. Please send an extra set of seasonal clothes, including underwear and socks, with your child. If your child wears diapers, please provide a supply of diapers and wipes. Outdoor play happens throughout the school year unless weather is inclement (rain, wind chill of less than 20°F, etc.). Please be sure to dress your child for outdoor play, including coats, hats, boots, gloves and snow pants when appropriate. Mark each piece of clothing with your child's name.

Snacks/Lunch and Rest

All students have a light snack each day. The all day classes also have lunch each day. Your child's teacher will give you more information about snack/lunch during orientation or when your child enrolls.. Cooking is also a favorite preschool activity that may involve making a healthy snack. If your child has food allergies or if your family has an alternative diet, please make the staff aware of any foods that should be avoided. Rest time is required for students in the all day class. Mats are available for rest, however, parents will be asked to provide a light blanket or crib sheet to cover the mat.

Tuition

Tuition agreements are sent in the Spring or upon enrollment. Parents may choose to pay tuition in full, on a monthly or semi-annual schedule. Tuition payments are due by the 15th of the month from September - May (after the initial

payment). Electronic payment is now available and encouraged. Automated Clearing House (ACH) payments withdraw funds directly from your checking account and cost only \$0.50 (less than the price of a stamp). You may also pay via Mastercard, American Express and Discover Card for a fee (Visa is not accepted).

<https://unipaygold.unibank.com/transactionInfo.aspx?CustomerID=573&TransID=28323>

If paying by check: Tuition checks should be made payable to “Acton Boxborough Regional School District” or “ABRSD” and sent to the Carol Huebner Early Childhood Program, Boardwalk Campus, 71 Spruce St., Acton. Tuition must be paid in full by the end of the year to secure a seat for the following year.

Student Arrival and Dismissal

Reporting Absences

If a student will be absent or tardy, a parent **must** report the absence or tardy. Please notify your child’s teacher via email or call the school if they will be out for any reason. Phone numbers are listed on Page 3 of this directory.

Parent Drop Off and Pick-Up Procedures

If you drive your child to school, please park in marked visitor spaces or designated drop-off spaces and follow the individual school/building procedures. Your child’s teacher will give you more information about pick-up and drop-off during orientation. A parent may not enter the bus loading/unloading zone during arrival or dismissal times. Under no circumstance may a parent pass a school bus or van with its stop sign displayed out on the side. You must stop and wait for the bus driver to turn off the lights and withdraw the sign. There is a \$200 fine for passing a school bus while its lights are flashing and its stop sign is displayed. This includes the buses and vans parked in front of the school to drop off or pick up students. The safety of the children and all pedestrians is the heart of these rules.

Transportation

All parents are encouraged to drive their children to school. This provides the opportunity to connect with the staff as well as meet the parents of your child’s classmates. Car pools are set up through informal connections in the fall. Children with an Individualized Education Program (IEP) *may* be eligible to have transportation provided to and from school using CASE Transportation. This may be arranged through the Early Childhood Coordinator and/or the Administrative Assistant. A transportation emergency form must be completed each year if your child is transported. If information changes during the year, these changes must be reported to the Early Childhood Program. If your child uses transportation and will be absent from school, please contact CASE Transportation at **978-635-9151** as early as possible.

School Cancellation

It is a parent/guardian responsibility to monitor school cancellations, closings, and delayed openings. In cases of cancellations, closings, or delayed openings due to inclement weather or other emergencies, the District will notify local radio and television stations. Parents are advised to listen carefully to radio/TV announcements to determine whether school will be canceled for the day. The District will also notify families by Bright Arrow® and post it on the District website (www.abschools.org).

Delayed Opening

In the case of a delayed opening, the morning session will be canceled, however, **the PM sessions and students attending the All Day session will meet beginning at 12:00** for all students.

Emergency Closing/Dismissal

In the case of extreme weather conditions or emergencies, the district may have to close/dismiss early. If the weather is threatening and parents will not be home that day, they should make alternative pick-up arrangements for their children in the event that school releases early. Please be sure to have all emergency contact information up to date. Families should not count on being able to reach school by telephone in these instances, as the school lines are usually quite busy. In the event of an emergency school closing, ALL after-school activities are canceled.

Attendance

One of the keys to academic and social development is good attendance with consistent participation in school. Parents have a responsibility to ensure that their child's attendance at school is regular and timely. Schools are required by law to keep track of attendance and are also required by law to address any problems. This may be simply notifying parents of the issue and working together to improve the student's attendance. In extreme instances, it may require the assistance of the Department of Social Services.

Tardiness

We encourage parents to get their child to school on time. Timeliness helps with daily routines and successful transitions. Class activities often start upon arrival time and it is difficult for students who are tardy to get oriented and work through the expectations of the day.

Religious Holidays

The Acton-Boxborough Regional School Committee recognizes the diverse nature of our growing community. Our District has a diverse population of families whose heritage and culture vary greatly. ABRSD shares a commitment to respect individual religious beliefs. Families are responsible for notifying teachers regarding any religious holidays that will affect their child's regular school program.

Family Involvement

Parent-Teacher Communication

In order to keep families informed of class events, each teacher publishes and/or emails a weekly newsletter or blog. In the newsletters/communication/blog you will find information around curriculum, class events, class songs and favorite cooking recipes. Teachers and therapists welcome your phone calls or emails with questions and comments. The teachers have weekly call-in hours on most Wednesdays.

Progress Reports

Progress reports are completed for all children semi-annually (Winter and Spring). Given their observations in class, the staff completes a checklist of skills considered to be developmentally appropriate for children of this age. The staff offers conferences between teachers and parents to exchange information, discuss strengths, needs and progress. In addition, children with special needs have their IEPs reviewed annually. Please do not hesitate to ask questions of the staff related to your child's participation and growth.

PowerSchool Parent Portal

[PowerSchool](#) is our web-based student information system. This system's Parent Portal allows us to collect emergency contact information, school/PTO/PTF related permissions, and to notify parents/guardians of their child's classroom placement. Prior to the start of the school year, parents/guardians receive email notification that includes Parent Portal web access information, username, and family password to allow them to enter all necessary student information and complete other forms online. Once parents/guardians have completed all the necessary forms, they will gain access to their child's classroom placement and class lists.

