

# Parent – Student 2018-2019 Handbook



A.M. Chaffee School



Clara Barton School

## Oxford Elementary Schools Oxford, Massachusetts

"The students of the Oxford Public Schools are expected to adhere to the sections of Massachusetts General Law as they pertain to schools and schooling."

"The Oxford School District does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, disability or homelessness."

Revised – May 2018

**Oxford Elementary Schools**  
**Parent-Student Handbook**  
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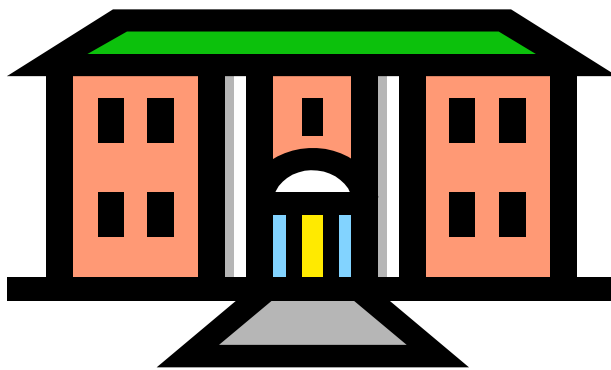
## Oxford Public Schools

### Parent – Student Handbook

## Introduction

The information contained in this handbook was carefully prepared in order to inform parents and students of the policies and procedures of the Oxford Elementary Schools.

We urge you to read it carefully with your child in order to understand expected behaviors that will insure a pleasant learning experience.



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April 2018

## **STUDENT ASSESSMENT REPORTS**

Teachers may send notes or make telephone calls to parents of students whose academic work is deficient. The purpose of these communications is to inform parents of their child's possible failure, and to encourage them to become actively involved in attempts to prevent such failure.

### **REPORT CARDS – GRADES K-2**

Marking in the elementary schools is based the following performance levels

<b><u>Performance Levels</u></b>	
<b>4</b>	Exceeds the standard
<b>3</b>	Meets the standard
<b>2</b>	Approaching the standard
<b>1</b>	Area of concern
<b>X</b>	Not graded this term

### **GRADES 3 and 4**

<b><u>Performance Levels</u></b>	
<b>A</b>	Advanced (Students at this level demonstrate a comprehensive and in-depth understanding of the rigor subject matter)
<b>P</b>	Proficient (Students at this level demonstrate a solid understanding of challenging subject matter)
<b>NI</b>	Progressing but Needs Improvement (Students at this level demonstrate a partial understanding of subject matter)
<b>W</b>	Warning (Students at this level demonstrate a minimal understanding of subject matter.)
<b>X</b>	Not graded this term

### **CONFERENCES**

Parental conferences are encouraged as an effective means of communication between home and school. At least once a year, usually at the close of the first marking term, conferences are scheduled by school personnel. Frequently, teachers will request additional conferences. Parents are encouraged to initiate

additional conferences with the teacher, adjustment counselor, or principal whenever desired. Arrangements for a mutually agreeable time can be made by contacting the school office.

## **PROMOTION, RETENTION, DROP OUT PREVENTION & TRANSITION**

Students in Middle School must pass all four (4) of the core subjects (math, social studies, science, language arts) to be promoted to the 9th grade. Absenteeism of eighteen (18) days during the current school calendar may also result in retention. Those who fail shall be required to attend a summer program in the areas of need (a student can enroll in no more than two areas of study). *Competency must be demonstrated in the areas of summer instruction. In the event that the Oxford Public School District does not offer summer school, students would be required to seek remediation in a neighboring community and demonstrate proficiency. Such remediation would be at no cost to Oxford.*

Students in 4<sup>th</sup> grade must pass at least two (2) of the following: mathematics, social studies, science, language arts to be promoted to the 5<sup>th</sup> grade. A pupil may be retained if the final grade of "AC" is received in language arts or mathematics. A pupil may be retained if he/she consistently works below grade level in language arts, mathematics, social studies or science, as recommended by the teacher and principal of the building.

In Elementary School, failure of one or two core subjects and poor performance in other core subjects or any absenteeism of eighteen (18) days during the current school calendar may also result in retention. These individual cases will be handled by the principal.

In support of this policy, the Oxford School Department supports the following procedures as proposed by the National Dropout Prevention Center:

1. All students must be periodically assessed in order to determine their educational progress.
2. School scheduling must be flexible to allow for daily alternative curricular interventions to meet the students' identified needs.
3. Out-of-school experiences must complement and be coordinated with other curriculum-based interventions.
4. Teachers must receive continuous, intensive, professional development in a variety of educational strategies to successfully implement those interventions.
5. Parents must be informed and involved throughout the assessment/intervention process.
6. Sufficient resources must be allocated to provide the support so that all students make continuous progress.

Adopted June 2005



# **OXFORD PUBLIC SCHOOLS**

## **Elementary Attendance Policy**

The Elementary Schools believe that regular attendance and class participation are essential to learning. The schools have the responsibility to provide quality instruction and learning opportunities while teaching the societal values of attendance and punctuality. Everyday attendance provides for uninterrupted learning, less time spent on make-up assignments and full participation in classroom activities.

Regular and punctual attendance is required and monitored. Extended absences should be avoided. Parents will be notified of excessive absences and tardiness. The expectation is that families will not make appointments or take vacations while school is in session. Students must be in school for 3.0 hours or more to be considered “present” for the school day.

### **Student Absence**

The steps listed below must be followed when students are absent from school.

1. The parent must call the school.  
Clara Barton School            by 8:50 A.M.            508-987-6066  
A.M. Chaffee School            by 9:05 A.M.            508-987-6057
2. Upon return to school, students must bring in a note signed by their parent explaining the reason for the absence. A note from a doctor may be required following a prolonged absence.
3. For absences due to reasons other than illness or the death of a relative, the school must be contacted prior to absence.
4. Excessive or unexplained absences will result in parent notification, principal follow-up and, if necessary, teacher or principal conference.
5. The student and/or parent must check with child’s teacher about missed work.
6. More than eighteen days absent for a school year may result in a student being retained. Excessive absences and tardies interrupt your child’s learning.
7. A call will be made to a parent by the school if the parent does not call in the student absence.

## **Making Up Assignments**

Students with absences will be given the opportunity to make up work missed in accordance with the following guidelines.

1. It will be the students' and/or parents' responsibility to arrange for making up missed work when the child returns.
2. The time limit for work make-up will be the number of days missed.
3. Teachers **will not** be expected to prepare and/or assign any class work for students to take on a trip or a vacation.
4. Students may be required to do alternative assignments in place of missed classroom activities when going on a trip or a vacation.
5. In order to maximize learning opportunities children should be in school during the regular school session.

## **Tardy**

The following procedures will be abided by when students are late for school.

1. Students will be considered tardy if they are not **in their classroom** on time.  
Clara Barton School                      by 8:50 A.M.  
A.M. Chaffee School                      by 9:05 A.M.
2. Students arriving at school late must report to the office with a parent or guardian to get a tardy slip to turn in to their teacher.
3. Chronic tardiness will result in parent notification, principal follow-up, and, if necessary, a visit from the support staff and/or administration. Habitual cases may be referred to truant officer and/or DCF.

## **Early Dismissal**

The actions listed below must be adhered to when students are being dismissed prior to the end of the school day.

1. Parents must make requests in person or in writing.
2. All children who are being dismissed must be met at the school office.
3. For the safety of the students, a person other than a parent/guardian will be requested to furnish identification prior to the dismissal of a child.
4. Early release of students just prior to the closing of the regular school day is discouraged.
5. Please schedule doctor or dentist appointments after school or during vacation week.



## **Dress Code**

When dressing for school students will:

- Be neat and clean in appearance
- Choose clothing that does not interfere with health and safety (this includes flip flop sandals)
- Choose clothing that is not a distraction to learning such as those with inappropriate advertisements or symbols.
- Short sleeved shirts will be acceptable for all. No tank tops.

## **Invitation Policy**

Students who wish to pass out invitations **in school** for special occasions such as birthdays, special celebrations, or parties, etc., must adhere to the following policy:

- Student must inform the teacher prior to event
- Student can pass out invitations to all students; or
- Student must pass out an invitation to all boys if student is a boy; or
- Student must pass out an invitation to all girls if student is a girl

This policy applies to in school and on the bus.

## **Code of Conduct**

The following guidelines and policies apply to all elementary schools:

### **Expectations for Student Behavior**

The development of good behavior in the elementary school is a teaching process that has a positive effect on the student and the learning environment. School is a place where children and adults learn and spend many hours together. A school needs rules of behavior to make sure that everyone can be free of distraction, fear, or discomfort, so that learning can take place. Each student and teacher has the following rights in school:

- To work in pleasant, safe and orderly surroundings
- To be free from insulting or abusive treatment from others
- To have an atmosphere that encourages learning

School rules are designed to protect these rights.

### **Oxford Elementary School Students at all times will:**

- Respect and not break, damage, or deface the school property – buildings, grounds, materials, and furnishings.
- Respect the personal property and school materials of others.
- Respect the rights of fellow students without fighting, teasing, or name- calling.
- Use language that is free of vulgarity and profanity.
- Be honest in their words and deeds.
- Act in a way that does not disrupt learning.

- Walk, not run, in the hallways and conduct themselves in an orderly manner.

### **In the cafeteria students will:**

- Enter and leave quietly.
- Talk quietly to their friends.
- Clean table and floor around table.
- Cooperate with the cafeteria staff.

### **Before and after school, students will:**

- Arrive at Clara Barton no sooner than 8:35 am and at A.M. Chaffee no sooner than 8:50 am and go directly to their assigned classroom.
- Report to the office if tardy.
- Walk directly home from school on the sidewalk, if there is one, and not on the roadway.
- Always be aware of safety in the walker line.
- Wear helmets if riding a bike and lock the bike in the rack provided upon arriving at school. Written permission from parent/guardian is required.
- Students who are absent or suspended from school will not be allowed to participate in any of the After School or Evening Programs.

### **At the Bus Stop and On the Bus**

- Students will be expected to follow all bus safety rules.
- School policy for cell phones/electronic devices will apply (See p. 17)
- Expectations for student behavior as listed under Code of Conduct, applies. (see p. 9)
- Students who engage in inappropriate behavior will be subject to the same school consequences including suspension from the bus.

