ERVING ELEMENTARY SCHOOL

PARENT/STUDENT HANDBOOK 2021-2022

MISSION STATEMENT

Our mission is to provide all students the opportunity to develop academic skills. We provide a curriculum aligned with the Massachusetts Frameworks and/or Common Core that includes reading, writing, math, social studies, science, technology, physical, education, art, and music. Throughout the academic program, we provide opportunities for children to develop skills in problem solving and decision-making. Erving Elementary School children will develop a strong sense of community. With these experiences, we expect that children will use their acquired knowledge and will develop a sense of responsibility.

We are committed to providing a school that is safe for children and adults.

We also committed to an educational environment that recognizes and develops the individual potential of all students. We are committed to learning; we have high expectations for all students and hope that each graduate leaves this school with motivation to excel. We focus on the process of learning and hope that each Erving child will maintain an excitement about learning for a lifetime.

Another aspect of our philosophy is our emphasis on responsible decision-making. We expect that each child will have plenty of opportunities to make important decisions about their learning and their activities. We hope that children will develop the courage to maintain their friendships and, at the same time, maintain their own individuality to resist peer pressure.

We expect that each child will have opportunities to reach his/her individual potential, develop a respect for the individuality of others, develop decision-making skills, and feel a strong sense of community.

VISITING OUR SCHOOL

Parents/Guardians and visitors are always welcome. Safety is a major concern at our school. We ask that if you are scheduled to walk in, or visit a classroom, you sign in and pick up your "welcome" badge at the office when entering the school building. The safety of our students, staff, and members of the community is of utmost importance at our school. We will be happy to get your children from the classroom for an early dismissal or deliver any messages you may need to give them.

If you come to drop off your child before school or pick up your child after school, it is not necessary for you to stop at the office, but please wait in the foyer.

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ERVING ELEMENTARY SCHOOL PERSONNEL
E-mail addresses- last name @ erving.com

School Committee
Eric Semb
David Chagnon
Jennifer Eichorn
Catherine McLaughlin
Katelyn Mailloux-Little

Administration
Jennifer Culkeen – Superintendent
Bruce Turner- Director of Finance and Operations
Corrina Wcislo- Director of Student Support Services
Lisa Candito- Principal

Preschool
Kathryn Buell- Teacher
Samantha Butynski – Teacher
Julie Wheeler- Paraprofessional
Jessica Sojka - Paraprofessional
Terri Drisdelle - Paraprofessional

Kindergarten
Jaime Parse- Teacher
Megan Gagne-Paraprofessional
Wendy Upham-Paraprofessional
Aris Touloumtzis - Paraprofessional

First Grade
Nettie Harrington Pangallo - Teacher
Jill Kolodziej – Paraprofessional

Second Grade
Stephanie Barry- Teacher
Nicole Lehtomaki – Paraprofessional

Third Grade
Tracy Saharceski –Teacher
Kerri Lapointe-Paraprofessional
Lorie Flaherty – Paraprofessional

Fourth Grade
Laura George –Teacher
Rinky Black-Paraprofessional

Fifth Grade
Elizabeth DeSorgher- Teacher
Cassie Putnam- Paraprofessional

Sixth Grade
Mark Burnett- Teacher
Beth Flaherty – Teacher

Michelle Fisher - Paraprofessional
Alyson Wickline - Paraprofessional

Learning Support Center:
Jamie Lefebvre – Adjustment Counselor
Roberta Allen-Paraprofessional

Student Support Team
Gail Dubreuil-School Nurse
Mary Gilman- Occupational Therapist
Physical Therapist
Lynn Oski- School Psychologist
Michelle Arena- Special Education Teacher
Lori Hale- Special Education Teacher
Steven Kaczmarczyk- Special Education Teacher
Andrea Elson- Speech and Language Pathologist
Heather Peterson- Speech and Language Pathologist
Melissa Mazella- Reading Specialist
Wendy Arnold – Reading Specialist
Allison Graichen – Math Teacher
James Hanson – Math Specialist
Polly Wagner – Math Coach

Unified Arts
Rebecca Bosworth-Clemens-General and Instrumental Music Teacher
Jessica Galvin – Physical Education Teacher
Emily Stewart- Art Teacher
Pamela Burke- Librarian
Tom Smith- Technology Coordinator

Office Staff
Patricia Winn - Administrative Assistant
Jennifer Fay Smith – Office Assistant

Cafeteria
Donna LaClaire- Food Service Director
Yvonne Johnson- Cafeteria Assistant

Maintenance
Gary Porlier- Head of Maintenance
Eric Harris - Assistant Maintenance

I.
INTRODUCTION

SCHOOL FAMILY COMPACT

It is our belief that student achievement will improve as a result of collaboration between the school and families. We wish to communicate a common understanding of home and school responsibilities to support the success of students at Erving Elementary School.

Parents/Guardians responsibilities

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- See that study area is well equipped with pens-pencils, paper, ruler, markers, glue, and dictionary.
- Look over homework assignments to check for understanding.
- Encourage students to work independently but be available to assist during homework time.
- Sign and return all papers that require a signature.
- Encourage positive attitudes toward school.
- Be certain that your child is absent only when necessary.
- See that your child arrives to school on time.
- Attend parent-teacher conferences.
- Encourage your child to prioritize their activities, putting schoolwork first.
- Read to your child and encourage your child to read each day.
- Praise your child often and have high expectations for their success.
- Help your child to resolve conflicts in positive, non-violent way.
- Offer whatever assistance you can to the school.

Student responsibilities

- Work hard to do your best in class and complete your homework.
- Show respect for yourself, your school, and people.
- Always try your best in your school work and behavior.
- Obey the classroom and School rules.
- Come to school prepared with homework and supplies.
- Work cooperatively with students and teachers.
- Accept responsibility for your own actions.
- Be truthful.
- Resolve conflicts peacefully.
- Take home information to your parents/guardians and discuss what your are learning with them.

School's Responsibilities

- Provide a positive learning environment with an emphasis on success.
- Believe that each child can learn and provide praise and encouragement.
- Set high expectations for each student.
- Communicate with families to enhance student learning.
- Respect the cultural differences of students and their families.
- Provide a curriculum that is in alignment with standards and/or the common core standards.
- Document ongoing assessment of each child's academic progress and share this information with parent/guardians.
- Provide a safe, pleasant, and caring atmosphere.
- Provide resources to help all children be successful.
- Help students learn to resolve conflicts in an appropriate and positive manner.
- Hold at least two scheduled Parent-Teacher conferences a year.

II. GENERAL SCHOOL INFORMATION

ARRIVAL AND DISMISSAL

School Hours- On Monday, Tuesday, Thursday and Friday, the school day begins at 8:45 a.m. and ends at 3:15pm for children in kindergarten through grade six. On Wednesday the school day begins at 8:45a.m. and in the afternoon the children are released after lunch at 1:15 p.m.

Preschool children come to school Mondays, Tuesdays, Thursdays, and Fridays, the school day begins at 8:45 a.m. and ends at 3:00 p.m. In addition, Preschool children in the 4 year-old program will attend school on Wednesday the school day begins at 8:45 a.m. and children are dismissed at 1:00p.m.

Bus Transportation- The children are transported to and from school on a daily basis. We ask you to remind your children periodically about bus safety and proper conduct at the bus stop and while riding the bus.

During the year, students might wish to bring special items to school. All items must remain in a backpack. This is for the safety of everyone on the bus. Any article not appropriate at school, such as knives or expensive toys, is also not acceptable on the bus.

Your help in this regard ensures a happy and safe start to each day for all the children.

Transportation To A Friend's Home- If a child is going to a friends home and wants to use the school bus, send a note to the school informing us of your plans. We will provide transportation as long as there is room on the bus. We will discourage last minute arrangements between students and home. The phones must be kept open for regular school business and emergencies. Please make these arrangements prior to the start of school.

ABSENCES AND DISMISSALS

When a child is absent from school, the parents/guardians should phone school on the day the child is absent and inform the school. If the school is not informed, the child may bring in a note when he/she returns to school.

If a child is to be excused prior to the end of the school day, the office should be informed either by note or phone call.

If a student begins to demonstrate excessive tardiness and/or absences, the principal will notify the parents/guardians.

Regular and punctual school attendance is essential for success in school. The Erving School Committee is required to provide for and enforce the school attendance of all children attending Erving Elementary School.

Children must attend school regularly, in accordance with state law and for a number of days annually, as determined by the board of the commonwealth.

When children do not attend school, the absence will be recorded as excused if it meets the legal criteria; all other absences will be considered unexcused. The superintendent of his/her designee may only excuse absences for illness or religious observances. According to state law, school districts are required to report to the District Attorney's Office and to the Department of Social Services students who are absent for more than seven full days or fourteen half days within a six-month period if the student's absence is for reason other than illness or religious purposes.

The Erving School Committee and School administration understand that students may sometimes need to be absent for reasons other than illness or religious observation. These reasons may include the bereavement of a family member, inclement weather or, on rare occasion, a family vacation. However, these or similar absences are deemed unexcused absences and counted in the seven day limit under state law.