Whom to Contact with Concerns

The staff at each school is ready to address and help resolve all issues that arise in the school day. We believe that concerns are best addressed with the individuals most directly connected to the issue. Voicemail and email are the most direct and efficient means of contact.

It is inevitable that some parents will encounter concerns, issues, or questions that need to be resolved. Our [Parent Communication Map](#) (located in the "Families" menu on the District website at www.abschools.org) is a tool to guide

families and other stakeholders to the information needed to effectively resolve concerns related to a wide-range of aspects of our school district.

Family Participation

Families are an integral part of our program. Whether observing or volunteering in class, attending a class activity/field trip, joining the PTA, you are encouraged to become involved in the Program. If you have a hobby, skill, song or family tradition you would like to share, we invite you to share that with us. Some participation opportunities are recurring, while others involve a one-time effort.

Criminal Offender Record Information (CORI) Check for Volunteers

According to state law, anyone who may have direct and unmonitored contact with children must have a CORI check done *prior to* volunteering in the school. All CORI information is confidential. CORI forms are available to parents through the school's main office. Parents interested in volunteering must complete and return the form. Completing a CORI check also requires a picture identification, which must be provided in person to the office staff.

Parent Teacher Organization/Associations (PTO/PTA)

All parents and teachers are encouraged to participate in the Parent Teacher Organization/Association (PTO/PTA) at their school. The PTO/PTA offers each parent/guardian the opportunity to meet new people and work together to enrich educational experiences for the program/school. If interested in joining or helping, please send an email to ptachecp@gmail.com and they will get back to you.

Registration

In-House registration for the next school year will be held in early January for those children not transitioning to Kindergarten. Students already enrolled and eligible to return to the preschool will have first priority for enrollment before opening registration to the General Public later in January. Priority registration is given to current students and their siblings. Ideally, students will be at least three years old by September 1st to enroll and keep them in line with the ABRSD entrance age. Kindergarten information night and kindergarten registration information begins in January.

The Staff

Within the integrated preschool classes the lead teacher teaches with support from two teacher assistants. The number of staff in each class may vary given the number of students and the learning and therapeutic needs of the students enrolled.

The program model is one that incorporates the use of integrated therapies. The Speech/Language Pathologists, Physical Therapist, Occupational Therapists and Occupational Therapy Assistants work in collaboration with the teaching team to provide therapy services throughout each child's school day. In order for this model to be most effective, the teachers and therapists consult with each other on a regular basis to discuss each child's needs and learning objectives across all learning areas. Some of the therapy takes place in the classroom setting, with the therapists working alongside the teachers. All of our students benefit from the presence of the additional staff in class. It enhances the learning for all and increases the staff to student ratio.

Within the class(es) for students with Autism Spectrum Disorders, the staff provide instruction using the principles of the teaching methodology Applied Behavioral Analysis. Given this format and the students' needs, direct instruction generally occurs 1:1 or 2:1. There is opportunity for small group instruction as well. Most students also spend a portion of each day participating in an integrated preschool class in order to foster social growth.

Early Childhood Coordinator: Joseph Gibowicz

CHECP Administrative Assistant: Corinne DiPietro

Staff Assignments -

Teacher

Nancy Capalbo
Catherine Centrella
Lynne Tremblay
Julie Pote
Bethany DeLollis
Deb McLean
Shelagh Conway, BCBA/
Rebecca Piersma

Assistants/Support Staff

Sarita Suri, Alice Stanton, Parul Thakkur
Kristin Licari, Anna McHargue, Caroline Jarvis
Joy Bercovitz, Lynn Wilcox
Amy Morse, Maura Murphy, Claudia Hamill
Aparna Chakraborty, Carrie Tsianatellis
Kristen O'Connell, Jana Grater
Emma Cunningham, Kathleen Decker, Vicki Downey, Lisa Frisby,
Sian McGurk, Ghazala Mallick, Kara Ripley, Laura Ristaino, Megan Strout

Speech/Language Pathologists; Kristin Ashburn, Sarah McNicholas, Alanna House, Erica Allain

Motor Therapists; Kathy Knight, OTR/L, Tracey Cammarano OTR/L, Susan DiTavi, COTA, and Anne Dempsey, RPT

Specialists provide services to children across all classrooms.

Student Support Services

Early Childhood Support Services

The Early Childhood program offers a wide range of identification, educational, therapeutic and support services for students in Preschool. When students are referred for a special education evaluation, special education team members assess them to determine eligibility. This team collaborates with other school staff and parents/guardians to write Individualized Education Programs (IEPs) for students who qualify for special education services.

Programming for eligible students with disabilities may include a variety of services, such as specialized instruction in academic, social, and/or emotional areas, speech language pathology services, or occupational or physical therapy. For more information on our special education services, please visit:

<http://www.abschools.org/departments/student-services/elementary-secondary-programs>.

English Language Education (ELE) Program

The ELE program is an instructional program based on federal and state guidelines for language-minority students. By identifying students whose home language is a language other than or in addition to English, the ELE Program helps English learners gain equal access to our educational programs, as mandated by federal and state laws.

Health and Nursing Services

There is a full time registered nurse assigned to each school/building. Our school nursing program's mission is to promote the safety and wellness of students and staff during the school day in order to optimize learning. School nurses provide a variety of services including assessment, direct care, health care plan development, screening, and education.

Extended School Year Program

The Early Childhood Program does provide extended school year services for some students. Participation in the extended school year program is recommended for some students on IEPs in order to prevent significant regression in their identified area(s) of special need. This may include speech/language therapy, motor therapy and/or participation in an extended school year classroom. The level of services is determined at the TEAM meeting. Staff changes regularly occur during the extended school year program.

Student Records

State and federal regulations govern student records. A student's record consists of his or her school transcript and temporary record. The temporary record includes all information that is relevant to the educational needs of the student and is kept by the school. A student's parent or guardian, or a student who is at least 14 years old or has entered the ninth grade (an eligible student), has the right to inspect all portions of the record upon request to the school principal.

Confidentiality of Student Records

No individual or organization other than the parent, guardian, eligible student, or school personnel working directly with the student is allowed access to a student's record without specific written consent of the parent or eligible student, except in limited instances as specified by the state and federal regulations governing student records.