### **Students Who Engage in Inappropriate Behavior**

Consequences may range from warnings to loss of certain school privileges to suspension from school. **Each elementary school has a program in place that helps students reflect and improve upon their personal behavior.**

If inappropriate behavior disrupts the learning of other children the child may be temporarily separated from the classroom into a designated area in the school. In those rare instances when a child's actions may be detrimental to the health or welfare of the school, the child may be separated from the school 1 – 3 days. In these cases, parents will be notified.

### **Student Discipline, Suspension and Expulsion**

The Oxford Public School District shall adhere to and follow the requirements as to student discipline, including in-house suspensions, short-term suspensions and long-term suspensions, established by Mass. General Laws Chapter 71, Sections 37H, 37H1/2 and 37H3/4 and Code of Mass. Regulations Chapter 603, Sections 53.00 – 53.14, as such statutes and regulations have been most recently amended, a copy of which the superintendent of schools shall have posted on the district web site, and as such may be amended from time-to-time. Regulations and detailed information can be found by accessing the following link: [STUDENT DISCIPLINE REGULATIONS](#)

## **Suspending Students with Special Needs**

1. Suspension shall be defined as any action which results in the removal of a student from the program in his/her I.E.P., i.e., both in-school and out-of-school suspension are included.
2. The Special Education Department Director will receive the "Counselor Copy" of the discipline notice when a special needs student is suspended.
3. The I.E.P. for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if modification is required. If a modified discipline code is required, it will be written into the I.E.P.
4. When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the I.E.P., as provided in the IDEA 1997 Regulations will be held to determine the appropriateness of the student's placement or program.

Section 504 is a federal status that prohibits discrimination based upon a disability. Obligations for school districts start when federal funds are received. Section 504 covers eligible students, employees and other individuals with disabilities for reasonable accommodations that enable them to work or learn. A team knowledgeable of the person determines if the individual meets eligibility criteria. The following is the definition of a disability under Section 504. A person may be considered disabled under the definition of Section 504 if the individual has a mental or physical impairment, which substantially limits one or more of such person's life activities. When a condition does not substantially limit a major life activity, the individual does not qualify for services under Section 504.

## **Emergency Information**

### **Cancellation of School**

When adverse weather conditions threaten, school may be cancelled or delayed two hours. Parents are requested to listen to the local radio and television stations. Please refer to the yearly "NO SCHOOL" notices for a listing of stations. In addition, school district telephone notification system will be used for no school, delayed opening, early dismissal, or emergency notification. Information can also be found on the Oxford Public School District website which is [www.oxps.org](http://www.oxps.org). The local cable station will also carry emergency information.

A delayed opening means that all schools will open two hours later: Clara Barton school will begin at 10:50 am and A.M. Chaffee school at 11:05 am, with all bus routes also starting approximately two hours later than the regular pick up time. On days when there is a delayed opening, morning pre-school sessions will be cancelled. Afternoon pre-school sessions will start at the regular time.

On rare occasions it may be necessary to have an early dismissal. Please prepare a plan and discuss it with your children. **Make sure that you keep the school office updated with phone numbers.**

## **LOCKDOWN-DRILLS**

Lockdown and shelter in place drills are held at regular intervals throughout the school year. The District has adopted A.L.I.C.E. as our protocol:

1. Alert- The building will be notified of the exact threat that may be in the building
2. Lockdown- Staff and students to go to a locked room, move away from the door and remain silent.
3. Inform- Staff will wait for any real time updates to be prepared to make decisions of possible evacuation.
4. Counter- Staff and students will prepare to counter and disrupt the intruder if they enter the room.
5. Evacuate- Staff will determine if it is safe to evacuate or remain in lockdown until the crisis is over.

**Please note that there is no prescribed order to the above acronym and teachers are trained to make decisions in the best interest of everyone's safety. These drills and conversations will be ongoing with students, the community and parents. It is something we all hope never will be needed, but we need to be prepared and know how to react if needed.**

## **Transportation**

### **Bus Regulations**

The School Committee has established that elementary school children who are not regular bus students will not be permitted to travel on school busses, nor will regular bus students be allowed to ride alternate busses, or get off assigned busses anywhere other than their regular bus stops. Exceptions to this policy will be considered, on an individual basis. Such requests must be presented in writing to the building principal. Sudden emergencies will be handled as they arise.

Students attending meetings of Scouts, Campfire Girls, Religious Education classes, etc., or visiting friends, going to parties, and the like, must find other means of arriving at their destination. If regular bus students wish to be excused from riding home on the bus, they must present a note requesting that permission.

### **Bicycle**

Students must have written permission from a parent/guardian in order to ride a bike to school. Bicycle racks are provided at school. Bikes are to be kept in the rack throughout the day. Lock your bikes. The school is not responsible if your bike is stolen. Students are required to wear bicycle helmets when riding their bike. Children not wearing helmets will lose their privilege of riding a bike to school.

## **Related Services**

In an effort to assist students in reaching their full potential, supportive services are available.

### **Guidance/School Adjustment Counselors**

Guidance personnel strive to understand and promote better student adjustment and achievement. Parents are invited to request, through the principal, assistance from the guidance department whenever the need arises.

## **Title 1**

In schools that qualify for Title 1 services, supportive instruction in reading and/or math is available.

## **Special Education / IDEA 1997**

In accordance with Massachusetts General laws, IDEA 1997, screening and evaluation procedures are followed to identify students in need of other special services. These may include speech therapy, learning disabilities instruction, or adjusted class placement. Through cooperative effort between parents and school personnel, individual student programs are established to meet these special needs.

## **Academic Support**

Instructional staff at Clara Barton and AM Chaffee will provide remediation and/or enrichment after school every other week.

## **Food Service**

The school lunch program offers a nutritious meal at minimum cost. Free and reduced lunches are available to those who qualify. Applications for these are sent home at the beginning of the school year and are available at other times by request. Milk is available for those students who bring their lunches to school.

From the District Wellness Policy:

*3.1 All foods and beverages comply with the USDA regulations and state policies and all food safety and security guidelines.*

*a. We always consider food safety, that includes food allergy and sanitation.*

*Any food brought by students may not be shared with others.*

*No food is allowed from outside vendors.*

*All food/nutrition associates are food allergies and ServSafe certified.*

*3.2 Food is prohibited as a discipline or reward for students both in and out of the classroom.*

*Snacks will be scheduled only when they can be served two hours before or after scheduled lunch times.*

*3.3 Send nutrition information home to parents: newsletter, menus, backpacks, etc.*

*3.4 Any school function that includes food must have healthy food choice made available to all.*

*All functions must be approved by the designated person at each school.*

*a. All school functions do provide healthy choices and are approved by the Food Service Director.*

## **School Activities**

### **Visiting the School**

We are happy to have parents visit our schools. However, as welcome as parents are, such visits may also focus attention away from classroom instruction and become a distraction to both the teachers and students. Parents are welcome to visit after arranging a time with the classroom teacher. Parents should drop off or pick up their child at the door before and after school. Parents should not be in the classroom areas bringing or getting their child.

Visitors should wear a visitor badge from the office and should have a specific purpose for being at school. Parents should not walk their child to the classroom in the morning.

### **Parent Organizations**

Each elementary school has an active parent organization, complete with monthly meetings, a slate of officers and sub-committees. These organizations provide the school with educational, social and fundraising activities. Getting involved is a good way to be of service to your school and ultimately to your child. Volunteers are essential to these organizations remaining active.

Each school is required to establish a school council pursuant to Massachusetts General Laws Chapter 71 Sections 59C of Section 53 (as added by Section 53 of Chapter 71 of the Acts of 1993). Our elementary school council is a representative, school-based committee and composed of the principal, parents, teachers, and community members.

### **The Parent School Partnership**

Schools are most effective when they have strong relationships with families. The foundation of a strong family/school partnership is regular, open communication – newsletters, notices, open houses, and other events are scheduled on a regular basis. Please be sure to ask if your children have any newsletters or notices from school.

Parents should feel comfortable contacting the school when questions or concerns arise. We ask that you follow a logical chain of communication by contacting the classroom teacher as an initial step. In the event that you are not satisfied with the solution or are unable to resolve an issue, you should contact the Principal. In the rare event that your problem is not addressed at the building level, you should contact the Superintendent of Schools. Parents should also feel free to contact counselors, specialists (therapists, special subject teachers, etc.), and administrators as needed.

### **Volunteering**

Volunteering in schools is a time-honored tradition. School volunteers are always in demand and perform a variety of functions, from working in the office, to preparing materials for teachers and students, to working in the media center or computer lab, to presenting special topics and projects to the students. Your support and expertise are welcomed.

Volunteering does not require specific skills. School staff or other volunteers will train you. Volunteers typically work one day per week, either for the full day or part of the day. The key to a successful experience is dependability. Volunteering requires a commitment for the agreed-upon period of time.

If you are interested in volunteering in our schools, please contact the school and explain what you would like to do and what your schedule will allow. It shall be the policy of the Oxford Public Schools to obtain all available Criminal Offender Record Information (C.O.R.I.) from the criminal history systems board to prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation of children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I. data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

Please note that all CORI request forms must be brought to the Central Administration Office at 4 Maple Road, Oxford, MA by the person requesting such form. Pursuant to 803 CMR 3.05 (4), *"If the Applicant whose CORI is being requested is unable to appear in person at the agency to provide the required government issued identification at the time the CORI request form is completed, then the individual may provide the agency with a clear, legible copy of the identification. In such instances, the agency is required to conduct an in-person verification of the identity of the applicant with at least one form of government issued identification prior to or simultaneously with the applicant beginning or receiving any employment, service or benefit to ensure the CORI received from the CHSB corresponds to the applicant for whom a request was made."*

## **Health Issues**

The school will safeguard the health of every student and encourage them in sound knowledge and common sense health attitudes. In case of accidents or injuries first aid may be given by the nearest member of the faculty or staff. Referral of all injuries should be made to the school nurse.

No treatment other than first aid will be given at school. If further treatment is required, it is the responsibility of the parent or guardian to provide it. In all but minor injuries referral to a physician is advisable.

Any teacher who considers a student physically unfit for class participation shall notify the principal or school nurse, who in turn will notify the parent/guardian. It is important that the school nurse be familiar with the health status of each student. Parents are requested to inform the school nurse of health needs requiring special attention.