In accordance with state law, attendance is not required for children who have a physical or mental condition that renders attendance inexpedient or impractical.

The School administration may request a physician's statement certifying a child's illness for absences in excess of seven full days or fourteen half days within a four week time period.

The principal or his/her designee shall serve as the officer to oversee school attendance. At the start of each school year, the principal shall ensure that a notice is sent to all parents and guardians instructing them of a phone number to call to report a student absence and the appropriate process to follow for reporting said absence. These instructions shall include the time of the day by which to contact the school regarding an absence or late arrival. If requested by the attendance administrator, parents/guardians are expected to provide a written explanation for the absence and/or tardiness of a child. Where advance notice is possible, written notice is required.

Parents/guardians of children whose absences risk exceeding the allowable number of absences will be given written notice by the attendance officer that truancy charges may be filed and will be given one (1) week to respond to that notice. This notice will be initiated by the designated officer within one week of the allowable limit being surpassed. Parents/guardians may appeal a decision to file truancy complaint to the Principal, the Superintendent, and the School Committee in that order.

Parents/guardians are responsible for ensuring that their children do not fall behind in their work when they are absent from school. Teachers may make a reasonable effort to provide missed assignments/instruction provided that this effort does not place an undue burden on the teacher. In instances where arrangements are not easily established, the teacher and the student's family shall seek guidance from the principal.

SICKNESS AND ACCIDENTS

When your child is ill and needs a day to recuperate or when your child is going to be late, please call the school as early as possible to notify us.

If your child becomes ill or has an accident of a serious nature, we will make every effort to contact either you or individual listed on your emergency card. Please be certain that the information on this card is updated should anything change during the school year. We expect parents/guardians to take the child home and arrange medical treatment. However, in extreme circumstances, we will take whatever steps deemed to protect the health and safety of your child in the event we cannot contact you or a designated adult.

EMERGENCY RELEASE

An emergency release of students is a rare occurrence but will most often be related to inclement weather. If such event does occur, the following procedures will go into effect:

1. All families will be notified by phone that the school bus will be bringing their student home early.

2. The After School Program will be cancelled and students will be sent to their home on the regular school bus.

3. All evening activities will be cancelled.

EMERGENCY EVACUATION

In case of fire or other emergencies that require building evacuation, children will exit via the door in their classroom with their teacher and meet in a designated area.

Evacuation procedures are practiced regularly in conjunction with the Erving Fire Department and yearly with the Erving Police Department.

The school nurse, secretary, custodian and principal are equipped with radios and are in constant communication during all practiced evacuations. Class lists including detailed information about telephone numbers and individual medical conditions are carried at all times by several staff members. Safety and security are of paramount importance at all times.

SPECIAL SERVICES

In an effort to continually provide a total quality education for all children, we have a number of special services available to students. These services are available upon request from a parent/guardian, in conjunction with approval from school staff.

School Nurse- Gail Dubreuil is scheduled five days a week in our school. She performs general nursing responsibilities, serves as our health educator, makes home visits and confers with parents/guardians as necessary. She encourages any parents/guardians who may have any health related questions to contact her.

School Psychologist- counsels with parents/guardians, children and staff for the purpose of providing keener insight into the learning process. She is available for consultation by appointment.

Speech/Language Pathologist- Two Speech and Language Pathologists, Andrea Elson and Heather Peterson, are scheduled five days a week in Erving. Their roles are to remediate speech and language development problems and to develop preventative measures with teachers and children for the purpose of minimizing speech and/or language difficulties. They are available for consultation on an appointment basis.

Special Education Services- The Erving School is most fortunate having three special education teachers who can provide appropriate instruction for children who may be in need of such services, as defined by State Law. If for some reason you suspect that your child having some form of learning, physical or other problems, please feel free to contact the school. We do use instructional strategies to help children before they are formally referred for a Special Education assessment.

Title I- the Title I program at Erving Elementary School serves students in kindergarten through second grade who need additional support in language arts. This program provides additional small group instructional help to those students identified through age appropriate assessments. All families are notified and asked for signed consent for students to be given Title I services.

Adjustment Counselor-Focuses on improving mental health and behavioral symptoms through individual and small group counseling. Typically they serve the entire school population.

SCHOOL DRESS

We expect children to dress appropriately for school. Children should wear clothes and shoes that are safe, easy to move in, and appropriate to the weather. This becomes especially important for recess and physical education activities.

Clothing may not be vulgar or obscene either in appearance or in language or pictures used for decoration. Clothing may not be see-through or transparent.

FOOD SERVICES

Erving Elementary School will be implementing the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for school year.

All enrolled students of Erving Elementary School are eligible to receive a healthy breakfast and lunch at school at no charge to your household each day of the school year.

The Erving Elementary School provides an extremely nutritious and appetizing breakfast and hot lunch. A salad alternative option, as well as, a sandwich alternative option is available daily.

If your child brings a home lunch and requests milk, there will be a charge for the milk.

The lunch/breakfast menu is sent home in the Parent Newsletter at the beginning of each month.

ACCIDENT INSURANCE

Students are automatically covered during school hours for the school year. This insurance applies only to school related accidents. However, additional insurance can be purchased which offers 365 days/24 hour coverage. The application form is sent home during the first week of school.

LOST AND FOUND

Please clearly label your child's coats, sweaters, boots, etc. to help avoid lost articles. Found items are displayed regularly in the front hall. Non-clothing items are turned in to the office.

SCHOOL PHOTOGRAPHS

For your convenience, we arrange to have pictures taken in the school year. Photographs include both class and individual portraits. We use the pre-payment plan and parents/guardians may choose a variety of packages tailored to meet their preference and budget. In the event a child's picture is unsatisfactory or he/she is absent, retakes will be offered. The Parent Newsletter will keep you informed of these dates.

CELL PHONES

We understand that many students have cell phones to facilitate important communication with family members. To ensure student attention is focused upon school, students are not permitted to use or view cell phones/electronic devices during the school day and on the school bus. If a parent/guardian must contact a child during the school day, please call the Main Office (413 423-3326). If a student is using or viewing cell phones/electronic devices (including text messaging, game system and other functions) in the school building, the cell phone/electronic device will be confiscated and will be returned to only the student's parent/guardian. This policy also includes iWatches.

III. TRANSPORTATION

BUS POLICY

Erving Elementary School must help ensure the overall safety of each child who is transported to school. Toward this end, we are as firm as possible regarding disciplinary action for students whose misbehavior may distract drivers and endanger everyone.

It is important to state that the school has formal responsibility for the children only after they are on the school bus. It is our hope that parents/guardians will work with one another to ensure the safety of each child at bus stops prior to the arrival of the bus. Once the children get on the buses, it becomes the responsibility of the school bus driver and the school to ensure proper conduct on the buses.

We have adopted the standard bus safety rules set by bus companies across the country. Please go over these rules with your child.

BUS RULES

- The bus operator is in full charge of the bus. All passengers must promptly obey the bus operator's directions and instructions.
- Students shall ride their regularly assigned bus at all times unless permission has been granted by the school authorities.
- Except by written permission of school authorities, no students shall be permitted to leave the bus except at his or her regular stop.
- Each student may be assigned a seat in which he/she will be seated at all times while on the school bus, unless permission to change the assigned sat is given by the school principal and/ or bus operator.
- Outside of ordinary conversation, classroom conduct must be observed on the school bus.
- Students shall assist in keeping the bus clean by keeping their waste paper off the bus floor. Pupils shall also refrain from throwing refuse out the windows. Eating and drinking is not allowed on the bus.
- No student shall open a window on the school bus without first getting permission from the bus driver.
- Students may not have in their possession anything that may cause injury to another passenger such as such as, sticks, breakable containers, or any type of firearm. No animal is permitted on a school bus, except a service dog.
- Each student must see that books and personal belongings are kept out of the aisle.
- Special permission must be granted to bring large items on the bus.
- Students are to remain seated while the bus is in motion.
- Students must not cross the highway in front of the bus until given consent to do so by the school bus driver.

- Students must remain outside the danger zone and must cross the highway at least ten (10) feet in front of the school bus and never behind it.

- Students must not stand or play in the roadway while waiting for the bus and should arrive at the bus stop 10 minutes before the bus is due to arrive.

- Students must refrain from pushing and shoving other pupils while boarding and exiting the bus.

- Students who have to walk some distance along the highway to or from the bus loading zone, where practicable, must walk on the left side facing the on-coming traffic.

- In the event of an actual emergency, emergency exit procedures, as established by the emergency exit drills, will be followed.

- Parents/Guardians of students damaging the school buses will be responsible for proper reimbursement to the school district or bus owner.

- Students shall not throw an object in, at, or out of the school bus.

The following procedures will be in effect this school year. Ordinarily all children will have two warnings about misbehavior as reported by bus driver only. If a bus form is completed by the bus driver, the copy will be sent to parents/guardians. A letter will be sent home stating that the child will be prohibited from riding the bus for three days if a third form is received.