As required by Massachusetts General Law Chapter 71, Section 34, a parent who does not have physical custody of his/her child (non-custodial parent) must provide certain written information to the principal in order to access the student's record. A description of the information that the non-custodial parent must submit can be obtained from our school office or from the Director of Special Education (978-264-4700, ext. 3265).

Amendments/Deletions from Student Records

The parent, guardian, or eligible student has the right to add relevant comments, information, or other written material to the student record, to request that information contained in the record be amended or deleted, and to have a conference with the school principal for the purpose of objecting to information on the record. Within a week of such a conference, the principal must render a written decision on the objection. If the parent, guardian, or eligible student is not satisfied with the principal's decision, he or she may appeal such decision to the superintendent.

Transfer of Student Records

To transfer your child's records to another school, a signed *Student Release Record Form* (available in the school office) should be signed by a parent or guardian.

Destruction of Records

A student's temporary record shall be destroyed seven years after the student leaves the school system. Students who withdraw, transfer, graduate, or otherwise leave the district will have access to their ABSchools Google account (including Gmail and Drive) until June 30th of the calendar year in which they leave the district, at which point accounts will be permanently deleted. Should the family/student want to maintain any items from the ABSchools account, it is their responsibility to export items contained in the account prior to the June 30th deletion date. A student permanent record, which consists of a high school transcript, may be destroyed no sooner than 60 years after the student leaves the school system.

Student Activities

Birthday Celebrations

In accordance with the District Wellness Policy, food is not permitted to celebrate student birthdays. Specifically, the policy states, "When celebrating birthdays at school we strongly encourage families to consider healthy options or low cost alternatives to food. Schools will communicate a list of alternatives to families." Teachers may provide you with a list or ideas. Thank you for your support as we try to make this a healthy learning environment for our students.

Field Trips

Short local field trips related to the curriculum may be scheduled throughout the course of the school year. Previous trips have included apple and pumpkin picking, visits to a farm, visit to the library and the police station. The staff will inform you of these trips well in advance of each trip. In order to participate, each student must bring in a permission slip signed

by a parent/guardian. Parents who are available may be asked to provide additional support and an extra set of hands. Transportation to field trips may be provided by bus.

Parents/guardians pay the cost of their children's transportation and any other costs, such as entrance fees. *No student will miss a field trip due to financial hardship.* For information on scholarships, please contact your child's classroom teacher or the main office. For reasons of safety or supervision concerns, teacher(s) or principal/coordinator may cancel field trips. Fees will be refunded whenever possible.

Health and Safety

The ABRSD recognizes that education and health are closely linked. The school setting offers unique opportunities for children to learn healthy behaviors through education and to receive easily accessible health services. Parents are welcome to speak to the nurse by telephone or in person any time they have a question about a health-related concern or need to communicate new health information to the school. Input from students' parents and guardians is vital to maintaining an atmosphere that supports and promotes health so that students can make the most of the education available to them.

Life-Threatening Allergies

Parents are responsible for notifying the school nurse at the beginning of each school year if their child has an allergy. The District's *Life-Threatening Allergy Policy and Procedures* are designed to minimize the incidence of life threatening allergic reactions and to establish a safe environment at school for students with such allergies. School nurses work closely with families and teachers to develop an Individual Healthcare Plan (IHP). If an Epi-Pen is indicated, parents must provide it to the health office the first day of school, along with physician's orders.

Parents of children with allergic conditions requiring emergency medication are encouraged to familiarize their children with the use of an Epi-Pen and the self-injection procedure and/or other emergency procedures. On field trips and other occasions when the class will be away from school, it is strongly suggested that a parent accompany the child who cannot self-inject. Prior to a field trip, parents/guardians should confirm that there is a non-expired Epi-Pen in the nurse's office in the original box with the child's prescription. School staff will not administer Benadryl when a student with an Epi-Pen shows signs of a reaction when away from the school. Rather, the protocol is to inject with the Epi-Pen and call 911 immediately for hospital transport.

Medication

Whenever possible, prescription medication should be administered at home. When a physician specifies that medication be administered during the school day, the nurse should be contacted, and the following guidelines will be used to supervise medication administration in school:

1. Parents or a responsible adult should bring in all medication to the Health Office, accompanied by a signed and dated note giving the nurse permission to administer it.
2. The medication must be in the original container, with a prescription label that includes the following information: child's full name, name of medication, prescription number, dosage, and time to be administered. Do not send more than a 30-day supply (30 school days).
3. Emergency medication will be administered when ordered by the family physician or the school physician.
4. Parents should respond in the designated area of their child's PowerSchool online profile to authorize the nurse to administer medication such as Acetaminophen, Ibuprofen, or Tums throughout the year as needed.

Student Illness

The school environment is an excellent medium for the spread of illness. If you know or suspect your child is ill, keep your child at home when s/he presents with any of the following: A **fever** (100 degrees and above), **vomiting**, **diarrhea**, **greenish nasal discharge** or cough production, **red eyes** that itch and/or have a crusty discharge, or any contagious or potentially contagious conditions, as these are reasons to keep your child at home. Students may return to school only when they have:

- 24 hours of antibiotic therapy for strep throat, conjunctivitis, or other contagious bacterial conditions

- 24 hours without fever (many children with a nighttime fever will not manifest it the next morning, yet will be quite ill in the early afternoon)
- Resumed a normal diet without nausea, vomiting, or diarrhea
- Chicken pox lesions that have crusted over (may take 7 days)

Head Lice

If head lice are found on a student, the school will dismiss the child for treatment. On return to school after being treated, the child must stop in for a recheck in the school health office.

Ticks

Being outdoors and active are key developmental needs for children, which is why we try to bring the children outside on most days. During warmer weather and when children have been outdoors, parents should ensure that they are doing a “tick check” on younger students and teaching older students to check themselves. For more information, please contact the school nurse, your child’s physician, or the CDC website at <https://www.cdc.gov/lyme/index.html>.

Live Animals

No animals are to be on school grounds without prior consent from administration.

Emergency Procedures

At various times during the school year it may be necessary for our classes to participate in safety drills. Most common are fire drills. A copy of the exit plan has been developed and is posted in each classroom. The District has also adopted an Emergency Response Plan to address a range of emergency situations. The plan is available in the school office for review.