### **ILLNESS**

Parents, or their designees, will be notified if their child becomes ill or is injured at school, and conditions warrant dismissal. Transportation must be provided by the parent. In an emergency situation, when the parent or designee cannot be reached, or if time is a critical factor, the directive of the parent, as indicated on their child's information sheet, will be followed.

***IT IS IMPERATIVE THAT INFORMATION SUCH AS A TELEPHONE NUMBER, PLACE OF EMPLOYMENT (if applicable), AND THE NAME(S) OF OTHER RESPONSIBLE PERSON(S) TO ACT IN YOUR BEHALF, BE KEPT CURRENT!***

## **MEDICATION**

Policies have been established to ensure the health and safety of children needing medicines during the school day. Medication will be kept in the health office and administered there by the nurse. Our school district requires that the following forms must be on file in each child's health record before any medication will be given at school.

1. Signed consent by the parent or guardian to give the medicine.
2. Signed medication order. The written form should be taken to your physician or nurse practitioner for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year.

Medicines must be delivered to the school in a pharmacy-labeled container by you or a responsible adult whom you designate. Please ask the pharmacy to provide separate bottles for school and home. No more than a 30-day supply of any medicine should be delivered to the school.

Metered dose inhaler medication as prescribed by a physician for asthma and airway disorders will be stored in the Health Office unless otherwise ordered by the physician. As with other medication, a signed permission slip is required.

**Non-prescription drugs cannot be administered by the school nurse or school personnel or by the child him/herself.**

## **IMMUNIZATIONS**

Massachusetts law requires that each child entering kindergarten be completely immunized against:

1. Diphtheria, Pertussis, (whooping cough), Tetanus (DPT)
2. Polio
3. Measles, Mumps, and Rubella (MMR)
4. HIB vaccine
5. Chicken Pox, (Varicella)

An immunization record must be completed and signed by a physician and returned to school by opening day. Children not properly immunized will be excluded from school! Exceptions to this law will only be granted for allergies and religious beliefs. If you have any questions, you are urged to call the school nurse.

## **Physical Education**

All students participate in Physical Education. A student may be excused from participation for medical reasons. In certain cases, a physician's statement may be required. For safety reasons, students should wear sneakers for gym classes.

## **Miscellaneous**

### **Confidentiality**

A school may release for publication a student's name, class, participation in officially recognized activities and sports, degrees, honors, and awards, and post-high school plans without the consent of the eligible



students or parents provided that the school gives public notice of the types of information it may release under this section and allows eligible students and parents a reasonable time after such notice to inform the school that any or all such information shall not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 602 CMR 23:10.

## **Student Records**

Parents have a right to see their child's school records. Parents should call the Principal to arrange a visit to the school to review the student's cumulative folder. The complete record will be made available to the parents. If students are transferring to another school district, official records will be forwarded by the school following the parent's authorization of a release of records. Official copies cannot be made immediately and sufficient notice is requested to ensure a smooth transfer of student records.

## **Cell Phones/ Toys / Electronic Devices**

The use of cell phones and electronic devices are not allowed during school hours. If brought to school, cell phones must be turned off during the school day and kept out of sight (in a backpack or pocket).

The use of electronic devices such as MP3 players, CD players, Cameras, Games and other such devices detracts from the learning environment and is not allowed during school hours. Cell phones taken out during the school day and on the bus will be confiscated and turned into the office. A parent may be requested to pick the items up from school.

Please do not allow students to bring toys from home to school as they are a distraction, can get lost, stolen or broken which may cause unnecessary upset for our students.

## **Homework**

Homework and studying serve an important purpose. The purpose of homework is to develop independent study habits, to reinforce classroom instruction, to prepare for upcoming lessons, and to encourage parent participation. Parents should take an active role by supporting and encouraging their children. Read on to learn more about the importance of homework and studying and how it relates to academic success.

Some children may require additional time or less time to complete assignments. If you or your child experience excessive frustration or have concerns with a particular assignment or type of assignment, please discuss this with the classroom teacher. Homework also teaches responsibility by taking the folder and/or assignment notebook home each day.

### ***The Importance of Homework***

Homework is not simply busy-work assigned to children to keep them occupied at home. Homework assignments and studying serve several educational needs that are essential to receiving a complete education. They provide an opportunity for children to develop self-discipline, study habits, and time management skills. Children can set homework goals and enjoy a feeling of accomplishment when the goals are met. Children learn how to be independent and responsible. They practice taking initiative by beginning projects on their own and studying when necessary. Homework also closes the gap between school and home. Learning should happen at home as well as in school.

### ***Types of Homework***

- Practice homework allows children to review what they covered in class. This increases comprehension of a subject or topic while helping children retain it for longer periods of time.
- Preparation homework helps children prepare for an activity or in-class assignment. This includes research and brainstorming.
- Extension homework includes long term assignments such as papers or projects. These assignments should correlate with subjects kids are learning in the classroom.

### ***Parents Can Help***

Parents can help children succeed at homework. Setting aside a specific time every day can make homework part of a child’s daily routine. Find a quiet and distraction-free area that your child can use when doing his or her homework. Review homework assignments with children and provide support and guidance, but be sure not to do the work for them. If assignments are unclear, communicate with the teacher and ask questions. Keep all supplies students may need at home. It also may be helpful to introduce children to the many resources available that can make homework easier. The library and internet are helpful for researching for reports and projects.

Most importantly, parents should provide constant support and encouragement. Demonstrate to children how important homework is by taking an interest and guiding them.

### ***Time Allotments***

The time allotted to homework should increase gradually from grade to grade. The time limits are guidelines that should remain flexible. Individual differences among children may be taken into consideration by parents and teachers.

Grades K-4: Suggested average time per day: 30-40 minutes

## **Transfer**

Parents of students transferring out of the Oxford Public Schools must personally report to the school office to sign the necessary forms. Advance notification of withdrawal date is necessary.

## **Kindergarten**

Children who will be 5 years of age on or before August 31<sup>st</sup> of the school year in which they wish to enroll will be eligible to enter kindergarten. The Oxford Public Schools recognize that some children who turn 5 years old shortly after the cutoff date of August 31<sup>st</sup> may exhibit the cognitive, emotional, and social maturity to begin kindergarten. As the District’s mission is to provide the best education for all students, children seeking early admittance who turn 5 years old between September 1<sup>st</sup> and October 31<sup>st</sup> must meet the following criteria to be considered for entrance:

1. Written letters from day care/preschool providers and/or teachers with direct knowledge of the child’s readiness for entrance into a full day kindergarten program.
2. Kindergarten questionnaire completed by parent, pediatrician and current day care/preschool provider. In the case of a child who has not attended daycare or preschool, a comprehensive questionnaire will be completed by the full time guardian.

3. Formal assessment will be conducted by district personnel to determine cognitive, emotional, and social development. This assessment may include an observation of the child in his/her daycare/preschool setting or within the District's preschool program.
4. Written notice of the parent's intent to apply for their child's early admittance must be received by the building principal no later than April 1<sup>st</sup> of the prior school year with the exception of the 2013-2014 school year where written notice must be received no later than August 1, 2013.
5. After all criteria have been met and completed, the admission team comprised of members appointed by the superintendent or principal will submit its written recommendation to the principal.
6. The decision of the principal is final, based upon the recommendation of the admission team and with class size not to exceed 24 students at the beginning of the school year.

Approved by Oxford School Committee 6/24/13

**SEXUAL HARASSMENT POLICY**  
**Oxford School Committee**

**I. Introduction**

It is the goal of the Oxford School Committee (The "Committee"), as chief executive officer of the Town of Oxford Public Schools ("The District") to promote an environment that is free of sexual harassment. Sexual harassment of employees as well as students occurring in the environment or in other settings in which employees and/or students may find themselves in connection with the School District is unlawful and will not be tolerated. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing an environment free from sexual harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees and/or students. **(For purposes of this policy, the word "employee" means anyone in the service of the Committee, either on a paid or volunteer basis.)**

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

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

**II. Definition of Sexual Harassment**

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

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

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

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

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

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

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

### **III. Complaints of Sexual Harassment**

If any of our employees and/or students believes that he or she has been subjected to sexual harassment, the employee and/or student has the right to file a complaint with the appropriate person listed below. This may be done in writing or orally.

The District has designated Sexual Harassment Grievance Officers. If you would like to file a complaint you may do so by contacting the current Sexual Harassment Grievance Officers as follows:

#### **PERSONNEL**

As to any complaint regarding alleged sexual harassment by building level staff, the Sexual Harassment Grievance Officers are as follows:

The Principal of the school where you believe the incident to have occurred or the Supervisor to Special Services as alternate.

As to any complaint regarding alleged sexual harassment by Coffee/Jobs staff, the Sexual Harassment Grievance Officers are as follows:

Coffee/Job Director or the Supervisor to Special Services as alternate.

As to any complaint regarding alleged sexual harassment by other Central Office staff, the Sexual Harassment Grievance Officers are as follows:

The Superintendent of Schools or Supervisor to Special Services as alternate.

As to any complaint regarding alleged sexual harassment by Principal or the Director of Coffee/Jobs, the Sexual Harassment Grievance Officers are as follows:

The Superintendent of Schools or the Supervisor to Special Services as alternate.

As to any complaint regarding alleged sexual harassment by Supervisor to Special Services, the Sexual Harassment Grievance Officers are as follows:

The Superintendent or the School Committee Chairperson as alternate.

As to any complaint regarding alleged sexual harassment by the Superintendent, the Sexual Harassment Grievance Officers are as follows:

School Committee Chairperson or Vice Chairperson as alternate.