It will be the responsibility of that child's parents/guardians to transport his or her child to and from school for those three days.

In case a flagrant behavior, such as fighting, parents/guardians will be called after the second or even the first instance of such behavior. A letter will be sent home, following the phone call, stating that the child has been prohibited from riding the bus for a certain number of days as determined by the principal.

After the suspension period, the child will again be permitted to ride the bus to school and the two warning system will begin again. It is school policy to provide transportation for each child. However, this privilege may be taken away when it is determined that a child is endangering the safety of other children.

The children will be regularly reminded of these procedures so that they will become familiar with them. We are hopeful we will not have to use disciplinary action with any student. However, it must be emphasized that we are trying to act in the best interest of all parents/ guardians and to be fair and equitable to each child in our school system.

BUS ACCIDENT PROCEDURES

1. When a bus accident occurs, the driver will contact the bus company immediately. (If the driver cannot contact the bus company, hopefully a student will be able to do so. If not, hopefully someone will come upon the accident and call 911.)

2. The bus company will get preliminary information and call 911.

3. If there is a chance that students may be injured, medical personnel will assess each student and determine if they need medical attention or not. If they recommend medical attention and the parent refuses, the parent must sign a release form.

4. The bus company will send someone to the scene to determine if the bus is safe to continue the route. As soon as possible the bus (or a replacement bus) will continue the route with the uninjured students.

5. The bus company will call the school with preliminary information. (School personnel can go to the scene if they feel this would be helpful, but this is not a requirement.)

6. The bus driver will use the form provided by the company or a school generated form to determine which students are on the bus, including guest riders.

7. The bus driver will radio the company with the rider information, and the company will contact the school to inform them. (If there are injuries, the bus company will contact the school with the names of injured students, as well as a preliminary assessment of injury.)

8. The school will contact those families and provide them with an update (e.g. minor accident; bus will be delayed, but plan to finish the route as soon as they are given clearance to do so.)
   (If students are injured, they will notify parents and tell them to which hospital their child is being transported.)

9. When the police arrive on the scene, they take charge, unless there is a fire. Then the Fire Department would be in charge of the situation.

10. If parents/guardians come to the scene and want to take their child(ren) THEY MUST SHOW SOME FORM OF IDENTIFICATION BEFORE THE CHILD(REN) WILL BE RELEASED TO THEM AND THEY MUST SIGN A RELEASE FORM. Bus notes will be honored (i.e. if a guest rider shows that he/she has a note to go to a certain house, that parent will be allowed to take the child).

    a. The only other persons that students can be released to are as follows:
        i. School principal or other school staff person designated by principal.
        ii. Representative of the National Red Cross.
        iii. Police, State Police, or Fire Department
        iv. National Guard

WALKING TO SCHOOL

Parents/Guardians must write a letter giving permission for their child to walk to and from school. These notes must list permission for specific dates. All walkers will use the sidewalk and conduct themselves appropriately. Any child who fails to use safety rules will not be allowed to walk until parents/guardians and the principal meet and permission is again granted. Children should not arrive to school before 8:35 am.

BICYCLE REGULATIONS

Route 63 can be a dangerous road for bicycle riders. Therefore, we discourage children from riding their bicycles to school. If you allow your child to ride his/her bike to school, we ask you to review the rules for safe bicycling and provide us with a note indicating that you approve. Any child who fails to use proper safety rules will not be allowed to ride until a meeting between the parents/guardians and principal is held and permission is again granted.

There is a state statute that children must wear a helmet. Please be sure that your child has a helmet.

EMERGENCY SCHOOL CLOSING

In the event of a major storm or emergency, it may become necessary to cancel school or, in very rare circumstances, to close school prior to the usual closing time. School is rarely closed prior to the usual closing time. In this unlikely event, families will be notified, School closing information will be broadcast on the following radio and television stations. (Remember, we are Erving School Union #28)

WRNX	Amherst		100.9 FM
WPNI	Amherst		1430 AM
WAHL	Orange		99.9 FM
WJDF	Orange		97.3 FM
WHAI	Greenfield	1240 AM	98.3 FM
WRSI	Northampton		95.3 FM
WHMP	Northampton	1400 AM	99.3 FM
WPVQ	South Deerfield		95.3 FM

WWLP TV	Channel 22
WGGB TV	Channel 40

IV. EDUCATION PHILOSOPHY

UNION 28 GOALS

1. The Erving School Union 28 staff will implement the new Educator Evaluation system as outlined in CMR 35.00 in order to improve each educator's pedagogical skills and support instructional practices to provide a learning environment that will maximize student success and achievement.

2. Teachers will continue to understand, align and implement the Common Core State Standards in English that are Language Arts (ELA) and Mathematics.

3. The Erving School Union 28 teachers and support staff will create learning environments that are accessible to all students. To manifest this objective, staff will utilize varied teaching strategies and aspects of technology and assistive technology that inspire all students, regardless of disability or reluctance, to achieve success in its many different forms.

V. ACADEMIC INFORMATION

CURRICULUM

The curriculum for language, arts, math, science and social studies reflect the standards of the Massachusetts Department of Education's curriculum frameworks and/ or Common Core. Copies of these may be found in the school library with the exception of the social studies curriculum, which is in the final stages of alignment and will be completed soon.

SCHOOL PROGRAMS

Computer Education- Technology integration is vital to our curriculum. We have computer lab and computers in all the classrooms. Students and teachers regularly receive computer instructions.

Arts, Music, and Physical Education- We provide exceptional programs in these subject areas. Throughout the year we work to ensure that children develop lifelong skills in the arts. In the spring, Children are able to culminate these skills in a school wide play.

Instrumental Music- Children in grades four-six participate in an Instrumental Music Program. Lessons are offered during the school day and band practice is held after school. Some musical instruments are owned by Erving Elementary and can be rented for the year.

Library- Our school library is located in the center of the school and is always open when school is in session. The emphasis of our library program is to help students become thinkers and problem solvers and to develop a love of reading.

Students in kindergarten through grade four have regular weekly library classes in which they are introduced to a wide variety of literature and are taught research skills. All students have access to the library throughout the school day.

The library collection supports every aspect of the instructional curriculum, as well as providing a wealth of materials for pleasure reading, which is highly encouraged in every grade. Books, magazines, videos, DVD's, CD's and audiocassettes are available.

The Erving Elementary School Library does not charge fines for overdue materials. We encourage children to renew items so that they may take the time they need to read them. However, we do ask parents/ guardians to help their children take responsibility for borrowed items, care for them, and return them. We do require that families pay for any items lost or returned in an unusable condition.

Parents/Guardians of current Erving, Elementary School children also have borrowing privileges. We have a growing Parent Library from which we encourage you to borrow. For more information, please call or see our librarian.

STANDARD TESTING AND BASIC SKILL TESTING

MCAS - As directed by the Education Reform Act, the state has designed a comprehensive assessment system called MCAS. In the spring, the MCAS assessment will be given to students in grades 3, 4, 5, and 6. Depending upon the grade, the student may be tested in Reading, Writing, Math, Science & Technology, and/or History & Social Science. The results from the assessment are usually released the following fall.

HOMEWORK ASSIGNMENTS

Homework assignments are an important component of our educational program. Students will receive assignments that are developmentally appropriate to their level. More specific information on homework is shared with parent/guardians at the information nights held at the beginning of each year. Teachers communicate the dates of the information nights.

REPORT CARDS AND CONFERENCES

We use parent teacher conferences and Pupil Progress Forms to inform you of your child's progress in school.
The Schedule is as follows.

Conferences:
- November 16, 17, 18 – Preschool – Grade 6
- March 22, 23, 24 - Preschool – Grade 6

Report Cards:
- February
- June

The final marking period will end on the actual last day of school. There will be time for parents/guardians to contact the school, if there are any questions concerning the report card, before the teachers leave for the summer.

However, if the need to discuss your child's progress arises at any time, please contact your child's teacher to arrange a conference.

FIELD TRIPS

Field trips are part of the school curriculum. Trips offer opportunities to learn through direct experience and are an important link connecting the school with the community and surrounding area. The location, date, and chaperones of a field trip are all determined by the school.

Occasionally, parents/guardians are asked to chaperone field trips. A current CORI form (criminal background check) must be on file before parents/guardians are allowed to travel with children. CORI forms are sent home at the beginning of the school year and may be obtained at any time. Typically, a background check takes about a week.

VI. BEHAVIOR AND DISCIPLINE

CONDUCT

General School Behavior - Our goal is to maintain a school environment that is clean, safe, and conducive to learning. We work hard to help children have a successful experience in the school. Toward that end, the following system of rules and regulations was developed as a product of staff discussion and work with children to help us maintain a healthy and productive learning environment:

WE HAVE THE RIGHT TO BE PHYSICALLY SAFE.

- We do not bring weapons (real or toy), matches, bullets, fireworks, or any other unsafe items onto school property or onto buses, nor any illegal substances such as drugs, alcohol or tobacco. Consequences for weapons and drug violations are governed by Massachusetts Law and School Committee Policy. Such violations require more serious consequences than those outlined in the Discipline and Consequences sections.