Technology

Student Photographs and Images

The ABRSD reserves the right to use images or video recordings of students, faculty or community members for internal use. Annually, the District requests parent consent to use student photos/images for external use. Sometimes photographs, video footage, or other images of students are taken during school activities by the district or under its direction. The schools/District sometimes use these pictures/video for publicity, fliers, school websites, and social media outlets such as Facebook or Twitter. Because the school welcomes parents and the community to our school events, other parents and/or the media may photograph students, and we are not responsible for the content or posting of these pictures.

Behavioral Expectations and Discipline

We strive to make our schools positive, nurturing environments where students are valued members of a community of learners. This means that everyone in our schools—staff, students, parents, and volunteers—work to create learning communities where all children feel safe and respected.

Based on DESE's 2017 Coordinated Program Review, The Acton-Boxborough Regional School District is required to include the following procedures and information found on pages 13-29 for all PK-12 Handbooks.

Student Rights: Due Process Procedures

In-School Suspension For Less Than 10 Cumulative Days During A School Year

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will 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 administrator will 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 will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will 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 above, if such meeting has not already occurred. The administrator will 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 administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found.

Procedures For Short-Term, Out-Of-School Suspensions (10 Cumulative Days of Less in a School Year)

Except in the case of an Emergency Removal, prior to imposing a short-term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. **Notice:** The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
 - 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 administrator 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;

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 school and parent.

2. **Efforts to Involve Parent:** The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator 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.

3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. **Decision:** The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

The parent or guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

Procedures For Long -Term Suspension

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus the following:

1. **Notice:** The notice will include all of the components for a short-term suspension, plus the following:
 - a) in advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
 - b) the right to be represented by counsel or a layperson of the student's choice, at student's/parent's expense;
 - c) 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;
 - d) the right to cross-examine witnesses presented by the school district;
 - e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
 - f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will 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 school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
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 (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will 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; and that
 - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

Exception For Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student. The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- 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 other applicable matters;
- Provide written notice to the student and parent, as applicable;
- Provide the student an opportunity for a hearing with the administrator, 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 administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator 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.

Appeal To The Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must 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. If the appeal is

not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will 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 will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension.
- The superintendent will issue a written decision within five (5) calendar days of the hearing that meets the requirements for a long-term suspension. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

Schoolwide Education Service Plan

In accordance with the Massachusetts General Laws Chapter 71, Sections 37H, 37H ½, and 37H ¾, the 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 access tutoring services for the duration of the school suspension. Students are expected to attend tutoring sessions at a designated public site identified by the school district. Qualified ABRSD personnel or contracted service providers will provide tutoring.

The academic work will be consistent with the academic standards and curriculum frameworks established for all students under G.L. c. 69 §§1D and 1F. A student's tutoring schedule is by appointment and arranged weekly. Based upon the availability of qualified tutors, tutoring services may only be available before or after school hours. If parents/guardians have any questions, they should contact the building principal.

Discipline of Students with Disabilities

The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline.

In general, students with disabilities who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities.

This removal can occur without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods for up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, as long as the removal does not constitute a "change in placement" as described below.

If the IEP Team, including the parents, determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and parents/guardians consent to a new Individualized Educational Program (IEP). The Team also must conduct a functional behavioral assessment and develop or revise a behavioral plan for the student as necessary.

A suspension of longer than ten (10) school days or a series of shorter-term suspensions that constitute a pattern are considered to represent a change in placement. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school. Prior to a suspension that constitutes a change in placement, the student's Team must meet to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability or was the direct result of any failure by the school to implement the IEP.

Any student who is removed from school for a disciplinary offense for more than ten (10) consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under the school-wide education service plan, and will so be informed at the time of the suspension/expulsion. When a student with a disability is excluded from their program for more than ten (10) school days in the school year, the district must provide the student with services to the extent necessary for progress in the general curriculum and/or towards Individualized Education Program (IEP) goals, as determined by the principal in consultation with at least one staff person who is a member of the student's IEP Team.

If an administrator imposes an out-of-school suspension for a student in preschool or in grades K through 3, the administrator will send to the superintendent a copy of the written determination and an explanation of the reasons therefore, before the out-of-school suspension takes effect.

In the event a student possesses, uses, sells or solicits a substance or possesses a weapon, or seriously injures an individual at school or a school function, the District may place a student in an interim alternative education setting (IAES) for up to 45 school days. Hearing officers may also order the placement of a student in an appropriate IAES for up to 45 school days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent disagrees with the Team's decision on the manifestation determination or with a decision regarding placement, the parent has a right to request an expedited due process hearing with Bureau of Special Education Appeals. Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

Discipline of Students Subject to Section 504 of the Rehabilitation Act

Discipline of students with disabilities under Section 504 of the Rehabilitation Act provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to more than 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals with knowledge of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his/her education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students. Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities under Section 504 can be obtained from the Assistant Superintendent for Student Services at 978-264-4700, extension 3265.

Discipline of Students Not Yet Determined Eligible

The IDEA protections summarized in this policy for students who are eligible for special education also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the student was eligible for special education before the conduct that precipitated the disciplinary action occurred.

The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by the school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA. Additional information regarding the procedural protections for students with special education services can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

Additional District Policies (Including Regulations On Student Handbooks, Weapons, Smoking, Expulsion)

There are a number of additional School Committee policies related to student discipline, which can be found online at: https://www.abschools.org/school_committee/policies in Section J.

Physical Restraint

The Acton-Boxborough Regional School District complies with the Massachusetts Department of Elementary and Secondary Education's restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

School staff may use physical restraint only (1) when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent/guardian.

The regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the regulations. Students, parents or guardians who have a complaint regarding physical restraint

procedures may request a meeting with the building principal to discuss their concerns. If the issues are not resolved at this level, they may request a meeting with the Superintendent or designee.

Additional information, including a copy of the regulations, can be obtained from the Director of Special Education at 978-264-4700, extension 3265. CI [Links to District Policy and Procedures](#)

PROHIBITION OF HARASSMENT (ABRSC Policy ACAB)

The Acton-Boxborough Regional School District (ABRSD) is committed to maintaining a school environment that values civil discourse and diversity where all individuals are treated with dignity and respect. Therefore, the District will take appropriate action to:

- Prevent and/or otherwise respond to demeaning behavior and unlawful discrimination or harassment of its employees or students, and
- Define processes by which individuals can bring concerns about unlawful discrimination or harassment to the Schools' attention for resolution.