The addresses and telephone numbers of the above noted Sexual Harassment Grievance Officers are as follows:

<b><u>POSITION</u></b>	<b><u>SCHOOL</u></b>	<b><u>ADDRESS</u></b>	<b><u>PHONE NUMBER</u></b>
Principal	A.M. Chaffee	9 Clover St., Oxford, MA 01540	(508) 987-6057
Principal	Clara Barton	25 Depot Rd., Oxford, MA 01540	(508) 987-6066
Principal	Middle School	497 Main St., Oxford, MA 01540	(508) 987-6074
Principal	High School	495 Main St., Oxford, MA 01540	(508) 987-6081
Director Coffee & Jobs	High Annex	493 Main St., Oxford, MA 01540	(508) 987-6090
Director of Special Services	Central Office	4 Maple Road, Oxford, MA 01540	(508) 987-6050
Superintendent	Central Office	4 Maple Road, Oxford, MA 01540	(508) 987-6050
School Committee Chairperson	Central Office	4 Maple Road, Oxford, MA 01540	(508) 987-6050
School Committee Vice Chairperson	Central Office	4 Maple Road, Oxford, MA 01540	(508) 987-6050

### **STUDENTS**

As to any complaint regarding alleged sexual harassment by a student, the Sexual Harassment Grievance Officers are as follows:

High School:	Kimberlee Henry 495 Main St., Oxford, MA 01540 (508) 987-6081
Coffee & Jobs:	David Nugent 493 Main St., Oxford, MA 01540 (508) 987-6090
Middle School:	Amy Belhumeur 497 Main St., Oxford, MA 01540 (508) 987-6074
Chaffee School:	Robert Pelczarski 9 Clover St., Oxford, MA 01540 (508) 987-6057
Clara Barton:	John Quinn 25 Depot Road, Oxford, MA 01540 (508) 987-6066

If any employee or student believes he or she has been subject to sexual harassment, the employee or student should initiate a complaint regarding alleged sexual harassment by contacting the Sexual Harassment Grievance Officer as soon as possible. The employee or student should file the complaint promptly following any alleged incident of harassment. The employee or student should be aware that the longer the period of time between the event giving rise to the complaint and the filing, the more difficult it will be for the District to reconstruct what occurred. The employee or student will be requested to write out his or her complaint to document the change or to sign a written statement. Employees or students will not have to go through the regular chain of reporting procedures when reporting sexual harassment. If the employee or student is uncomfortable contacting the Sexual Harassment Grievance Officer because he or she believes the Sexual Harassment Grievance Officer may not receive the complaint impartially, the employee or student may contact the Alternate Sexual Harassment Grievance Officer.

Sexual Harassment Grievance Officers are also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

#### **IV. SEXUAL HARASSMENT INVESTIGATION**

On receiving the complaint, the Sexual Harassment Grievance Officer will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include a private interview with the person filing the complaint and with witnesses. The Sexual Harassment Grievance Officer will also interview the person alleged to have committed sexual harassment. When the Sexual Harassment Grievance Officer has completed his/her investigation, he/she will, to the extent appropriate inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

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

#### **V. DISCIPLINARY ACTION**

If it is determined that inappropriate conduct has been committed by one of our employees and/or students, the District will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment, or, for students, from counseling to suspension or expulsion and may include such other forms of disciplinary action as the District deems appropriate under the circumstances.

#### **VI. STATE AND FEDERAL REMEDIES**

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

1. **The United States Equal Employment Opportunity Commission (“EEOC”)**  
1 Congress Street – 10<sup>th</sup> Floor  
Boston, MA 02114  
(617) 565-3200
2. **The Massachusetts Commission Against Discrimination (“MCAD”)**  
Boston Office: Springfield Office:  
One Ashburton Place – Room 601 424 Dwight Street, Room 220  
Boston, MA 02108 Springfield, MA 01103  
(617) 727-3990 (413) 739-2145

{Adoption Date – July 7, 2003}

## Appendix “B”

### OXFORD PUBLIC SCHOOLS COMPUTER AND INTERNET ACCEPTABLE USE POLICY

The purpose of this policy is to meet the requirements of state and federal law (i.e., Children’s Internet Protection Act, CIPA) and to provide guidelines for safe, legal, moral, and ethical use of District Technology by our students and staff. In order to comply with CIPA, this document will serve as the Oxford Public Schools’ Internet Safety Policy. Questions regarding this policy or computer use should be directed to the Director of Technology, Principal, Superintendent or his/her designee.

**A PRIVILEGE NOT A RIGHT: Use of the District computer network, including hardware, software (both locally installed and web-based), Internet access, the District website, and e-mail is a privilege, not a right. All users must complete and return, the appropriate “agreement acknowledgement”.**

#### USERS WILL

- only access the District’s computers, network, Internet, applications and e-mail with the username(s) and password(s) assigned to them.
- keep private the username and password assigned to them.
- change their password(s) frequently and when requested.

#### USERS WILL NOT

- access the district’s computers, network, Internet, applications, or e-mail with the username(s) and password(s) of others.
- store their assigned username and password in a location where others may easily find it.
- use password(s) that can be easily guessed such as names and birthdates.

**NO EXPECTATION OF PRIVACY: The District reserves the right to monitor all computer use and reserves the right to access and examine all data stored on or accessed from District computers or its network. Users are advised that they should have no expectation of privacy.**

#### USERS WILL

- respect the privacy and confidentiality of others.

#### USERS WILL NOT

- attempt to access or delete the files of other

**LIABILITY AND RESPONSIBILITY: The District will not be liable for the actions of users; each user bears full legal and financial liability for their use of District technology. The District takes no responsibility for any information or materials that are accessed or transmitted by users via the Internet. Student use of District technology will only occur under the supervision of faculty or staff.**

#### USERS WILL

- take full moral, legal, and financial responsibility for their actions while using District technology.
- limit their use of District technology to purposes deemed appropriate by the District.
- demonstrate appropriate etiquette when using District technology.
- inform a staff member if they receive or intercept a threatening or inappropriate message or file.



## USERS WILL NOT

- use the District's technology to engage in illegal activity, such as the purchase or sale of drugs, criminal gang activity or "hacking."
- violate any local, state, or federal statute.
- create, copy, distribute material that is threatening or obscene.
- use profane, vulgar, racist, sexist, harassing or other inappropriate language or images.
- use the system for political lobbying or commercial purposes.

**CONTENT FILTERING AND SECURITY:** The District maintains a firewall that filters material deemed obscene or harmful to minors, including child pornography. Anti-virus software protects the network and computers. The District will monitor the activities of users for compliance with this policy.

## USERS WILL

- only access websites that are not blocked by the District's content filters.
- immediately close out of a website if the content displayed is inappropriate.
- inform a staff member if they become aware of a possible security issue.

**HARDWARE AND SOFTWARE:** The District provides users with hardware and software appropriate for use in an educational setting. Users will respect District owned technology and use personal devices with caution.

## USERS WILL

- understand that computers and peripherals are the property of the District.
- be permitted to use personal portable devices in conjunction with district technology as long as they are not left in the District overnight. This includes the use of laptops, memory sticks, digital cameras, etc.
- ensure their personal laptops are running an up-to-date anti-virus program.
- only use software purchased by and licensed to the District on District computers.

**INTERNET ACCESS AND SAFETY:** The District provides Internet access to staff and students for the purpose of research, dissemination of information, collaboration, and access to curriculum/professional materials.

## USERS WILL

- ## USERS WILL NOT
- attempt to subvert network security or to impair the functionality of any District technology.
  - attempt to bypass the District's content filters and restrictions.
  - post chain letters, distribute spam, create and/or infect the District's network with a virus.
- ## USERS WILL NOT
- take any action that impairs the operation of any piece of the District's technology.
  - bring large technology devices into the District. This includes desktop computers, monitors, printers, scanners, televisions, etc.
  - place food or beverages in close proximity to District technology.
  - attempt to install software on District computers.
  - copy District owned software or use District computers to copy software owned by others.
- ## USERS WILL
- participate in Internet safety instruction provided by the District. Instruction will occur annually by assembly, guided lessons or distributed materials.

- only use District computers and Internet for educationally relevant purposes and school related business.
- access only oxps.org e-mail accounts from District computers. Personal accounts, including but not limited to AOL, Hotmail, Charter, Yahoo, et al., are not allowed.
- inform a staff member if they become aware of a safety issue.

### USERS WILL NOT

- use other Internet services to display information/material to students on school property. Internet access through an outside provider is not allowed.
- post or share personal information about themselves or anyone else on the Internet.
- access social websites including, but not limited to, Myspace, Twitter and Facebook, as well as, chat rooms and instant messaging services.
- use District technology to offer, provide, or purchase products or services.

**COPYRIGHT AND PLAGIARISM:** Users will obey all copyright laws and agree not to plagiarize.

### USERS WILL

- agree to use copyrighted material only when permission has been granted.
- correctly cite all materials referenced in their work.

### USERS WILL NOT

- take the ideas or writings of others and present them as their own.
- “copy/cut and paste” from the Internet or other digital sources to a document which they will submit as their work.

**Website:** The district maintains and posts an up-to-date website for the benefit of faculty, staff, students, parents, guardians and the community at large. Users granted permission to post information will do so using good judgment. All guidelines listed in this document apply to the use and design of the District’s website.

### USERS WILL

- only post information that is educationally relevant and/or related to school business.

### USERS WILL NOT

- attempt to disable or impair the functionality of the District website.

**Exceptions:** In order to allow individual users and groups to function and operate as necessary, the following exceptions are allowed:

- The NJROTC unit is required, and therefore authorized, to utilize computers to purchase supplies required for unit operation.
- Faculty and staff may access e-mail accounts other than oxps.org using the computers designated as teacher workstations, as long as such use does not violate other sections of this policy.
- The Superintendent and/or Director of Technology may approve additional exceptions to this policy. Requests for exceptions must be submitted and approved in writing. Exceptions will not violate local, state or federal statute nor compromise student safety and the security of the network.

**Consequences of Misuse:** Prohibited conduct may result in loss of computer/network privileges, disciplinary action and/or criminal or civil prosecution under State and Federal law.

- For students, violations of any of the above guidelines may result in the loss of access and/or additional disciplinary action as deemed appropriate at the building level.

- For staff, a violation of this policy may result in disciplinary action ranging from a verbal warning or suspension of system privileges up to discharge from employment.
- For students and staff, when applicable, the District will advise appropriate law enforcement agencies of suspected illegal activities conducted through the District's network.

Parents who do not want their child to use the Internet at school must notify their principal in writing.

The District reserves the right to seek reimbursement and/or indemnification from the user, for any losses incurred or penalties paid as a result of a user's disallowed activities. District administration will make the final determination as to what constitutes unacceptable use and their decision is final.

**{Adoption Date – March 8, 1999}**

**{Revised Policy Adoption Date – September 5, 2003}**

**{Revised Policy Adoption Date – June 22, 2009}**

**Please detach and return the appropriate portion only.**

**COMPUTER AND INTERNET ACCEPTABLE USE POLICY  
AGREEMENT ACKNOWLEDGMENT FOR STAFF**

I hereby acknowledge that I have received and read the Oxford Public Schools' Computer and Internet Acceptable Use Policy. I hereby agree to comply with the terms and conditions of this Policy.