- We keep our hands, feet, bodies and objects to ourselves, except when being helpful.

- While in the building, we walk at all times and keep our hands and feet away from the walls, beams, ceilings and light fixtures.

- We also walk to and from buses and cars.

- Sticks, stones and snowballs are to remain on the ground.

WE ALL HAVE THE RIGHT TO FEEL RESPECTED AND TO BE FREE OF FEAR.

- Threat, attempts to hurt others and inappropriate touch will not be tolerated.

- We do not tease, name call or use put downs.

- We do not swear, use vulgar language or gestures.

- We strive to include each other in conversations, games and activities.

- We cooperate and help each other whenever we can.

- We all have the right and responsibility to request a discussion of a situation where we feel disrespected or misunderstood. This must be done in a respectful manner and at an appropriate time.

WE ACT RESPONSIBLY WITH OUR OWN PROPERTY AND THE PROPERTY OF OTHERS.

- We touch our own things or what we have been given permission to touch.

- We enjoy bulletin boards and displays by looking and not touching.

- We use school material, equipment and furniture as they are meant to be used.

- We leave work areas and eating areas clean.

- We treat food responsibly.

DISCIPLINE

Our first goal in responding to student misbehavior is education. We want students to understand what appropriate school behavior is and how to act responsibly in the school environment. At the same time, students must understand that there are consequences for inappropriate behavior/actions. To that end, student misbehavior will be dealt with in the following manner:

The teacher has the authority and responsibility to maintain discipline in the classroom, consistent with school policy. When a problem occurs, the teacher may have a conference with the student, use classroom disciplinary action, or have conferences with parents/guardians. If the problem goes beyond the control of the teacher, they are to be referred to the principal.

The principal has the authority and responsibility to maintain an atmosphere conductive to learning through a fair and consistent application of policies and procedures. When a problem occurs, the principal will review the situation from the point of view of the student as well as the teacher and take appropriate action. Such action may consist of further conferencing, additional appropriate consequences and/or referral to other agencies

Due Process- from chapter 71, Section 37 H- Massachusetts General Law

"Notwithstanding any general or special law to contrary, all student handbooks shall contain the following provisions:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-related events athletic games, may be subject to expulsion from the school or school district by the principal.

3. Any student who is charged with a violation of either paragraph (1) or (2) shall by notified in writing of an opportunity for hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).

4. Any student that has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent of his appeal. The student has a right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

Consequences- If a school rule is broken, a consequence will follow in order to help the child learn and modify his or her behavior. The child may be kept in at recess, isolated in the classroom for a "cooling off" time or kept after school. We will notify parent/guardians and arrange for transportation before keeping any child after school. If a child is repeatedly disruptive or behaves in an unsafe way, determinations of serious consequences will be made by the school and in consultation with parents/guardians. Children need to recognize that acceptable behavior is required of them on field trips, on school grounds, on the school bus, as well as within the school building.

Throughout the application of consequences for any particular student, additional measures may be taken to exert positive change in the student's behavior. Included in these could be referral to the school psychologist for counseling and social work, referral to an outside agency for counseling, development of an individual behavior plan, referral for special education evaluation, and consideration of a different educational setting.

A child may be suspended from school if he/she is involved in a fight or is a participant in serious behavior.

In exceptionally serious cases of disruptive behavior, as well as theft, injury to others, drug trafficking or abuse, students may be suspended or expelled from school. Any student under an Individualized Education Plan (IEP) will be disciplined in accordance with the criteria established in the IEP, in concordance with State regulations (MGL 71, 37H & 37H1/2). A student faced with a short –term suspension (10 days or less) is entitled to a hearing where he/she will receive an oral or written notice of the charges, an explanation of the basis for the accusation, and an opportunity to present the individual's side of the story.

The hearing must take place before the suspension begins unless the students' presence at school endangers people or substantially disrupts the academic process. If immediate suspension is necessary, the hearing must follow as soon as possible. The student must be told the maximum length of the suspension. Also, although the school may require that parent/guardians come to school for a conference before the student can be readmitted, the student cannot be punished more if they do come.

No elementary school student will be suspended unless parent/guardians are notified and are able to supervise the child properly.

In cases of possession of a dangerous weapon or controlled substance or in case of an assault on school personnel, the student may be expelled or suspended and will be referred to the appropriate authorities for prosecution. If expulsion is a possibility, the student must receive a notice in writing of the hearing, which will then be formal rather than informal in character. The student will receive a written notice of the charges and a written explanation of the basis for the accusation in addition to the opportunity to present his or her side of the story, in this case with the assistance of his or her parents/guardians and a representative of his or her parents/guardians' choosing. The principal will prepare a written report to the superintendent and school committee explaining his or her reason for choosing suspension or expulsion or his or her reason for not choosing suspension or expulsion. Should a child be expelled from school, his or her parents/guardians will have the right to appeal to the superintendent within ten days from the day of the expulsion.

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS AND 504 PLANS

All students are expected to meet the requirements for behavior as set forth in this handbook. 603 CMR requires that additional provisions be made for students who have been found by an evaluation TEAM to have a disability and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to the discipline of these students:

1. Any modifications to the discipline code for disabled students will be described in the student's IEP.

2. The principals (or designee) will keep a record of the offense of a student with disabilities that resulted in suspension.

3. When it is known that the suspension(s) of a student with disabilities will accumulate to ten (10) days in a school year, a review of the IEP will be held to determine the appropriateness of the student's placement or program. The Team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and with parents/guardians approval will:

    a. Design a modified program for the student or:

    b. Write an amendment to provide for the delivery of special education services during the suspension of any needed modification of the IEP relative to discipline code expectations.

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

    Copies of the Regulations and Parents' Rights brochure, which addresses the discipline of students with disabilities, are available in the Pupil Services Office.

4. If prior to the disciplinary action, the school has knowledge that the student be a student with a disability, the school shall make all protections available to the student until and unless the student is subsequently determined not to be eligible. Prior knowledge consists of:

    a. The parent/guardians have expressed interest in writing.

    b. The parents/guardians have requested an evaluation.

    c. The school staff has expressed that the student has a disability.

5. If the student's parents/guardians request an evaluation subsequent to the disciplinary action, the school will conduct an expedited evaluation to determine eligibility.

In general, if your child has violated the school's disciplinary code, the school may suspend or remove your child from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If your child possess, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event or carries a weapon to school or a school function, the school district may place your child in an interim alternative education setting as a result of a disciplinary action; your child may remain in the interim setting for a period not to exceed 45 days. Thereafter, your child will return to the previously agreed upon educational placement unless either a hearing officer orders another placement or you and the school agree to another placement.

In compliance with chapter 71, section 37H of the Massachusetts Laws, the following procedures have been established regarding the discipline procedures involving students with special needs:

1. A meeting will be held with parents/guardians when the special student accumulates ten days of suspensions or expulsions to discuss the appropriateness of the IEP and possible revision.

2. When a special education student has accumulated 10 days of suspension, and the parent/guardian cannot be reached, the student will be instructed to come to school the next day with his/her parents/guardians for a SPED team meeting. The student will be given a letter for his or her parents/guardians stating the need for their attendance in school the next day.

3. If a student comes to school the next day without parent/guardians, the student will be sent home and the Department of Education will be notified by the principal or designee.

4. In all cases which in a suspension/expulsion of more than ten days in a school year, immediate notification of the suspension and request for approval of an alternative education plan will be made to the Department of Education by the Administrator of Special Education.

Consideration of whether the behavior is a manifestation of the student's disability: the law provides that the Team must consider evaluation information, observational information, the student's IEP and placement and must determine whether the behavior prompting disciplinary removal was a manifestation of student's disability. The Team considers if the student's disability impaired the student's ability to control his or her behavior.

If the Team determines that the behavior was related to your child's disability, then your child may not be removed from the current educational placement (except in the case of a weapon or drug possession or use) until the IEP Team develops a new IEP and Decided Upon a new placement and you consent to that new IEP and placement.

If the Team determines the behavior was not related to your child's disability, then the school may suspend or otherwise discipline your child according to the school's code of student conduct, except that for any period of removal exceeding ten days, the school district must provide your child with a free Appropriate Public Education (FAPE). The school district must determine the educational services necessary for FAPE and the number and location for providing those services.

VII. SPECIAL EDUCATION and 504

CHAPTER 766 - SPECIAL EDUCATION

The Massachusetts Special Education Act of 1972, commonly referred to as: CHAPTER 766" ensures that all children with special needs between that ages of three and twenty two will receive a free appropriate education in the least restrictive environment. These disabilities include pupils with temporary or permanent intellectual or emotional problems; sensory or physical impairments including vision or hearing problems, speech or communication disorders, cerebral or perceptual dysfunctions or other specific learning difficulties or combinations, which interfere with the student's ability to progress effectively in regular education programs.