ABRSD will not tolerate harassment of their employees or students. Harassment of staff or students based on race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities is prohibited. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

It should be noted that while this policy sets forth the goal of promoting a work and educational environment that are free of harassment, the policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, regardless of whether that conduct satisfies the definition of unlawful harassment.

Definition of Harassment

Harassment includes verbal or physical conduct which may offend, denigrate, or belittle any person because of, or due to, any of the characteristics described above. Harassment may include pictures, jokes, comments, innuendoes, slurs, derogatory remarks based on a protected characteristic or any other behavior which creates an environment that is intimidating, hostile, or offensive to anyone.

Investigations of Harassment

The District will promptly investigate every complaint of harassment, observing all relevant state and federal laws and regulations and school system policies and procedures, as well as applicable contractual requirements. *There are separate protocols for responding to complaints of allegations of sexual harassment against students, which are outlined in Procedure ACAB-R.*

Student or Staff Complaints

All District employees must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or Title IX coordinator. Employees are expected to take every report of harassment seriously. A student or any individual wishing to file a complaint alleging harassment may inform any trusted staff member, their building principal, or the Title IX Coordinator listed below. The ABRSD Title IX Coordinator is:

Dr. Dawn G. Bentley, Assistant Superintendent for Diversity, Equity, and Inclusion
Acton-Boxborough Regional School District
15 Charter Road, Acton, MA 01720
978-264-4700 x3265

The Assistant Superintendent for Diversity, Equity, and Inclusion and the Deputy Superintendent are available to provide information about this policy and the District's complaint process.

Prohibition of Retaliation

It is unlawful to retaliate against, or discipline, any individual who files a complaint of harassment or discrimination, or who cooperates in an investigation of such a complaint. The Schools will not tolerate any such retaliation, and individuals who engage in retaliation will be subject to termination/expulsion or other sanctions determined by the School Administration and/or School Committee, subject to applicable school system policies and procedures, as well as applicable contractual requirements.

PROHIBITION OF SEXUAL HARASSMENT

Definition of Sexual Harassment

While all types of harassment are prohibited, sexual harassment requires particular attention. Pursuant to Title IX of the Education Amendments of 1972, ABRSD has a Grievance Process for investigating and resolving Formal Complaints of Sexual Harassment (Refer to Procedure ACAB-R.).

In Massachusetts, Sexual Harassment is defined as any unwelcome sexual conduct, including sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Submission to, acceptance of, or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of employment or education or a basis for employment decisions affecting an employee or for educational, disciplinary, or other decisions affecting a student; or
2. Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's work performance, education or participation in extracurricular activities by creating an intimidating, hostile, humiliating, or offensive work or school environment.

According to Title IX, sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

1. An ABRSD employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to ABRSD's education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking (all as defined by federal laws.)

While it is not possible to list all circumstances that may constitute sexual harassment, the following are examples of prohibited conduct at ABRSD:

- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comments about an individual's body, sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, touching, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities
- Taking or posting of photographs, videos or images of a sexual nature without consent

The Title IX Coordinator is responsible for ensuring compliance with this policy, its procedures, and federal regulations. Any ABRSD employee with knowledge of alleged sexual harassment, must report it, whether they personally witness the sexual harassment, learn of it from a third party, or they are the alleged victim themselves. ABRSD will promptly respond to all reports alleging sexual harassment to ensure a fair and equitable resolution to the report, provide support to the

victim, eliminate harassment, and impose discipline if necessary. Discipline may range from verbal reprimand to suspension and expulsion or termination in the case of an employee.

Title IX Coordinator

The Title IX Coordinator is responsible for ensuring the District’s proper response to sexual harassment, compliance with Title IX and overseeing the Grievance Process. ABRSD’s Title IX Coordinator is the Director of Diversity, Equity, and Inclusion, who can be reached at 978-264-4700 x3213 or at 15 Charter Rd., Acton, MA 01719.

Contact Information for State & Federal Agencies

The Schools urge all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can be addressed. If either party to the complaint is dissatisfied with the results or progress of the Schools’ investigation, they may discuss this directly with the Superintendent of Schools.

The state agency responsible for enforcing laws that prohibit harassment in the workplace is the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Suite 601, Boston, MA 02108-1518; telephone (617) 994-6000; TTY Users (617) 994-6196. The time frame for filing a complaint with the MCAD is within 300 days from the date of the most recent incident of alleged harassment. The state agency responsible for ensuring that Massachusetts public schools do not discriminate on the basis of protected characteristics is the Massachusetts Department of Elementary and Secondary Education (DESE), 75 Pleasant Street, Malden, MA 02148-4906; telephone (781) 338-3300; TTY Users (800) 439-2370. The MA DESE’s Program Quality Assurance Services (PQA) accepts complaints when the alleged violation occurred no more than one year before PQA received the written complaint.

The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces federal laws prohibiting employment discrimination. The deadline for filing a complaint with the EEOC is within 300 days from the day of the alleged discrimination. The EEOC is located at JFK Federal Bldg., 475 Government Center, Boston, MA 02203; (617) 565-3200 or (800) 669- 4000; TTY Users (800) 669-6820. The US Department of Education’s Office for Civil Rights (OCR) is a federal agency that enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the US Department of Education. In most cases, a complaint must be filed with OCR within 180 calendar days of the date of the alleged discrimination. OCR is located on the 8th Floor, 5 Post Office Square, Boston, MA 02109-3921; telephone (617) 289-0111, fax (617) 289-0150.

LEGAL REF.: M.G.L. 151B:3A
 Title IX of the Education Amendments of 1972
 BESE 603 CMR 26:00
 34 CFR 106.44 (a), (a)-(b)
 34 CFR 106.45 (a)-(b) (1)
 34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Revised and Approved – September 17, 2020

HARASSMENT- PROCEDURES (ABRSC Procedures ACAB-R)

The Acton-Boxborough Regional School District (ABRSD) is committed to maintaining a school environment that values civil discourse and diversity and in which all individuals are treated with dignity and respect. ABRSD will not tolerate harassment of staff or students. Harassment of staff or students based on race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of ABRSD’s educational policies, employment policies, and other administered programs and activities is prohibited. In

addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the courses of study and other opportunities available through the District.