STAFF NAME (please print): \_\_\_\_\_ SCHOOL: \_\_\_\_\_

STAFF SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**Please sign and return this acknowledgement to the principal's office as soon as possible.**

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**COMPUTER AND INTERNET ACCEPTABLE USE POLICY  
AGREEMENT ACKNOWLEDGMENT FOR STUDENTS**

I hereby acknowledge that I have received and read the Oxford Public Schools' Computer and Internet Acceptable Use Policy. I hereby agree to comply with the terms and conditions of this Policy.

Student Name (please print): \_\_\_\_\_

School: \_\_\_\_\_ Grade (if applicable): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**COMPUTER AND INTERNET ACCEPTABLE USE POLICY  
AGREEMENT ACKNOWLEDGMENT FOR PARENTS/GUARDIANS**

As the Parent/Legal Guardian of \_\_\_\_\_, I have read the Oxford Public Schools' Computer and Internet Acceptable Use Policy. As parent/legal guardian of the above-named student, I grant permission for my child to use District technology and access networked computer services, including Internet access and electronic mail ("e-mail"), if provided. I agree to accept responsibility for guiding my child and conveying to him/her appropriate standards for selecting, sharing, and/or exploring information and media contained on the Internet. I agree to take whatever steps I can to ensure that my child complies with this Policy.

I agree to indemnify and hold harmless the Town of Oxford and the Oxford Public Schools for any liability, legal or otherwise, incurred as a result of violations of the Policy.

Parent/Legal Guardian Name (please print): \_\_\_\_\_

Parent/Legal Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign and return this acknowledgement to the principal's office as soon as possible.**

**Failure to sign, date and return this acknowledgement will  
prohibit your child's access to computers and the Internet.**

## Appendix "C"

### OXFORD PUBLIC SCHOOLS SCHOOL SPONSORED FIELD TRIPS

The School Committee recognizes that firsthand learning experiences provided by field trips can be a most effective and worthwhile means of learning. It is the desire of the Committee to encourage certain field trips as part of and directly related to the total school program and curriculum.

All field trips must have approval of the principal and comply with the following requirements:

- **Educational Relevance** – All trips shall have an Itinerary and Purpose, which shall contribute substantially to the Massachusetts Department of Education Curriculum Standards and the District's educational program.
- **Permission and Acknowledgement of Behavior Standards** – Each student must have an appropriate permission form executed and signed by a Parent or Guardian for each trip. All school rules as per Student Handbooks shall apply and be in place for each trip.

Parents/Guardian shall be informed of all rules and regulations and any consequences of related infractions. Signed permission forms shall contain a statement of understanding and acceptance of these by the student. Permission forms for overnight trips shall include authorization to obtain emergency medical care and any pertinent insurance data such as name of carrier, insurance number, preferred provider, etc.

It shall be the responsibility of the Administration to obtain and maintain appropriate written permission forms for each trip.

- **Appropriate Adult Supervision** – All trips shall be supervised and accompanied by school personnel. It shall be the responsibility of the Administration to qualify and orient each chaperone. All chaperones shall comply with the duties and responsibilities guidelines promulgated by the Administration i.e. as per the attached appendix.
- **Private Vehicles** – The use of private vehicles for field trips is discouraged. No student vehicles are permitted to be used for field trips. Should other private vehicles be used, evidence of valid registration, driver's license, and liability insurance coverage in the minimum amounts of \$100,000 – \$300,000 must be provided.
- **Extended/Overnight Trips** – All extended (overnight) trips and excursions except those required for student participation in tournament competitions or contests must have advance approval of the School Committee. Prior to each trip, chaperones shall review (with all students and parents/guardians) all standards of conduct and emergency procedures that provide for their safety and circumstances under which serious offenders may be sent home immediately at parents'/guardians' expense.

Business fundraising for any field trips shall be subject to prior approval by the School Committee.

## **Guidelines for Chaperones**

1. Each chaperone should satisfactorily complete a criminal records check (CORI).
2. Chaperones should review (with all participants) all standards of conduct and emergency procedures that provide for their safety and circumstances under which serious offenders may be sent home immediately at parents'/guardians' expense.
3. Chaperones should obtain and review trip itinerary and list of participants including information relative to emergency references, health peculiarities if any, and any approved special individual activities on the trip.
4. Chaperones should review and become familiar with major school rules including but not limited to:
  - Code of Conduct
  - Alcohol, Tobacco, and Other Substance Use Policies
  - Harassment Policies
5. Chaperones should ensure that students are never permitted to move about or remain alone in a location away from the school.
6. Chaperones should be available at all times and respond to all emergencies in a timely manner.
7. Chaperones should ensure that students follow established schedules and check-in at prescribed times and places. Missing students should be sought after immediately.

## Appendix “D”

### **HARASSMENT POLICY**

The Oxford Public School District is committed to maintaining an environment that is free of discrimination. In keeping with this commitment, harassment will not be tolerated by anyone, including any school employee, student, parent, or visitor.

Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person’s protected status, such as sex, color, race, ancestry, religion, national origin, age, physical handicap, medical condition, sexual orientation, disability, marital status, veteran status, citizenship status, or other protected group status.

Harassment occurs when:

- Such conduct has the purposes or effect of substantially interfering with an individual’s work or educational performance, or creating an intimidating, hostile, or offensive working or education environment.
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or success as a student.
- Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.

#### **Harassment Investigation**

On receiving a complaint, the Harassment Grievance Officer will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include a private interview with the person filing the complaint and with the witnesses. The Grievance Officer will also interview the person alleged to have committed harassment. When the Harassment Grievance Officer has completed his/her investigation, he/she will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct, and, in the case of students, their parents or legal guardian of the results of that investigation.

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

If it is determined that inappropriate conduct has been committed by one of our employees and/or students, the District will take such an action as is appropriate under the circumstances. Such action may include counseling to termination from employment, or, for students, counseling to suspension or expulsion and may include such other forms of disciplinary action, as the District deems appropriate under the circumstances.

## Appendix “E”

### **PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

At the beginning of each school year, all parents/guardians of students in our schools will be notified, in writing, of the course and curriculum we offer that primarily involve human sexual education or human sexuality issues.

The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/Guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by the policy, and will inform parents/guardians that they may:

1. exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy, may be given an alternative assignment.
2. inspect and review program instruction materials for these curricula, which will be made reasonably accessibly to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy, may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision. A parent/guardian who is dissatisfied with the Superintendent’s decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

(Adoption Date – June 23, 1997)

LEGAL REFS: M.G.L. 71:32A



## Appendix "F"

### NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of School Committee intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children and youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; and will apply to race, color, national background, religion, sex, sexual orientation, gender identity, economic status, political party, age, disability and other human differences.

{Adoption date – November 1, 2001}

[Approved: April 9, 2012]

LEGAL REFS.: Title VI, Civil Rights Act of 1964.

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972.

Executive Order 11246, as amended by E.O. 11375.

Equal Pay Act, as amended by the Education Amendments of 1972.

Title IX, Education Amendments of 1972.

Rehabilitation Act of 1973.

Education For All Handicapped Children Act of 1975.

IDEA 1997, updated 2004

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971).

Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78.

IDEA 1997, updated 2004

ADA Acts of 1990, Americans With Disabilities Act.

Title II, Americans with Disabilities Act of 1992.

## **POLICY OF NONDISCRIMINATION**

The Oxford School Committee's "policy of nondiscrimination will extend to students, staff, the general public, and to individuals with whom it does business". The School Committee's policy of nondiscrimination prohibits discrimination on the basis of "race, color, sex, religion, national origin, sexual orientation, gender identity and disability".

If any employee or student of the Oxford Public School District believes that she/he has been subjected to discrimination or discriminatory practices, the employee or student has the right to file a complaint with the appropriate person listed below. This may be done in writing or orally.

The following individuals are designated as the District's Compliance Officers:

### **Title VI (Civil Rights) and Title IX (Discrimination on the Basis of Sex)**

Susan Henrichon, Director of Special Services Special Education Office	4 Maple Road	Oxford, MA	508-987-6050 x1115
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### **Section 504: (Discrimination on the Basis of Disability)**

Susan Henrichon, Director of Special Services Special Education Office	4 Maple Road	Oxford, MA	508-987-6050 x1115
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**Oxford Public Schools  
Oxford Massachusetts**

**POLICY ON POSSESSION OR USE OF WEAPONS AND ADDITIONAL SECURITY MEASURES**

1. A student shall not possess, use, or attempt to use any weapon on school premises or at a school-related situation.
2. In order to protect students of the Oxford Public Schools, the School Committee **will** expel for a minimum of one calendar year any secondary school student found in possession of a gun or knife on school premises or at a school-sponsored situation.
3. In order to protect the students of the Oxford Public Schools, the School Committee **may** expel for a minimum of one calendar year elementary school student found in possession of a gun or knife on school premises or at a school-sponsored situation.

In addition, the School Committee **will** expel any secondary school student who uses or is found in possession of any other weapon on school premises or at any school-sponsored situation. The School Committee **may** expel any elementary school student who uses or is found in possession of any other weapon on school premises or at a school-sponsored situation.

For purposes of this Policy, a 'weapon' includes, but is not limited to, a gun, knife, slingshot, blowgun, blackjack, metallic knuckles, including a ring intended to be worn on more than one finger ('fused rings') or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoo bow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic, or metal connected at one end by a length of rope, chain, wire, or leather, or a shuriken or any similar pointed starlike object intended to injure a person when thrown, or any armband, made with leather, which has metallic spikes, points, or studs, or any similar device made from any other substance, or a cestus or similar material weighted with metal or other substances, and worn on the hand, or a manrikigusari, or similar length of chain having weighted ends. Any other device or object used or attempted to be used to inflict bodily harm on a person may be considered a weapon.

This Policy will be implemented according to the due process provisions of the Oxford Public Schools Discipline Code, applicable to Regular and Special Education students.

4. In addition to real weapons, fake, plastic, or "pretend" weapons are not allowed.
5. All lockers available to students are the property of the Oxford Public Schools. Use of lockers by students is regulated by the school administration and all lockers are subject to inspection by the school administration at any time. Any weapon found in a locker in violation of school Policy may be considered to be the property of the student assigned to the locker for purposes of disciplinary action under this code.
6. For security reasons, students will not be permitted to wear outerwear (coats, jackets and hats) or carry large book/gym bags with them throughout the school day. Students must store all books, bags, gym bags, and outerwear (coats, jackets and hats) in their locker during the school day.
7. Student signatures acknowledging receipt of the 'Policy on Possession or use Weapons and Additional Security Measures' is required. Please see the last page of the Parent / Student Handbook.