SPECIAL EDUCATION

The Special Education Law- In Massachusetts, the special education system is based on the federal special education law, the Individuals with Disabilities Education Act (IDEA), in combination with the stat's special education law (MGL c. 71B). Before a determination can be made as to whether or not a student is eligible for special education, an evaluation of the student's educational strengths and needs must occur.

Eligibility For Sped Services- In cases where instructional supports and/or accommodations (see Section IX) have not been successful for a student, a core education evaluation may be necessary. In order for an evaluation of a child to proceed, parents/guardians must give written consent for a specific assessment to be conducted. Parents/guardians have the right to request an evaluation. A Special Education Team is formed. Parents/guardians, the Principal, and the child's current teacher are always members of the team. The other members are determined by specific assessments required.

The following assessments are done as part of the core evaluation process:

- Assessment of educational status, history and school progress,
- Assessment by a teacher who recently had or currently has the child in a classroom,
- Assessment by specialists in areas related to a child's suspected need for a special education.

Other assessments, which may be conducted, based on need or parent/guardian request are:

- Health Assessment
- Psychological assessment
- Assessment by nurse, social worker, guidance or adjustment counselor
- Assessment by a physical therapist
- Assessment by an occupational therapist
- Assessment by an audiologist
- Assessment by a neurologist or other specialists

In order for the student to receive specially designed instruction described in an Individual Educational Plan (IEP), the team must identify a disability and determine that the student needs specially designed instructions and/or related services in order to make effective progress in school.

Following the completion assessments, the results are shared with the team members (including parents). If a disability is identified by the Team and specially designed instruction is required, an Individualized Educational Plan (IEP) will be developed to include specific educational objectives the team would like the child to attain in the coming year. The plan is written be the team, including the parents/guardians, who may accept or reject the plan as written, request an independent evaluation, or meet again with some of the team members for more discussion. The goal of special education is to provide learning strategies and methods in ways that will help children attain appropriate progress in curricula areas. The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if a modification is required. If a modified discipline code is required, it will be written into the IEP.

SECTION 504/ADA

Two other federal laws address issues pertaining to citizens with disabilities. They are the Section 504 Law and the Americans with Disabilities Act. Students who meet the three criteria identified in these laws are eligible for accommodations in the classroom and/or related services. The three criteria are: a student must have (i) a physical or mental impairment that causes (ii) substantial limitation to a (ii) major life activity. A team consisting of members who know the child determine eligibility and create a 504 plan that identifies the accommodation the student needs to be successful.

ADMINISTRATOR OF STUDENT SUPPORT SERVICES/SPECIAL EDUCATION

The Director of Student Support Services for Union 28 oversees Special Education programs in each Union 28 school. She may be contacted at 978 910-1478. The Principal of Erving Elementary School receives requests for special education screenings and schedules assessments and evaluation meetings. The Principal works with the Director of Student Support Services to develop and supervise special education services.

CHILD STUDY

The SST (Student Support Team) is a problem-solving group that provides teachers with ideas for working with students who are experiencing academic and/or behavioral difficulties. It also serves an avenue for pre-referral to special education.

The SST may consist of:

1. Occupational Therapist
2. Principal
3. School Nurse
4. School Psychologist
5. Special Education Teachers
6. Speech/Language Pathologist
7. Classroom Teacher
8. Director of Student Support Services
9. School Adjustment Counselor

VIII. PARENT INFORMATION

PARENTS/GUARDIANS CONCERNS AND QUESTIONS

The school welcomes notes and/or phone calls from parents/guardians. The principal is usually available for call during the school day. The best time to speak with teachers is prior to 8:45 a.m. or after the school day ends at 3:30 p.m. Teachers are not available while they are teaching. Voice messages and emails are also communication processes that families may utilize.

DISMISSAL FROM SCHOOL-PARENTS/GUARDIANS REQUEST

Occasionally a medical or dental appointment needs to be made during school hours. If your child is to be excused please:

1. Phone the school or send in a note with your child

2. Pick up your child at the school office and sign him/her out.

IX.PARENT AND COMMUNITY INVOLVEMENT IN THE SCHOOL

COMMUNITY – SCHOOL PROGRAMS

The Erving Elementary School is an exciting and most positive learning environment for both children and adults. A large part of our school success is due to your continued, strong support. Community-school relations are essential to achieve our mutual goals. A number of programs have been jointly developed to sustain our efforts.

Parent Volunteer Program-The Parent Volunteer Program was instituted in an effort to encourage community residents to share their talents with the children. Hours and interests are based on your availability and needs of staff. The office staff will be happy to answer any questions, which you might have. Please call the school (423-3326) and leave a message.

Partners in Education Erving (PIEE) formerly known at PTO- The PIEE was established to promote better understanding of community-school goals. The group invites all members of the community to join the PIEE. Meeting dates are determined by the executive board. A number of worthwhile activities are scheduled each year.

Visitations- Parents/guardian are encouraged to visit the school during school hours. Several helpful hints will make your visit more beneficial.

1. As a courtesy to your child's teachers, please call ahead to schedule your visit.

2. Please plan to leave younger children at home. They tend to interfere with both your attention and that of the children in the class.

3. Plan to stay an extended period of time so that you may observe a complete activity.

4. Your child's teacher will be most happy to discuss your visit, but please arrange a time when it is mutually convenient.

Community Use of School Facilities- The School Committee has established a policy that makes the school facilities available for community use when they are not being utilized for school functions. Applications for use of the school may be obtained from the school office.

SCHOOL IMPROVEMENT PLAN

The Principal, in conjunction with the School Council, shall be responsible for preparing a written School Improvement Plan annually. This plan shall be written with the advice of the school council and submitted for approval to the Superintendent and for School Committee review. The plan should be drafted with the following in mind (source: MASC Policy):

1. The educational goals for the school consistent with the goals, mission statement and standards, including student performance standards, as adopted by the Massachusetts Board of Education and by the School Committee.

2. An assessment of the needs of the school in light of the proposed educational goals.

3. The means to address student performance.

4. Professional development for the school's professional staff.

5. The enhancement of parental involvement in the life of the school, safety, and discipline.

6. The development of means for meeting the diverse learning needs of every child.

7. Any further subjects as the principal, in consultation with the School Council, shall consider appropriate, except that:

    a. The Council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and

    b. The Council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

SCHOOL COUNCILS

Introduction: this policy is designed to implement the provisions of chapter 71 of the Acts of 1993, Section 53 which required the establishment of school councils in all of the public schools in the Commonwealth of Massachusetts.

The School Committee believes that the school is the key unit for education improvement and change. Successful school improvement is better accomplished through a planning and decision-making process that seeks meaningful participation from teachers, parent and others at the individual school level. The School Committee believes that this will create ownership by those for and benefiting from the education offered at the school.

The School committee supports and encourages the intent and purpose of school councils. The School Committee believes that parents, teachers, and other members of the community working collaboratively to advise the principal will enhance the education of all the children in Erving. The School Committee recognizes that the need to keep the size of the council manageable makes it difficult, if not impossible, for all segments of the school community to be represented as part of the council. The School Committee urges PTOs and faculties, when defining the election/selection process, to remind their membership of their need to ensure that the council itself is as broadly representative of all the different groups within the school as possible. The law clearly states the importance of councils reflecting the racial and ethnic diversity of the building and school community.

The purpose of the school councils are to:

1. Assist and advise principals in adopting educational goals for the schools that are consistent with local educational policies and statewide performances standards;

2. Assist and advise principals in the identification of the educational needs of the students;

3. Assist and advise principals in the review of the annual school budget; and

4. Assist and advise principals in the information of a school improvement plan.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

Organization of Council: The council shall consist of:

- Parents/guardians of students attending the school, none of whom are employees of the school.

  Elections will be held by the local recognized parent teacher organization and the principal will ensure that the process is publicized in advance and open to all parents. Parents/Guardians will have parity representation with professional school personnel, including the principal, on the council.

- Teachers and other professional faculty staff elected by their peers within the building

- A community representative, neither parent of District students nor employees of district, selected by the principal, with advice from the council, and not to exceed 50% of the voting membership.

- Vacancies- If a parent/guardian or community representative vacancy occurs on the School Council prior to January 1 of the school year, an election consistent with the above guidelines shall be conducted. If the vacancy occurs after January 1 of the school year, the co-chairs of the school council will nominate individuals to be temporary member. This person must receive a majority of affirmative votes from the remaining members of the School Council.

- School Council composition should be broadly representative of the racial and ethnic diversity of the community.

- Each School Council shall determine the term limits for membership and develop a staggered membership selection to encourage only a partial, annual turnover of council membership.

The following guidelines define the role of the School Council: The School Council shall meet regularly with the principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards

2. Identification of the educational needs of the students attending the school

3. Review of the school building budget.

4. Formulation of a School Improvement Plan that may be implemented only after review and approval by the School Committee.

Conduct of School Council Business: The principal shall, by law, serve as co-chairperson of the council. The second co-chairperson will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairperson will be responsible for the preparation of the agenda for the council meetings.