Definition of Harassment

Harassment includes verbal or physical conduct which may offend, denigrate, or belittle any person because of, or due to, any of the categories or characteristics set forth above. Harassment includes pictures, jokes, comments, innuendoes, slurs, derogatory remarks based on a protected category, and any other behavior which creates an environment that is intimidating, hostile, or offensive.

Prohibition Against Retaliation

It is unlawful to retaliate against, or discipline, any individual who files a complaint of harassment or discrimination, or who cooperates in the investigation of such a complaint. The Schools will not tolerate any such retaliation, and individuals who engage in retaliation will be subject to termination/expulsion or other sanctions determined by the School Administration and/or School Committee, subject to applicable policies and procedures, as well as applicable contractual requirements.

Staff or Student Complaints

Any individual wishing to file a complaint alleging harassment may inform any trusted staff member or a supervisor. If an employee does not wish to discuss the issue with a supervisor or feels that the problem is not addressed in an effective manner, the employee should contact the Employee Title IX Coordinator:

Assistant Superintendent for Diversity, Equity, and Inclusion
Acton-Boxborough Regional School District
15 Charter Road, Acton, MA 01720
978-264-4700 x3265

The Assistant Superintendent for Diversity, Equity, and Inclusion and the Deputy Superintendent as listed above are also available to provide information about procedures applicable to this policy.

Investigation, Corrective Action & Closure of a Harassment Complaint

The Assistant Superintendent for Diversity, Equity, and Inclusion and/or the Deputy Superintendent will coordinate all investigations. Typical investigative steps include separate interviews with those involved, reducing statements from all parties to writing, identifying and questioning witnesses, and taking other appropriate actions. The investigation will be conducted with as much confidentiality and privacy for all parties as possible without compromising the thoroughness of the investigation.

The Schools/District will endeavor to complete the investigation within thirty (30) school days of receiving the complaint, unless the nature of the investigation or exigent circumstances dictate otherwise, in which case the investigation will be completed as quickly as practicable. Additionally, if the respondent is subject to a collective bargaining agreement that sets forth a specific timeline for notice and/or investigation of a complaint, such timeline will be followed.

If after investigation, a determination is made that harassment, participation in harassment, or retaliation for complaining about harassment has occurred, the Schools/District will promptly take appropriate action to end the offending conduct and ensure that it is not repeated. Depending on the severity of the incident(s), such corrective action may include counseling, training, a verbal or written warning, suspension, or termination/expulsion.

The District will comply with all legal requirements governing the reporting of suspected cases of child abuse.

When the Schools/District have completed the investigation, school personnel will, to the extent appropriate, inform the person filing the complaint of the results of that investigation and will file a report with the Coordinator for Title

PROCEDURE FOR REPORTS OF SEXUAL HARASSMENT

Pursuant to Title IX of the Education Amendments of 1972, ABRSD has a Grievance Procedure for investigating and resolving allegations of Sexual Harassment. ABRSD will promptly respond to all reports alleging sexual harassment to ensure a fair and equitable resolution to the report, provide support to the victim, eliminate harassment, and impose discipline if necessary pursuant to District policies.

According to Title IX, sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

1. An ABRSD employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to ABRSD's education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking (all as defined by Federal laws.)

While it is not possible to list all circumstances that may constitute sexual harassment, the following are examples of prohibited conduct at ABRSD:

- Unwelcome sexual advances - whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities
- Taking or posting of photographs, videos or images of a sexual nature without consent

Complaints of Sexual Harassment

Any individual wishing to file a complaint alleging harassment may inform any trusted staff member, a supervisor, or the Assistant Superintendent for Diversity, Equity, and Inclusion. Any staff member who receives such a report is required to report it to an administrator. If an employee does not wish to discuss the issue with a supervisor or feels that the problem is not addressed in an effective manner, the employee should contact the Title IX Coordinator. The Title IX Coordinator is responsible for ensuring the District's proper response to sexual harassment, compliance with Title IX and overseeing the Grievance Process. ABRSD's Title IX Coordinator is:

Assistant Superintendent for Diversity, Equity, and Inclusion
15 Charter Rd., Acton, MA 01720
978-264-4700 x3265

Response to Sexual Harassment

A student or any individual wishing to report sexual harassment may inform the Title IX Coordinator or any other employee. Any District employee with knowledge of an allegation of sexual harassment, must report it, whether they personally witness the sexual harassment, learn of it from a third party or the alleged victim themselves.

Once the Title IX Coordinator learns of an allegation of sexual harassment, they will contact the alleged victim, or "the Complainant," to gather preliminary information, offer "Supportive Measures," and inform that person of the right to file a "Formal Complaint" against the alleged perpetrator, or "the Respondent," that initiates the Title IX "Grievance Process."

A "Formal Complaint" is a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that ABRSD investigate the allegation of sexual harassment and initiate the Grievance Process. Formal Complaints may be filed with the Title IX Coordinator in person, by mail, or electronic

mail. To file a Formal Complaint, the alleged sexual harassment must have occurred in the school's district educational programming or activity, and within the United States.

In some circumstances, the District will dismiss a Formal Complaint. The District has discretion to dismiss a Formal complaint where the passage of time results in an inability to gather sufficient evidence for a determination of responsibility, the district lost responsibility over the Respondent. The District must dismiss the Formal complaint if it does not constitute sexual harassment as complicated by Title IX. However, the school may investigate the conduct as it pertains to other school policies.

"Supportive Measures" are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such Measures are designed to restore or preserve equal access to ABRSD education and activities, including measures designed to protect the safety of all or the educational environment, or deter sexual harassment.

ABRSD will maintain the confidentiality of any Supportive Measures to the extent possible and document the supportive measures offered by the Title IX Coordinator to the Complainant and Respondent. Examples of supportive measures include, but are not limited to the following: counseling, deadline extensions, course adjustments, work or schedule modifications, and increased security.

Grievance Process

Once the Formal Complaint is filed, the "Grievance Process" commences. ABRSD is committed to treating all parties equitably during the Grievance Process. ABRSD is committed to completing the Grievance Process as soon as possible with the goal of completion within 60 days. However, if required, by good cause, such as the absence of a party, a party's advisor, or a witness; law enforcement or DCF involvement; or the need for accommodations, the parties will be notified of the need for delay.