## Vandalism Policy

Oxford Public Schools should be respected as teaching and learning environments where students, staff, parents and community members can feel safe and secure. The District is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions. The District, in attempting to ensure that reparations are made and proper disciplinary action is taken, is instituting this policy on vandalism to send a clear and concise message to students and parents that vandalism will not be tolerated and any monetary burden will have to be borne by the parents of the perpetrator.

Vandalism not only affects the aesthetics of the building or property, but also sends the wrong message to our younger students, presents a negative appearance of our District and campuses to the community, promotes further acts of vandalism and could even encourage violence. These acts are also counterproductive in that they disrupt the normal flow of activities in and around the school or District and costly staff time and energy is invested in cleaning and repairing. In cases of severe damage, valuable instruction time may be lost if students are displaced from their classrooms.

Every person who commits any of the following acts with respect to any real or personal property not his or her own, in cases other than those specified by state law, is guilty of vandalism: 1. Defaces with graffiti or other inscribed material; 2. Damages; 3. Destroys.

"Vandalism" has a number of definitions, all of which have the common elements of destruction, damage, injury, or defacement of another's property. In recognition of the debilitating impact of vandalism, current law (see below) provides for criminal penalties, school imposed penalties, as well as civil liability for students and their parents.

In order to curtail vandalism and ensure that proper respect is shown for the property of others, acts of vandalism involving District property or the property of District employees and/or students will be considered serious offenses. Any student(s) who commits an act of vandalism against District property or the property of a fellow student or District employee related to school attendance or a school related activity, will be held strictly accountable. Such accountability will include appropriate disciplinary action by the District including, but not limited to suspension or expulsion; personal and parental liability and responsibility for damages; and, where appropriate, referral to the criminal justice system. In addition to payment of the cost of damages, vandalism to a school bus will result in suspension of the student's riding privilege. The degree of severity of punishment will be determined principal, following Mass General Laws, Case Law, 603 Code Mass Regulations and District policy.

As a part of the disciplinary process, full restitution for damages, including monetary restitution will be considered part of any rehabilitation and/or readmission plan. In recognition of parental responsibility and involvement, parents/guardians of any student who commits vandalism of District property or the property of a District employee shall be responsible for restitution of damages to the maximum extent permitted by law, and if necessary, the School Committee will authorize pursuit of a court action for collection of such damages.

1. Mass General Laws 2004: Ch. 15 sec. 1, Ch. 34A, Ch 34B, Ch. 34D, Ch. 44, sec. 53 (b), Ch. 59C, Ch. 69, sec. 1d, Ch. 71, sec. 37, Ch. 71, sec. 37h, Ch. 71B, sec. 1 & 3.
2. Case Law: Board of Education vs. School Committee of Quincy, Nicholas B. vs. School Committee of Worcester, Stock vs. Massachusetts Hospital School.
3. 603 Code Massachusetts Regulations: 603 CMR 3.10, 603 CMR 23.02, 603 CMR 23.07, 603 CMR 30.02, 603 CMR 40.00.

## Chapter 44: Section 53 City, town or district funds; use and disposition

Section 53. All moneys received by any city, town or district officer or department, except as otherwise provided by special acts and except fees provided for by statute, shall be paid by such officers or department upon their receipt into the city, town or district treasury. Any sums so paid into the city, town or district treasury shall not later be used by such officer or department without specific appropriation thereof; provided, however, that (1) sums allotted by the commonwealth or a county to cities or towns for highway purposes and sums allotted by the commonwealth or a county to cities or towns for highway purposes and sums allotted by the commonwealth to cities, towns or districts for water pollution control purposes shall be available therefore without specific appropriation, but shall be used only for the purposes for which the allotment is made or to meet temporary loans issued in anticipation of such allotment as provided in section six or six A, (2) sums not in excess of twenty thousand dollars recovered under the terms of fire or physical damage insurance policy and sums not in excess of twenty thousand dollars received in restitution for damage done to such city, town or district property may be used by the officer or department having control of the city, town or district property for the restoration or replacement of such property without specific appropriation and (3) sums recovered from pupils in the public schools for loss of school books or paid by pupils for materials used in the industrial arts projects may be used by the school committee for the replacement of such books or materials without specific appropriation.

## Chapter 71: Section 37 Powers and duties

Section 37. The school committee in each city and town and each regional school district shall have the power to select and to terminate the superintendent, shall review and approve budgets for public education in the district, and shall establish educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the board of education.

## Chapter 71: Section 37H Policies relative to conduct of teachers or students; student handbooks

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

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

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of this appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Chapter 71: Section 37H ½ felony complaint or conviction of student; suspension; expulsion; right to appeal

Section 37H ½ . Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

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

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

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

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

#### **Chapter 71: Section 34A Transcript of student's record; availability**

Section 34A. A person operating or maintaining an educational institution within the commonwealth shall, upon request of any student or former student thereof, furnish to him a written transcript of his record as a student. There shall be no charge for any transcript originally furnished by any such person hereunder, but for any duplicate or additional transcript furnished hereunder a charge of not exceeding one dollar for each page, but not exceeding five dollars for the entire transcript, may be made by such person.

#### **Chapter 71: Section 34B Remedy for failure to furnish transcript of student's record**

Section 34B. In case any person subject to section thirty-four A shall refuse or neglect for thirty days after such request to furnish such a written transcript, the student or former student requesting the same or, if a minor, his guardian or next friend, may present to the superior court for the county within which such person so subject resides or such institution is located, or for the county of Suffolk, a petition addressed to said court and praying for such relief as it may deem proper in the circumstances; and thereupon such court shall have jurisdiction of such petition and may issue such orders relative thereto as it may deem proper, and any failure or refusal to obey any such order may be treated by the court as a contempt thereof. Upon any such petition the court may award costs and reasonable attorney's fees to the petitioner.

#### **Chapter 71: Section 34D Student records; maintenance, storage, destruction, etc.; inspection by parent or guardian**

Section 34D. The board of education shall adopt regulations relative to the maintenance, retention, duplication, storage and periodic destruction of student records by the public elementary and secondary schools of the commonwealth. Such rules and regulations shall provide that a parent or guardian of any pupil shall be allowed to inspect academic, scholastic, or any other records concerning such pupil which are kept or are required to be kept.

## **603 CMR 23.00: Student Records**

### **23.02: Definition of Terms**

The various terms are used in 603 CMR 23.00 are defined below:

**Access** shall mean inspection or copying of a student record, in whole or in part ...

**Release** shall mean the oral or written disclosure, in whole or in part, of information in a student record ...

**The student record** shall consist of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in s603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04...

**The temporary record** shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized tests results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff...

**The transcript** shall contain administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. These data shall be limited to the name, address, and phone number of the student; his/her birth date; name, address, and phone number of the parent or guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed ...

### 23.07: Access to Student Records

... 2. **Access of Eligible Students and Parents.** The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

(a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right under federal law to inspect and review the students attending such school who will be chosen in elections held by the local a recognized parent teacher organization under the direction of the principal, or if none exists, chosen by a representative process approved by the school committee. Said parents shall have parity with professional personnel on the school councils; teachers who shall be selected by the teachers in such school; other persons, not parents or teachers of students at the school, drawn from such groups or entities as municipal government, business and labor organizations, institutions of higher education, human services agencies or other interested groups including those from school age child care programs; and for schools containing any of the grades nine to twelve, at least one such student; provide, however, that not more than fifty percent of the council shall be non-school members. The principal, except as otherwise provided herein, shall have the responsibilities for defining the composition of and forming the group pursuant to a representative process approved by the superintendent and school committee and for convening the first meeting no later than forty days after the first day of school, at which meeting a co-chairman shall be selected. School councils should be broadly representative of the racial and ethnic diversity of the school building and community. For purposes of this paragraph the term "non-school members" shall mean those members of the council, other than parents, teachers, students and staff of the school.

Nothing contained in this section shall require a new school council to be formed if an existing school council fulfills the intent of this section, the parents and teacher members thereof were selected in a manner consistent with the provisions of this section and the membership thereof complies with the aforesaid fifty percent requirement.



Meetings of the school council shall be subject to the provisions of sections twenty-three A, twenty-three B and twenty-three C of chapter thirty-nine.

*[Fourth paragraph effective until July 1, 2003. For text effective July 1, 2003, see below.]*

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q ½, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below.

*[Fourth paragraph as amended by 202, 218 Sec. 12 effective July 1, 2003. See 2002, 218, Sec. 30. For text effective until July 1, 2003, see above.]*

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q ½, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below. Parent advisory councils, established under section 3 of chapter 71A, may, at their request, meet at least once annually with the school council.

*[Fifth paragraph effective until July 1, 2003. For text effective July 1, 2003, see below.]*

The principal of each school, in consultation with the school council established pursuant to this section shall adopt educational goals for the schools consistent with the goals and standards including the student performance standards, adopted by the board pursuant to section one D of chapter sixty-nine, and consistent with any educational policies established for the district, shall assess the needs of the school in light of those goals, and shall formulate a school improvement plan to advance such goals, to address such needs and to improve student performance. The plan shall include an assessment of the impact of class size on student performance, and shall consider student to teacher ratios and other factors and supportive adult resources, and may include a scheduled plan for reducing class size. The plan shall address professional development for the school's professional staff, the allocation of any professional development funds in the annual school budget, the enhancement of parental involvement in the life of the school, safety and discipline, the establishment of a welcoming school environment characterized by tolerance and respect for all groups, extracurricular activities, the development of means for meeting the diverse learning needs of a many children as possible, including children with special needs currently assigned to separate programs, with the regular education programs at the school, and such further subjects as the principal, in consultation with the school council, shall consider appropriate. In school districts with language minority student populations the professional development plan under this section shall specify how the plan will address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations. Each school improvement plan shall be submitted to the school committee for review and approval every year. If said school improvement plan is not reviewed by the school committee within thirty days of said school committee receiving said school improvement plan, the plan shall be deemed to have been approved.