The School Council shall meet at least once monthly from October to June. Meeting will be held outside of school hours. At its first meeting of the school year, the council will set its calendar of regular meetings for the year. Where circumstances warrant, the council may choose to call additional meetings.

Consensus or majority rules shall be used by school councils as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the chair and Roberts Rules of Order shall prevail if there are questions of procedure.

All meetings of the School Council shall confirm to the Open Meeting Law, Sections 23 A, B, and C, which stipulate that all meetings be open to the public, that meetings be posted at last forty-eight (48) hours (excluding Sundays and Legal Holidays) in advance, and that minutes of the meeting shall be maintained as required. The scope of the School Council does not require, and therefore does not qualify for, executive session.

The Superintendent shall receive agendas and minutes of all School Council meetings. The Superintendent shall provide copies of these materials to members of the School Committee for information.

SOURCE: MASC
LEGAL REFS: M.G.L. 71:38Q, 71:59C

XI. POLICIES, REGULATIONS, AND LAWS

ANTI-DISCRIMINATION POLICY

Place of Attendance-Every person shall have the right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.

The Erving Elementary School in Erving School Union #28, does not discriminate on the basis of race, color, gender, gender identity, religion, national origin, sexual orientation, age, disability or homelessness in admission to, access to, treatment in or employment in its programs and activities. Any inquiries regarding the non-discrimination policies should be directed to the Superintendent of Schools.

GRIEVANCE PROCEDURES

The Erving Elementary School has established an internal procedure in order to provide for prompt and equitable resolutions of complaints.

Definitions

- A “Grievance” is a complaint made pursuant to, and arising out of, the Erving Elementary School’s obligation to comply with state regulations regarding civil rights, discrimination and harassment. An “Aggrieved Party” is a person or persons making the complaint.

Purpose

- The purpose of this grievance procedure is to secure prompt and equitable solution to grievances.

General

- No aggrieved party will be subject to coercion, intimidation, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaints within the context of this grievance procedure.
- All documents, communications and records dealing with the filing of a grievance will be kept confidential to all full extent provided by law.

Procedure

1. The complaint should be filed with the principal in writing as soon as an aggrieved party becomes aware of the incident.

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

3. Within fifteen (15) days of receipt of an unresolved grievance, the Superintendent will conduct a confidential hearing to determine what, if any, action shall be taken in response to the grievance. The hearing shall be held at a time and place mutually convenient to all parties.

4. The hearing procedure will follow appropriate due process procedures including:

    a. The opportunity for the aggrieved party to present the grievance in any suitable manner;

    b. The right of the aggrieved party to an impartial hearing officer.

    c. The right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party’s expense;

    d. The right of the aggrieved party to a prompt decision. Parents/legal guardians should provide advance notice to the Superintendent if they will be represented by counsel or an advocate at the grievance hearing.

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

6. The aggrieved party can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration shall be made to the Superintendent of Union#28 within fifteen (15) working days following receipt of the written determination.

7. These rules shall be construed to protect the substantive rights of the interested persons to due process.

8. Copies of all resolutions and findings made under this procedure shall be filed with the Superintendent’s Office of Erving School Union #28.

HEALTH POLICIES AND SERVICES

Following are school's health policies services. If you have any questions or concerns, please call the school nurse Monday through Friday during school hours.

Postural Screening (Scoliosis)-Postural screening is mandated for all students in grades 5 and 6. It is generally done in the spring and information about scoliosis and the screening procedure will be sent home to parents a few weeks before the screening date.

Body Mass Index (BMI)-This state mandate requires elementary schools to collect height and weight measures for all students in grades 1-4. These measurements are used to calculate BMI, which is a "Weight for height for age" index that can be a useful tool in early identification of possible health risk factors among children and youth. The results of the BMI screening will be kept confidential in each student's health record.

Vision and Hearing- All children are screened for vision and hearing during the year. However, as you know, vision and hearing can change rapidly and if you have any concerns during the year, please call the school and the nurse will check your child.

Communicable Disease- If your child has a communicable disease- strep throat, head lice, scabies, impetigo- would you please call the school in order that we may prevent, as much as possible, the spread of the disease.

Physical Examinations- New children to the Erving Elementary School, children in preschool and kindergarten and children in fourth grade are required by law to have an updated, current physical examination. This must be completed by your own physician as he/she has a comprehensive knowledge of the health status of your child and can be done any time during the school year. For children new to the area, it is a good way to become acquainted with a private physician. If your child has had a physical examination within the last six months, please let us know and we will send you a school record form for your child's physician to record his/her findings and forward them to the school.

Medication at school- According to the regulations set forth by the Massachusetts department of Public Health, no medications may be given at school without the written consent of the physician. If your child requires medication (prescription, over-the counter, and/or herbal) during school hours, we must receive a medication order signed by a **prescribing** physician and a parental consent form. This form can be obtained by calling the school nurse, Gail Dubreuil. Medication orders must be renewed as needed and at the beginning of each school year.
If your child requires short-term medication (such as an antibiotic) that requires administration for ten days or less, you do not need a signed physician's medication order. The medication must be in the pharmacy-labeled container, which can be accepted in place of the physician's order. To minimize the need for taking medication in school, please ask your provider if the medication can be prescribed on a schedule that avoids school hours.

Medications must be delivered to the school in a **pharmacy or manufacturer-labeled container** by you or a responsible adult whom you designate. **No child should bring in his/her own medication and no medication should be loose in a plastic bag, etc.** Medications that are not in an appropriate container cannot be given. Please ask your pharmacy to provide separate labeled bottles for school and home to avoid any problems. No more than thirty (30) day supply of any one medication can be accepted by the school.

If you have any questions about the protocols above, please contact Gail Dubreuil, the school nurse, as soon as possible to avoid delay in giving needed medications.

LIFE THREATENING ALLERGY POLICY

Allergies- If your child has a history of a severe allergic reaction to a food, medication, insects, latex, or other environmental triggers, please contact the school nurse so an individual health care plan can be developed to ensure the safety of your child while at school.

Life Threatening Allergy Policy-The Union #28 School Union is dedicated to providing a safe and healthy environment for its students during the school day and at school-sponsored events. Students identified with life threatening allergies (i.e. , food, bees) will be provided for as medically necessary in the school environment. The Union #28 School policy will support protocols to (a) reduce exposure to allergens to the best of our ability, knowing that we can only be allergen-safe, not allergen free, and (b) follow established procedures to treat allergic reactions

A student identified as having a life -threatening allergy must have a written statement documenting the allergy from his/her healthcare provider along with a prescription for an EpiPen from the doctor and parent/guardian consent authorizing use if/ when needed. The Union #28 Schools will provide adequate training to educate staff in the management of life-threatening allergies.

As mandated by federal laws, including ADA, IDEA and section 504, no student shall be discriminated against or excluded from school activities based on his or her life –threatening allergy. The student who has an allergy and who is making effective educational progress in the regular educational program does not need a special education evaluation, an IEP, or special education services. However, he/she has the right to have reasonable accommodations for his/her disability under section 504.

The school will implement the following protocols to provide a safe environment for the student. These protocols pertain school-sponsored events only and not to fundraisers, non-school extracurricular activities, or after school events.

For a complete copy of our Life Threatening Allergy Policy and Protocols, please contact the school nurse.

INTERNET USE AND SAFETY POLICY

Introduction: The computer network resources at the Erving Elementary School are provided by and in consonance with the mission or the Erving School District which serves to:

- Improve education for all students through access to unique resources and partnerships;
- Improve learning and teaching through research, teacher training, collaboration and distribution of successful education practices, methods, and materials.

In addition, we seek to ensure a healthy and appropriate use of Internet resources by making provisions for:

- Prevention of access by minors to inappropriate matter on the Internet
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Prevention of unauthorized access, including “hacking” and other unlawful activities
- Prevention of unauthorized disclosure, use and dissemination of personal information regarding minors, and
- The design of measures to restrict minors access to harmful materials.

Our electronic resources- including, but not limited to, computers and Internet access- allow users to local, national, and international sources of information and collaboration vital to intellectual inquiry and democracy, and are intended solely for educational purposes. Every user has the responsibility to respect and protect the rights of every other user in our school communities and on the Internet. Account holders are expected to conduct themselves in a responsible, ethical, and

legal manner, in accordance with both school and district policies, rules, regulation and guidelines and the laws of the Commonwealth of Massachusetts and the United States.

The potential exists, outside the school/district network, for users to access inappropriate material. A user may intentionally or innocently access inconsistent with our educational purpose. While variations of school/district policy are caused for concern, we maintain the educational advantages of using the web outweigh the disadvantages. It is the burden of parents and guardians to establish standards of use of electronic media consistent with school/district policy and to ensure that users comply with established policy. We respect each family's decision whether their child should or should not have access to the Internet. Students will be given an account on the network and access to the Internet unless a parent or legal guardian submits a signed Refusal Form.

The following explains our policies for acceptable use of the Erving School computer network. Use of our computer network and the Internet are privileges dependent on compliance with school/district policy. A user's failure to comply with policy shall result in limited network/Internet access, suspension of access, and/or other disciplinary action.