ABRSD will provide the Complainant and Respondent with written notice of the allegations and the Grievance Process. This notice will include specific detail of the allegations against the Respondent. The parties will be informed at this time of their right to have an advisor of their choice, who may be, but is not required to be, an attorney, and may accompany them at any point during the process. They will also be informed of their right to inspect and review evidence. ABRSD will remind the parties of the school's prohibition against knowingly making false statements during this process. The Respondent is presumed not responsible for the alleged conduct until a determination of responsibility has been made. Supportive measures are available to all parties during the Grievance Process.

The Title IX Grievance Process requires the involvement of several different employees that fulfill separate roles. As noted earlier, the Title IX Coordinator oversees Title IX compliance and the Grievance Process. Additionally, each Formal Complaint will be assigned an "Investigator," who could be a Principal, Vice-Principal, or other employee that is properly trained in investigations. Each Title IX investigation will be assigned a "Decision-Maker," which similarly could be a Principal, Vice-Principal, or other employee that is properly trained. All appeals will be reviewed by someone who was involved in the underlying Title IX investigation.

ABRSD will ensure that Title IX coordinators, investigators, Decision-Makers, and any person who facilitates an informal resolution process, receives training on Title IX policy and procedure and his or her respective role.

Informal Resolution of Sexual Harassment

If appropriate, the Title IX Coordinator will offer the parties the option of an informal resolution process, but, pursuant to Title IX, not until a Formal Complaint has been filed and the parties have been fully advised of their Title IX rights. Before beginning an informal resolution process, ABRSD will obtain written consent from the Complainant and Respondent. At any time, the parties can withdraw from the informal resolution and the Grievance Process will resume. Informal Resolution shall not be offered in the event the Respondent is an ABRSD employee.

Investigation of Sexual Harassment

A properly trained Investigator will complete an investigation into the Formal Complaint. Both the Respondent and Complainant, will have an equal opportunity to present witnesses and other evidence. Prior to any interviews with a witness, ABRSD will provide the witness with notice of the date, time, location, participants, and sufficient time to prepare for that interview. Both parties will have an equal opportunity to examine and inspect evidence. Unless waived by one of the parties, the investigation will not intrude on any information legally protected as privileged. Questions and evidence about a person's sexual predisposition or prior sexual behavior are not relevant, unless it is offered to prove that someone other than the Respondent committed the alleged act, or the questions and evidence concern specific incidents of sexual behavior between the parties and it is offered to prove consent. At the conclusion of the investigation, the Investigator will create an Investigative Report that summarizes the relevant evidence and send it to each party and the party's advisor.

The parties will have 10 days before any hearing or determination of responsibility to review and respond to the report if they so choose. Time periods may be extended or delayed for good cause, including the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodations of disabilities.

The designated Decision-Maker will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions. The Decision-Maker, who will first evaluate the relevancy of each question. In the event that the Decision-Maker decides to exclude a question, they will provide a written decision explaining their reasoning.

Hearings

Though it is not required, ABRSD reserves the right to conduct a full-live hearing as part of the Grievance Process. At such a hearing, the Decision-Maker will permit each party's Advisor to ask the other party and any witnesses relevant questions. If a party does not have an advisor, ABRSD will provide one at no cost. Upon the request of the Complainant or Respondent, the ABRSD will utilize technology to separate the parties during the hearing process. If a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not consider any statement of that party or witness in determining responsibility.

Finding of Responsibility

Any Respondent found, by a preponderance of the evidence, to have committed Sexual Harassment shall be subject to a range of discipline, including, but not limited to: detention, exclusion of extracurricular activities, suspension, and expulsion, or in the case of an employee discipline, suspension, or termination of employment.

The Decision-Maker will simultaneously issue a written determination of responsibility that includes a description of the allegations, the procedural steps of the grievance process, the findings of facts, the conclusions reached, and a statement and rationale of responsibility and related discipline. If applicable, it will also include remedies designed to restore or preserve equal access to education and activities at ABRSD.

Appeal

Both the Complainant and Respondent shall have the right to appeal the decision of the Grievance Process by notifying the Title IX coordinator in writing within 10 business days of receiving the decision. The grounds for appeal are limited to: procedural irregularity, new evidence that was not reasonably available at the time of the determination or dismissal, or an alleged conflict of interest. Both parties shall have an opportunity to provide a written statement supporting their position on Appeal. The Appeal shall be reviewed by a person who is not the original decision-maker, investigator, or Title IX Coordinator. That person shall issue a written decision and rationale simultaneously to the parties.

Retaliation

ABRSD strictly prohibits retaliation in any form against persons seeking protection under or participating in an investigation related to this policy. As such, the District will investigate any reports of retaliation and take separate disciplinary action against those found to have retaliated against someone.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Revised and Updated – September 17, 2020

Bullying Prevention and Intervention Policy

Links to Anti-Bullying [Policy](#) and [Plan](#)

The Acton-Boxborough Regional School District (hereinafter referred to as “The District”) recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District strives to provide and maintain safe learning and working environments for all students and all employees. It is the conviction of educators that all students have the right to participate confidently and fully in learning activities, both in and out of school, and contribute meaningfully to society by learning in a community culture where individual and developmental differences are acknowledged, appreciated and respected.

Bullying behaviors are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone who is perceived as weaker and vulnerable. Specifically, bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student’s education, threatens the overall educational environment, and/or substantially disrupts the operation of the school. These behaviors include maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual’s possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is witness to or has reliable information about bullying is prohibited. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.

The School Committee expects administrators to make clear to students and staff that bullying behaviors (as defined above) in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

Furthermore, the District will immediately investigate allegations of bullying, including cyber-bullying, intimidation, and/or harassment. The Principal of each building, or his/her designee, will be responsible for responding to all complaints by students alleging harassment, including bullying, in accordance with harassment. If it is determined that bullying has occurred, the District will take appropriate action to end the bullying and ensure that it is not repeated. In this regard, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.

All schools in Acton-Boxborough will include a bullying prevention and intervention plan that is proactive and educational, in keeping with the guidelines published by the Department of Elementary and Secondary Education. The district is committed to supporting each school in their adoption of a school-wide bullying prevention and intervention

program by providing the necessary funding, training and staff time. Each school is directed to develop or adopt a research based bullying prevention program and/or curriculum that include the major components listed in the Bullying Prevention and Intervention procedures. Additionally, bullying prevention and intervention will include school based teams responsible for the systematic tracking, monitoring and evaluation of the school based Bullying Prevention program with special emphasis on analyzing incidents for systemic intervention at the school building level and the school system at large.