*Fifth paragraph as amended by 2002, 218, Sec. 13 effective July 1, 2003 until July 31, 2003. See 2002, 18, Sec. 30. For text effective until July 1, 2003, see above. For text effective July 31, 2003, see below.]*

The principal of each school, in consultations with the school council established pursuant to this section shall adopt educational goals for the schools consistent with the goals and standards including the student performance standards, adopted by the board pursuant to section one D of chapter sixty-nine, and consistent with any educational policies established for the district, shall assess the needs of the school in light of those goals, and shall formulate a school improvement plan to advance such goals, to address such needs and to improve student performance. The plan shall include assessment of the impact of class size on student performance, and shall consider student to teacher ratios and other factors and supportive adult resources, and may include a scheduled plan for reducing class size. The plan shall address professional development for the school's professional staff, the allocation of any professional development funds in the annual school budget, the enhancement of parental involvement in the life of the school, safety and discipline, the establishment of a welcoming school environment characterized by tolerance and

respect for all groups, extracurricular activities, the development of means for meeting the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs, within the regular education programs at the school, and such further subjects as the principal, in consultation with the school council, shall consider appropriate. In school districts with language minority student populations the professional development plan under this section shall specify how the plan will address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations. In school districts with language minority student populations, the plan to improve student performance shall include a description of the opportunities to be provided by the school to ensure the progress limited English proficient students in developing oral comprehension, speaking, reading and writing of English, and also in meeting academic standards and curriculum frameworks established under sections 1D and 1E of chapter 69. Each school improvement plan shall be submitted to the school committee for review and approval every year. If said school improvement plan is not reviewed by the school committee within thirty days of said school committee receiving said school improvement plan, the plan shall be deemed to have been approved.

*[Fifth paragraph as amended by 2003, 46, Sec. 82 effective July 31, 2003. For text effective until July 31, 2003, see above.]*

The principal of each school, in consultation with the school council established pursuant to this section, shall on an annual basis, in conformity with the provisions of section 11 of chapter 69, develop and submit for approval by the district superintendent a plan for improving student performance. Said plan shall be prepared in a manner and form prescribed by the department of education and shall conform to any policies and practices of the district consistent therewith.

Nothing contained in this section shall prevent the school committee from granting a school council additional authority in the area of educational policy; provided, however, that school councils shall have no authority over matters which are subject to chapter one hundred and fifty E.

**{Adoption Date: August 11, 2004}**

## **Playground and/or Climbing Wall Policy**

The playground is outside the school and has the traditional structures that would be included as part of the area. The equipment meets all of the state standards as constructed. The surface under and around the equipment is soft in order to lessen the chance of injury.

The climbing wall is inside the gymnasium. It is less than eight feet high, but the students "climb" the wall in a horizontal direction so that their feet should never be more than three feet off the floor that is covered with a mat. Your child will climb under the careful supervision of an adult instructor at all times.

## LOCAL WELLNESS POLICY

The Oxford Public Schools is committed to providing a school environment that enhances learning and development of life long wellness practices.

As stated in Section 204 of Public Law 108-265 CHILD NUTRITION and WIC REAUTHORIZATION ACT of 2004

To accomplish these goals

- ❖ Child Nutrition Programs comply with federal, state and local requirements. Child Nutrition Programs are accessible to all children.
- ❖ Nutrition education is provided and promoted by administrator and classroom teachers, support staff, and health educators reinforcing eating of breakfast and bringing healthy snacks to school and/or lunch items.
- ❖ Physical activity outside of physical education classes will be promoted and encouraged.
- ❖ All school-based activities are consistent with local wellness policy goals.
- ❖ All foods and beverages made available on campus (including vending, concessions, ala carte, rewards, student stores, parties, and fundraising) during the school day are consistent with the current Dietary Guidelines for Americans and all food safety and security guidelines.
- ❖ A designated person or committee will oversee the implementation and evaluation of the policy recommendations.

**Adopted into policy by the Oxford School Committee – April 25, 2006**

## ELEMENTARY BULLYING PREVENTION PLAN

In accordance with the Massachusetts General Laws Chapter 92 of the Acts of 2010, The Oxford Public Schools will not tolerate or accept bullying, cyberbullying and/or bullying behaviors in any form. We will respond to any reported incidences of bullying in a timely manner, and investigate and take action as needed and in keeping with the Elementary discipline code and procedures.

### DEFINITIONS

This past spring the Massachusetts Legislature passed Chapter 92 of the Acts of 2010 on bullying and cyberbullying. Although the elementary schools have been proactive in bullying prevention strategies, such as the Second Step program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

**Bullying**—The repeated use by one or more students of a written, verbal or electronic expression or physical act or gesture or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim’s property;
- (ii) places the victim in reasonable fear of harm to himself or his property;
- (iii) creates a hostile environment at school for the victim;
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this section, bullying shall include cyberbullying.

**Cyberbullying**—Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, email, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in i-v.

**Hostile environment**-A situation in which bullying causes feelings of intimidation, ridicule, or insult which are significant enough to interfere with the conditions of the child’s education.

**Perpetrator**- A student who engages in bullying or retaliation.

**Victim**- A student who has been bullied or retaliated against.

**Retaliation**- To harm or do wrong to a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

### GUIDELINES FOR STUDENTS

#### What is bullying?

Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Bullying usually happens over and over again. Bullying may include some of the following behaviors:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others
- Blocking another student from using a computer, playground equipment, etc.

- Making mean nonverbal hand gestures or expressions

Bullying can also happen online or electronically. Cyberbullying is when children bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on web sites
- Using someone else's user name to spread rumors or lies about someone

Although one time incidents may be deliberately mean or cruel, they may not be bullying. Actions are considered bullying when they happen over and over.

**What should you do if you are bullied or you have information about someone being bullied?**

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal.
- Telling is not tattling.
- Don't fight back. Don't try to bully those who bully you.
- Try not to show anger or fear.
- Calmly tell the student to stop—or say nothing and then walk away
- Use humor, if this is easy for you to do.
- Try to avoid situations in which bullying is likely to happen

**GUIDELINES FOR PARENTS**

Is this bullying?

***One time incidents may be deliberately mean or cruel, but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible. For behavior to be deemed bullying, it needs to include all of the following elements (MGL Chapter 92, Acts of 2010).***

- Must be repeated action(s) by one or more students
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:
  - Physical or emotional harm to the victim;
  - Damage to the victim's property;
  - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
  - Creates a hostile environment at school for the victim;
  - Infringes on the rights of the victim at school; or
  - Disrupts the education process or the orderly operation of a school.

## OXFORD PUBLIC SCHOOLS BULLYING/HARASSMENT POLICY

### I. Bullying and Harassment Policy

- A. It is the policy of the Oxford Public Schools to take pro-active, reasonable measures designed to provide a learning and working atmosphere for students, employees and other members of the school community free from sexual harassment, bullying, hazing and intimidation. These terms are referenced herein as “harassment”, which is more particularly defined below. The District in the strongest possible terms condemns harassment, whether based on race, color, religion, national origin, age, gender, sexual orientation, disability, or any other reason.
- B. It is a violation of policy for any administrator, teacher or other employee, or any student or other member of the school community, to engage in or condone harassment in school, on school grounds or at or in a school-related function, activity, communication or contact, or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.
- C. This policy is not designed or intended to, nor shall it, limit the school’s authority to take disciplinary action to take remedial action when such harassment occurs out of school, but has a sufficient nexus to school under applicable law, or is disruptive to an employee’s or student’s work or participation in school-related activities.
- Reports of harassment, including but not limited to cyber-bullying by electronic or other means, occurring in or out of school will be reviewed, and, when a sufficient nexus to school or school-related work exists, will result in discipline.
- D. It is the responsibility of every employee, student and parent to recognize acts of harassment and take reasonable action to see that the applicable policies and procedures of this school district are implemented. All members of the school community are and must act as partners in such efforts if we are to have any reasonable chance of success in preventing or minimizing activity of this type, which is harmful to both the victim and the perpetrator. The children attending our schools are in critical, formative stages of their lives. To the extent that we, working together, are able to show them a better way, they will reap immeasurable, lifelong benefits.
- E. Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive reasonably prompt and appropriate handling of the complaint. While proper enforcement of this policy foresee ably may require disclosure of any or all information received, all reasonable efforts will be made to maintain confidentiality to the extent consistent with such enforcement.
- F. The Building Principal/Designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

## **II. Prohibition and Definitions**

Harassment, including bullying, may take a variety of forms. It is utterly unacceptable in a school or work environment. As a result, neither any student, nor employee nor other member of the school community shall be subjected to harassment, intimidation, bullying, or cyber-bullying in any public educational institute.

- A. “Harassment”, including “Bullying”, the latter including but not limited to “cyber-bullying”, as used in this policy means an unwelcome written, electronic, verbal or physical communication, act or gesture which: (1) reasonably causes a student or employee to feel coerced, intimidated, harassed or threatened and (2) under the circumstances foresee ably may cause: (a) a reasonable person to suffer physical or emotional harm, or (b) damage to a student’s or employee’s property, or (c) a disruptive or hostile school environment. The behavior must interfere with an employee’s ability to perform his or her duties or with a student’s academic performance or ability to learn, or interfere with a student’s ability to participate in or benefit from services, activities, or privileges:
1. that are being offered by or through the school district; or
  2. during any district-related educational program or activity; or
  3. while in school, on or using school district property or equipment, in a school vehicle, on a school bus, at school-designated bus stops, at school-sponsored activities, at school-sanctioned events; or
  4. through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute related to or provided or facilitated by the district; or
  5. in circumstances otherwise having a sufficient nexus with the school district.
- B. “Electronic communication” as used in this policy means any communication through an electronic device, including but not limited to a telephone, cellular phone, computer or pager.

## **III. Guidelines and Procedures for Investigating and Processing Harassment Claims**

Harassment may take many forms. In a school district such could involve an instance of staff member to staff member, staff member to student, student to staff member, or student to student. It conceivably could also include parent to a student other than the parent’s child, staff member to parent, or parent to staff member. This listing is illustrative and the procedures set forth herein are not intended to limit the definition of harassment, nor the District’s authority to take appropriate action as to same except to the extent that specific subject matter is expressly addressed herein.

Guidelines and procedures for dealing with any charge of harassment are as follows:

- A. By law, harassment is defined by the victim’s perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.