General Provisions-The Erving Elementary School has established certain protocols to ensure safety of our school community, the security of computer networks, and compliance with applicable law. All users should be aware of the following standards practices:

> ***Network and Internet Monitoring:*** Our school may have software and systems in place that monitor and record all Internet usage. Given reasonable cause, we may intermittently monitor Internet traffic and other usage of electronic resources; for instance, by tracking destination URL's of individual users. Users should have no expectation of privacy when browsing the web. Sending or receiving e-mail, or other electronic resources.
>
> ***Filtering:*** In accordance with the Children's Internet Act (CIPA), passed by the U.S. Legislature in January 2001 (Public Law 106-554), our schools district shall employ filtering software to block access to inappropriate content on all computers with Internet success. Our school district certifies that a policy of Internet safety and technology protection measures shall be enforced. Users are restricted from accessing visual depictions of subject matter that is obscene, pornography, child pornographic, or harmful to minors. In compliance with CIPA our school district shall, in furtherance of this policy of Internet safety, monitor the online activities of minors.

Users should be aware that filtering software will not block ALL inappropriate web sites. Users shall report all inappropriate sites not blocked by filters to a technology administrator for appropriate action. Filtering software may be disabled for users 18 and over by a technology administrator for legitimate research purposes.

Our school district cannot be held responsible for misuse of material download from an online service, or for inappropriate or sexually explicit material being through the network.

User-specific provisions:

All Users: Students, staff and faculty shall not:

1. Use the network to access and/or transmit material in violation of any U.S. or Commonwealth law, including copyrighted material.

2. Access, download, display, transmit, produce, generate, copy or propagate any material that is obscene or pornographic material; advocates illegal acts; contain ethnic slurs or racial epithets; or discriminates on the basis of gender, gender identity, national origin, sexual orientation, race, religion, handicap, or age.

3. Degrade, damage or disrupt equipment or system performance.

4. Gain unauthorized access to network resources.

5. Permit or authorize any other person to use their name or login password.

6. Use an account of any other person or vandalize another user's data.

7. Waste electronic storage space by saving unnecessary files or programs.

8. Download, install, load, or use programs without written permission of a technology administrator.

9. Use the Internet for personal commercial purposes or for political lobbying.

10. Use inappropriate, offensive, foul or abusive language.

11. Harass or annoy any other party with obscene, libelous, threatening or anonymous messages, objectionable, images or language.

12. Forward chain letters

13. Forward email messages of broad interest- including virus alerts and jokes- to the entire school community (see number 5 below)

14. Knowingly make use of pirated software or violate software-licensing agreements.

15. Engage in the practice of "hacking" or knowingly engage I any other illegal activity with using the network.

Students, staff, and faculty must:

1. Use the Internet and other resources only for legitimate educational purposes.

2. Respect commonly accepted practices of Internet etiquette including, but not limited to, use of appropriate language.

3. Be aware of potential security risks at all times and take all reasonable steps to minimize risks by, at minimum, logging off the network when a computer is unattended and reporting all unauthorized use of one's account to a technology administrator.

4. Avoid bulk e-mail.

5. Forward all e-mails of broad interest, such as virus alerts, to a technology administrator of appropriate distribution to the entire school community.

6. Treat all computer areas and equipment with the utmost care and respect.

Students: Students may access the Internet only with adult supervision, and must notify a teacher or technology administrator immediately if they come across inappropriate content. In addition, students may not use the Internet to give out personal information (such as home address, telephone number, or picture) about themselves or other students. Student use of electronic resources is restricted to teacher-approved projects and research.

E-mail: School and district resources for electronic communication shall be used for educational purposes. Incidental and occasional use of electronic mail occur when such use does not generate a direct cost for the district, but such messages will be treated no differently from other messages on the network. Prohibited electronic communications include, but are not limited to:

1. Use of electronic communications to send copies of documents in violation of copyright laws.

2. Use of electronic communications to intimidate others or to interfere with the ability of others to conduct school/ district business.

3. Construction electronic communications so they appear to be from someone else.

4. Obtaining access to the files or communications of others for purpose of satisfying idle curiosity, with no substantial school/ district purpose.

Posting of student photos and work on the school website: parent permission is required before any student's photo, art work, writing, or other project, may be posted on the Erving Elementary School web site, a part of the Internet. Student work will appear with no reference to the student's last name, home address, or telephone number.

C.O.R.I

The school district is required by law to obtain Criminal Offender Record Information (C.O.R.I.) for any employee or volunteer who may have direct unmonitored contact with children.

STUDENT RECORDS INFORMATION

A student's records contain all the information concerning a student that is kept by the school. Each student and parents/guardians with physical custody has the right to see their own student records. Copies of any information in the records may be obtained upon request.

The student's record is available to school contracted personnel who directly with the student. This includes administrators, teachers, administrative office, staff, and clerical personnel. They do not need permission to see student records.

No information in the student's record is available to anyone outside the school system without written permission from the student and/or parent and/or guardian. Exceptions to this would be a probation officer, court order or upon transfer to another school district. However, students and parents/guardians will be notified before these records are released. A written release must be signed to have any part of the school records sent outside the school.

The student and parent/guardians have the right to request to add relevant information believed to be untrue or incorrect.

Rights of Parents/Guardians With No Physical Custody – It is necessary for divorced parents/ guardians to submit a copy of the custody agreement or order so that school system may identify which of the parents/guardians has physical custody of the child. If parents/guardians do not have physical custody of a child, then the parents/guardians will not be allowed to access the records of his/her child unless the parents/guardians have submitted three documents to the principal:

1. A written request submitted annually to the principal to access the records of his/her child.

2. A certified copy of probate court order judgment which must indicate that the parents/guardians have not sought or been denied shared legal custody and is entitled to unsupervised visitation with the child, or a certified order of the probate court which specifically orders the parents/guardians receive school records of the child. That order must state that it is being made after a review of any court records, including criminal records of the non-custodial parents/guardians, that giving the information will not pose a safety risk to the custodial parents/guardians or child and it is the best interests of the child to provide the information to the non-custodial parents/guardians;

   And

3. An affidavit of the non-custodial parents/guardians that no temporary or permanent protective order is in effect restricting access to the parent/guardians.

   After the school system receives these documents, the school has notified the custodial parents/guardians to have access to the child's records only after the school has notified the custodial parents/guardians and twenty-one days has elapsed from this notification. During that twenty-one day period, the custodial parents/guardians can obtain a court order restricting access to the child's records or can submit a copy of any outstanding protective orders; if such orders are provided to the school system, then the school cannot release records.

Amending Your Child's Record-

1. Parents/guardians have the right to add information, comments, data, or any other relevant written material to the student's record. The parents/guardians should submit the additional information in writing to the principal with a written request that the information be added to the student record.

2. Parents/guardians have the right to request in writing deletion or correction of any information contained in the student's record, except for information, which was inserted into that record by the Special Education/ Child Study Team. Such information inserted by the Special Education /Child Study Team shall not be subjected a request until after acceptance of the Individual Education Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

   (a) If the parents/guardians are of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's records, the parent/guardians shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.

   (b) The principal shall within one week after the conference or reasons for the decision. If the decision is in favor of the parents/guardians, the principal shall promptly take such steps as may be necessary to put the decision into effect.

   (c) If the principal's decision is not satisfactory to the parents/guardians, the parents/guardians may file an appeal to the superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.

   (d) If the Superintendent's decision is not satisfactory to the parents/guardians, the parents/guardians may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR 23.09(4).

Notice On Transfer To Other Schools- The school forwards the complete school record of transferring student to the school in which the student intends to enroll once a Parent/Guardian Release Form has been completed.

SEXUAL HARASSMENT POLICY/COMPLAINT PROCEDURE FOR STUDENTS

Purpose: To create for all Erving School employees and students a work and study environment free of sexual harassment. The Erving Elementary School Committee is committed to safeguarding the right of all persons associated with Erving Public Schools, including students, employees, schools committee members, and volunteers to a work and educational environment that is free from all forms a sexual harassment on its premises.

All individuals associated with the district, but not necessarily limited to the School Committee, the administration, the staff, students, and members of the public while on campus are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on school property will be violation of this procedure.
Appropriate disciplinary action, up to and including dismissal will be taken in any instance where an employee violates this procedure. Sexual harassment by a student will result in disciplinary action up to and including expulsion. Sexual harassment by others will result in their being excluded from school premises: a School District representative will accompany them at all times.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is either explicitly made a term or condition of a student's Education; OR

2. Submission to or rejection of such conduct is used as a basis for education decisions affecting the students; OR

3. Such conduct has the purpose or effect of substantially interfering with a student's educational performance, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may include, but not limited to:

1. Assault, inappropriate touching, intentionally impeding movement, comments, gestures, or written communication of a suggestive or derogatory nature.

2. Continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction between peers is not considered sexual harassment).

3. Within the educational environment, implying or actually withholding grades earned or deserved, suggesting that the poor performance evaluation will be prepared, or suggesting that scholarship recommendation or college application will be denied.