Each Team will:

- Consist of members of the already existing Crisis Intervention Team appointed by the Principal representing the following constituents: Building Principal or Assistant Principal, Teacher representatives, Counselor/Psychologist/SPED.
- Additional collaboration from administration and/or School Nurse.
- Meet a minimum of two times during the school year.
- By October 1st of each year:
 - Distribute Policy and procedures to all students, parents, faculty and staff (student handbook, annual written notice, website, employee handbook, etc.)
 - Notify the Superintendent of Schools in writing of their school's compliance with this Policy and submit a copy of the bullying prevention and intervention procedures adopted for each school.
- Yearly, monitor and review the effectiveness of the Bullying Prevention and Intervention Procedures.
- By June of each year, provide a brief annual summary to the Superintendent of Schools regarding the implementation of the Bullying Prevention and Intervention Policy with recommendations for building based enhancements/improvements.

The Superintendent or designated representative has operational responsibility for the Districts' implementation of the Bullying Prevention and Intervention Policy.

Procedures and Guidelines

Bullying behaviors are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone who is perceived as weaker and vulnerable. Specifically, bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the operation of the school. These behaviors include maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is witness to or has reliable information about bullying is prohibited. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.

Peer conflict involves disagreement and oppositional interactions which are situational, immediate, and developmentally appropriate. These latter behaviors, with adult guidance and modeling, assist in developing new skills in social competency, learning personal boundaries and conflict resolution strategies.

All schools will include a bullying prevention and intervention plan that is proactive and educational. Major components include:

- Development of a community culture that publicly communicates that bullying is unacceptable in any form.
- Commitment to a pro-social, research-based curriculum and/or program that promotes positive peer relations.
- Commitment to addressing the needs of the victim concurrently with the on-going investigation and response to the bully.
- Annual discussion of the Bullying Prevention and Intervention Policy with students (no later than October 1st of each year).

- Adequate supervision of students to address bullying prevention and intervention.
- Ongoing training and support of teachers and school staff in the use of proactive and effective strategies for responding to bullying and supporting bystanders and victims.
- Systematic review of the overall bullying prevention and intervention approaches used by the school.

As used in the Bullying Prevention and Intervention Policy, bullying can be any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

- Placing a student, school volunteer or school employee in reasonable fear of harm to his or her emotional or physical well-being or damage to his or her property,
- Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the victim,
- Interfering with a student, school volunteer or school employee having a safe environment that is necessary to facilitate educational achievement, opportunities or benefits,
- Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school employee, or school volunteer,
- Infringing on the rights of the other student, school volunteer or school employee at school, or
- Materially and substantially disrupting the education process or the orderly operation of a school.

Reporting Requirements:

A culture of openness is considered the most effective means for countering this behavior. It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or suspicions of bullying, with the understanding that such reports will be listened to and taken seriously.

- Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying shall immediately report it to the administration. This includes custodians, cafeteria workers, recess and bus monitors.
- Each school is required to have a procedure for the administration to promptly investigate in a timely manner and determine whether or not bullying has occurred.
- If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.
- All confirmed bullying incidents must be reported to parents and guardians and must be documented. In addition, the administrator must be aware that some acts of bullying may also be a crime and required to be reported to law enforcement.

Investigative procedures:

Each school is required to investigate in a timely manner and determine whether or not bullying has occurred. This requires a determination as to the nature of the incident (bullying v. peer conflict). Once determined, an investigation and outreach to the victim and family shall occur concurrently with a commitment to addressing the needs of the victim, identifying and educating bystanders, and providing formative/educational consequences for bullies. Steps to be taken should include:

- Determine the nature, chronicity, and severity of the presenting situation.
- Identify bully(s), victim(s), and bystanders
- Provide a safety and comfort plan for the victim(s).
- Identify whether or not the bullying has occurred on or off campus.
- Immediately inform bullies/cyberbullies about the consequences for bullying or cyberbullying in or out of school.
- Have conversations with all parties.
- Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.
- Establish a timetable for following up with parents, especially parents of victims
- Collection and documentation of data.

Non-Classroom Supervision:

Each school must supervise non-classroom areas. The review and exchange of information regarding non-classroom areas are important to:

- A. Determine “hot spots” that bullying may more likely occur.
- B. Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.
- C. Consider adult density in “hot spots” if necessary.

Consequences from Findings:

Consequences for bullying should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences should be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

Consequences should take into consideration:

- A. Nature, severity, and chronicity of the behavioral impact on the victim
- B. Degree of physical, psychological, social harm on the victim
- C. Student’s age, development and degree of maturity
- D. Surrounding circumstances and context in which the incident(s) occurred
- E. Prior disciplinary history and continuing patterns of behavior
- F. Relationship between and among the parties involved
- G. Context in which the alleged incident(s) occurred

The appropriate range of consequences, subject to due process where appropriate, is as follows:

- A. Verbal reprimand
- B. Temporary removal from the classroom
- C. Loss of privileges, including before and after school activities
- D. Time-out
- E. Notice to parent
- F. Supervised break times
- G. Detention
- H. In-school suspension
- I. Out-of-school suspension
- J. Reassignment of seats in lunch, bus, class, etc.
- K. Reassignment of classes
- L. Referral to an outside agency
- M. Reassignment to another school or another mode of transportation
- N. Expulsion
- O. Report to law enforcement

In addition, formative activities will be given, which may include:

- A. Reparation to the victim (recognizing that direct apology may be contraindicated)
- B. Completion of curricular based assignment(s)
- C. Meeting with Civil Rights Coordinator
- D. Completion of community service designed to help the perpetrator understand and respect differences; written report required by the perpetrator
- E. Therapeutic support for both perpetrators and victims

Professional Development

The District will provide a combined bullying prevention and intervention training each year for all employees to help them identify and respond to bullying, teasing and harassment. Continual on-going coaching for administrators will be provided to enhance the skill set of teachers and staff. In addition, schools are encouraged to offer education to parents about bullying prevention. This requires a common language to be presented.