4. Coercive sexual behavior to control, influence or affect educational opportunities, grades, and/or the learning environment of a student.

5. Offering or granting favors or educational benefits, such as grades or recommendations, in exchange for sexual favors.

Other sexual harassing behavior directed towards students, whether committed by management, staff, or students, is also prohibited.

Any student, employee or individual acting legitimately on school property who believes that he/she has been subjected to sexual harassment should make complaint to his/her supervisor, teacher, guidance counselor or building principal so that the appropriate action may be taken at once.

Management representatives are charges with the responsibility of discouraging any sexually harassing behaviors within or outside of their supervision. This includes confronting the harasser when a management representative observes harassing behavior and /or reporting the activity to the appropriate person.

Complaints will be investigated promptly and corrective action will be taken where appropriate. No person will suffer retaliation or intimidation as a result of using the internal complaint procedure.

If the sexual harassment is criminal in nature, the offense shall be reported to the police department. If the sexual harassment required the intervention of State Social Service or Protective Agencies, the proper authorities will be contacted. In these circumstances, the school's attorney will be immediately contacted to give advice and guidance on how to process these actions with the appropriate authorities.

A copy of this procedure and its accompanying regulations are posted in appropriate places, and made available to individuals upon request.

STUDENT-TO-STUDENT HARASSMENT

Harassment of students by other students will not be tolerated in the Erving Elementary School. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the school district, school buses, or attending or engaging in school activities.

Harassment prohibited by the district includes, but is not limited to, harassment on the basis of race, color, gender, gender identity, religion, national origin, Sexual orientation, age, disability, and homelessness. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or:
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;

- Implied or explicit threats concerning one's grades, achievements, or other school matter.

- Demeaning jokes, stories, or activities directed at the student.

The district will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for processing all complaints by students alleging harassment.

Retaliation against a student because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

HAZING

Ch.269, S.17.Crime Of Hazing; Definition; Penalty: Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars by imprisonment in a house of correction for not more than one year, or by such fine and imprisonment.
The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment of forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Not withstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

Ch.269, S.18. Duty To Report Hazing: Whoever knows that other person is the victim of hazing, as defined in section seventeen, and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practical. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Ch.269. S. 19 Hazing statutes To Be Provided; Statement Of Compliance And Discipline Policy Required: Every secondary school and each public and private school or college shall issue to every group or organization under it's authority or operating on or conjunction with its campus or school, and every member, plebe, pledge or application for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgement stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in this case of secondary schools, the Board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing to the Board of Regents and in the cases of secondary schools, the Board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general and such institution which fails to make such report.

ERVING SCHOOL UNION 28

BULLYING PREVENTION AND INTERVENTION PLAN

The Erving School Union #28 is committed to providing a safe learning environment free from bullying, cyber bullying, and retaliation in order to support all our students, employees, volunteers, and visitors. The District prohibits any form of bullying, cyber bullying, or retaliation, in school district buildings, on school grounds, at school bus stops, on school transportation, and at school-sponsored activities whether on or off school grounds. Further, bullying, cyberbullying and retaliation are prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question create a hostile environment at school for the target; infringe on the rights of the target at school; and/or materially and substantially disrupt the education process or the orderly operation of a school. This prohibition applies to all school district employees, volunteers, independent contractors, students, and parents/guardians, including conduct between/among all parties.

Certain students may be more vulnerable to bullying or harassment based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Definitions

Aggressor is a student or a member of a school staff who engages in bullying, cyber bullying, or retaliation.

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

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

Cyber bullying is defined as bullying through the use of technology or any electronic communication, which will include, but will not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber bullying will also include the creation of a web page or blog in which the creator assumes the identity of another person or the

knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber bullying will also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the clauses, inclusive, of the definition of bullying. 37O(a)

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.
Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

Witness is a person who has directly observed an incident.

The Bullying Prevention and Intervention Plan shall apply to students and members of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

III. RESPONSE AND INVESTIGATION PROCEDURES

A. Reporting Bullying or Retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents/guardians, or other individuals who are not school or district staff members, may be made anonymously. However, no disciplinary action shall be taken against a student solely on the basis of an anonymous report. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, a lock box, and an email address. The principal or designee will determine when an incident is considered to have a criminal intent. Contact with the local police will occur.

School staff is considered mandated reporters for 51A filings. At Erving School Union #28 Elementary Schools, the principal, school nurse, and school psychologist will meet with the staff member to discuss a situation that may involve a 51A filing. Most filings are completed by the principal.
Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and

parents or guardians; 2) make it available in the school's main office, the psychologist's office, and the school nurse's office; and 3) post it on the school's website.

At the beginning of each school year, Erving School Union #28 elementary schools will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff
A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others
The school or district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Safety. Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre- determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The principal or designee will work closely with classroom teachers to insure that students who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation are protected.

C. Counseling and Other Services. Erving School Union #28 will identify the availability of culturally and linguistically appropriate resources within the school and district. A listing will be available with the principal or designee. If resources need to be developed, Erving School Union #28 will identify linkages with community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students. In addition, the school psychologist, nurse, principal, and

appropriate staff people will assist in developing safety plans for students who have been targets or bullying and retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Erving School Union #28 will utilize current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

D. Students with Disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

E. Referral to Outside Services. Erving School Union #28 will establish a referral protocol for referring students and families to outside services. This protocol will include the school psychologist in collaboration with the principal and/or designee and nurse will help students and families access appropriate and timely services. In addition, a listing of local outside services will be available to parents/guardians. Referrals must comply with relevant laws and policies. Current local referral protocols should be evaluated to assess their relevance to the Plan and revised as needed.

F. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents/guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school psychologist, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

G. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary actions are necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school psychologist, and the target's or aggressor's parents or guardians, to identify any

underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

IV.RANGE OF DISCIPLINARY ACTIONS

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and the guidelines set forth in the *Erving School Union #28 School Handbooks*.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

V. NOTIFICATION PROCEDURES

A. Notice to Parents or Guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

B. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

C. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall

contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the Superintendent of Union 28 and other individuals the principal or designee deems appropriate.

VI. BULLYING PREVENTION CURICULUM

A. Specific Bullying Prevention Approaches. Bullying prevention curriculum will be informed by current research, which among other things, emphasizes the following approaches:

- using scripts and role-plays to develop skills
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- enhancing students' skills for engaging in healthy relationships and respectful communications
- engaging students in a safe, supportive school environment that is respectful of diversity and difference

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

B. General Teaching Approaches that Support Bullying Prevention Efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students
- using appropriate and positive responses and reinforcement, even when students require discipline
- using positive behavioral supports
- encouraging adults to develop positive relationships with students
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
- using positive approaches to behavioral health, including collaborative problem- solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- using the Internet safely
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

C. Bullying Prevention and Intervention Curriculum. The foundation of behavior expectations at all Erving School Union #28 schools' respects that all children have the right to learn in a safe school

environment. Each grade has 30 minutes of social curriculum instruction, including bullying prevention and intervention, per week.

- Erving Elementary School: Kindergarten through Grade 2, Second Steps is the evidencebased curriculum used and Steps to Respect Program is used in grades 3-6.
- Leverett Elementary School: PATHS is the evidence-based curriculum used by all grades.
- Shutesbury Elementary School: Choose Love is the evidence-based curriculum used by all grades.
- Swift River School: Second Steps is the evidence-based curriculum used by all grades.

VII. PROFESSIONAL DEVELOPMENT

A. Annual Staff Training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school- based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing Professional Development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:

(i) developmentally (or age-) appropriate strategies to prevent bullying;
(ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
(iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
(iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
(v) information on the incidence and nature of cyberbullying; and
(vi) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

VIII. COLLABORATION WITH FAMILIES

A. Parent Education and Resources. Erving School Union #28 elementary schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will

be offered in collaboration with the PTO, School Council, Special Education Parent Advisory Council, Internal Safety Committee, or similar organizations.

B. Notification Requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Erving School Union #28 elementary schools will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet Safety Policy. All notices and information made available to parents or guardians will be in hard copy and electronic format. Erving School Union #28 will post the Plan and related information on its website.

IX. CREATION AND MAINTAINANCE OF THIS PLAN

This Bullying Prevention and Intervention Plan was updated in April 2021. Resources used to write it included An Act Relative to Bullying in Schools M.G.L. c. 71, § 37O; Model Bullying Prevention and Intervention Plan, Massachusetts Department of Elementary and Secondary Education. The draft BIPP Plan was reviewed and edited by the staff, the School Council (including parents and members of the community), the Internal Safety Committee (including members of local law enforcement agencies), the PTO, and the School Committee. The Plan was formally adopted by the Joint Supervisory School Committee on May 17, 2021 and then submitted to the Department of Elementary and Secondary Education as required by law. This Plan will be reviewed and if necessary, revised and amended annually by the School Committee, school staff, Internal Safety Committee, and School Council from all 4 of the Erving School Union #28 school districts (Erving, Leverett, Shutesbury and New Salem/Wendell).