- B. In all charges of harassment, the victim should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. If possible victim should sign the complaint. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result, no disciplinary action shall be taken on anonymous complaints unless verified by what the administration in the good faith exercise of its reasonable discretion deems to be clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard, namely whether the administration in the exercise of its aforementioned discretion, taking into account all material information and circumstances, concludes that a violation of this policy more likely than not has occurred.
- C. Any school employee who has reasonably reliable information that would lead a reasonable person to suspect that a person may be a target of harassment, bullying or intimidation shall immediately, as a condition of employment report it to the administration. Each school shall document each prohibited incident that is reported and confirmed, and report each such incident and the resulting consequences, including discipline and referrals if any, to the Superintendent's office in timely fashion and without any avoidable delay.
- D. A good faith report from a staff member is not grounds for any legal liability and, since such reports are a condition of the staff member's employment is considered to have been made in the course of employment for purposes of employment the Municipal Tort Claims Act, M.G.L. c. 258. As a result, the employee would not be subject to damages simply by reason of making such a report, and in the event of a suit based solely thereon would be covered by the school district's insurance policy which provides defense of such suits.
- E. If an instance of student to student harassment, as defined in Sec. II above, is reported to a staff member other than an administrator, the staff member must inform the Building Principal/Designee in timely fashion. If the alleged harasser would otherwise be responsible for conducting an investigation, the Alternate Harassment Coordinator designated by the Superintendent or District School Committee, who is presently the Curriculum Coordinator, shall conduct the investigation and report to the alleged harasser's immediate supervisor.
- F. If a situation involving a charge of staff member to student harassment, as defined in Sec. II. above, is brought to the attention of any staff member, the staff member should notify the Building Principal immediately.
- G. Once a charge of harassment has been made, the following course of action should be taken.
  - 1. The Building Principal or such Principal's designee should conduct a reasonable, factual investigation by means of discussions with the individuals involved, any other witnesses if any, review of any documents and other, written or electronic materials, etc.

If the Principal himself or herself does not conduct the investigation, he or she should review the designee's report and supporting documentation (by way of example only, any written, signed statements by the complainant setting forth the allegations, any such statement by the accused and witnesses, and any other materials such as those mentioned above), as appropriate to the then current stage of the investigation and before making any determination as to whether a violation more likely than not has occurred, and if the Principal deems such necessary or advisable should conduct direct interviews himself or herself during or following such review and before making a determination.

In situations involving allegations against an employee, the employee should be accorded all rights provided by any applicable statute and/or collective bargaining agreement, including but not limited to being informed of his/her right to have a third party present at the time of the discussion if apt, and in the case of a teacher of the right to counsel if the any discussion could conceivably lead to a suspension (see, M.G.L. c. 71, sec. 42D).

In situations involving harassment of students, the Principal should conduct an investigation with the appropriate classroom or special subject area teacher. Parents will be informed of the situation and invited to participate in resolution discussions if warranted.

Parents of students alleged to have engaged in harassment as to whom suspension is imposed shall be notified that they, or one of them must attend a meeting at which the behavior, words or images giving rise to the complaint may be reviewed. Before any final decision is made as to whether to impose discipline exceeding ten (10) school days, and the nature of such discipline, the student and her or his parent(s) will be informed in reasonable detail of the factual allegations underlying the complaint and given an opportunity to respond to and provide any information material to same.

In the school administration's discretion, depending on its preliminary assessment of the seriousness of a reported incident of alleged harassment, a student accused of harassment may be suspended from school under the procedures for suspension set forth in the student-parent handbook and not readmitted to the regular school program until the student and his or her parent(s) attend such meeting. A ten (10) school day suspension if deemed reasonably necessary by the administration may be imposed prior to such a meeting, but before any such were imposed the student shall be informed of the ground(s) for such possible suspension in sufficient detail to allow the student to respond to the charge(s). A satisfactory conference with the student and his or her parent(s) or legal guardian(s) must occur prior to the student's readmission.

It is important that each situation be resolved as confidentially and as quickly as circumstances reasonably permit.

2. At any stage of the proceedings the alleged harasser and the victim may discuss the matter at a resolution meeting in the presence of the Principal/Designee and/or parent when appropriate.

During this discussion, the offending behavior should be described by the victim and the administration. If warranted a request for a change in behavior should be made, and a promise should be made that the described behavior will stop and not recur. If circumstances do not permit a face to face meeting the administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution, if any, is voluntarily reached at such a meeting will result in appropriate discipline. The Principal or his or her designee at the close of the meeting shall prepare a written summary of the discussion held at the meeting and of any resolution, if any, agreed to at same, and shall ask the parties attending the meeting to review, date and sign the agreement. The administrator shall sign the summary, and if any party to the meeting refuses to sign shall note that fact thereon. No such memorandum must be included in a student's school record or an employee's personnel file unless otherwise required by law, but the Principal shall keep a copy of same in her or his records.

H. If after a resolution meeting with the involved parties, the Building Principal determines that further disciplinary action must be taken, the following may occur:

1. In instances involving student to student or student to staff member harassment, subject to applicable law and the disciplinary procedures set forth in the student-parent handbook, the student may be subject to discipline, including but not limited to counseling, suspension or expulsion.
2. In instances involving staff member to student and staff member to staff member harassment, findings will be reported to the Superintendent of Schools for further action. Personnel action, up to and including discharge from employment, may also be initiated at this point, consistent with applicable law and collective bargaining agreement.
3. In all cases where in the good faith judgment of the Principal or Superintendent the circumstances so warrant, a referral to law enforcement will be made. School officials will coordinate with the Police Department to identify a police liaison for harassment cases.

#### **IV. Retaliation:**

In the event of retaliation in any form against any person who has made or filed, or provided any information as to, a complaint relating to harassment, any employee or student found to have engaged in same shall be subject to discipline in accordance with applicable law. In the case of an employee, up to and including dismissal from employment, and in the case of a student up to and including expulsion. If warranted a referral to law enforcement shall also be made.

## **V. Confidentiality:**

Reports of harassment should be kept completely confidential to the extent consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

For further information about these guidelines or help with sexual harassment problems or any other form of harassment, consult the Oxford Public Schools District Policy index: \_\_\_\_\_

### LEGAL REFERENCES

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the 1972 U.S. Civil Rights Act.
3. Chapter 151C, Massachusetts General Laws
4. M.G.L. Chapter 76 § 5
5. M.G.L. Chapter 269 § 17, 18, 19
6. M.G.L. Chapter 71, §§82, 84

**Oxford Public Schools**

**Oxford, Massachusetts**

I have received a copy of the **PARENT/STUDENT HANDBOOK** for the Elementary Schools. I understand that it is my responsibility to familiarize myself with its contents.

I acknowledge receipt of the **SEXUAL HARASSMENT POLICY AND PROCEDURES** from the Oxford School Committee and I have read its contents. APPENDIX A

I acknowledge receipt of the **COMPUTER USAGE AND INTERNET ACCESS POLICY AND PROCEDURES** from the Oxford School Committee and I have read its contents. APPENDIX B

I acknowledge receipt of the **SCHOOL SPONSORED FIELD TRIPS** from the Oxford School Committee and I have read its contents. APPENDIX C

I acknowledge receipt of the **HARASSMENT POLICY** from the Oxford School Committee and I have read its contents. APPENDIX D

I acknowledge receipt of the **Parental Notification Relative to SEX EDUCATION** from the Oxford School Committee and I have read its contents. APPENDIX E

I acknowledge receipt of the **NON-DISCRIMINATION POLICY** from the Oxford School Committee and I have read its contents. APPENDIX F

I acknowledge receipt of the **POSSESSION OR USE OF WEAPONS POLICY and additional security measures** from the Oxford School Committee and I have read its contents. APPENDIX G

I acknowledge receipt of the **VANDALISM POLICY** from the Oxford School Committee and I have read its contents. APPENDIX H

I acknowledge receipt of the **PLAYGROUND and/or CLIMBING WALL POLICY** and I have read its contents. APPENDIX I

I acknowledge receipt of the **LOCAL WELLNESS POLICY** and I have read its contents. APPENDIX J

I acknowledge receipt of the **ELEMENTARY BULLYING PREVENTION PLAN** and I have read its contents. APPENDIX K

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments:

I hereby give permission to the Oxford Public Schools to release my child's name/picture in accordance with the Confidentiality Section of the Parent/Student Handbook.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Each principal will send home 4 notices reminding you of your responsibility regarding the handbook.

# OXFORD PUBLIC SCHOOLS



## ADDENDUM TO STUDENT HANDBOOK

The following information has been revised and added to the student handbook as an addendum for the 2018-2019 schoolyear. This information has also been added to the electronic backpack. This information will be added to the handbook for the 2019-2020 schoolyear:

The Oxford School District does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, disability, or homelessness.

### STUDENT DISCIPLINE

The District shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

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

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

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE.

#### **Suspension**

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

#### **Notice of Suspension:**

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

## **Emergency Removal**

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

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

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

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

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

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

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

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

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

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other

school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

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

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

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

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

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

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

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



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

### **Superintendent's Hearing**

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

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

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

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

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

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

### **Expulsion**

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

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

### **Academic Progress**

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

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

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

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

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

## **Reporting**

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

The Principal of each school shall review discipline data monthly by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation. This data should be sent to the Assistant Superintendent of Student Services and Special Education for further district review.

## **Students with Disabilities**

All students are expected to meet the requirements for behavior set forth in the student handbook. However, students eligible for special education are entitled to certain additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et.seq. ("the IDEA") and its implementing regulations (34 CFR 300 et. seq.).

Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student's disability.

Anytime school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, **this constitutes a "change of placement"** and invokes certain procedural rights including but not limited to a review by the IEP TEAM of the relationship between the student's disability and the behavior subject to the disciplinary action, which is referred to as a **Manifestation Determination**.

If the behavior is a manifestation of the student's disability the student's TEAM will conduct a Functional Behavior Assessment and develop a Behavior Support Plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an

assessment was already conducted and a Behavior Support Plan is already in place, the TEAM will review the plan and revise it accordingly. **The student will also be returned to his educational placement unless the parent and the school agree otherwise.**

If the behavior is not a manifestation of the student's disability, then the student may be removed from his educational placement to the same extent that a regular education student would be removed. The special education student must continue to receive his special education services in order to participate in the general education curriculum although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP. Additionally, the student should receive, as appropriate, a Functional Behavioral Assessment and Behavior Support Plan to prevent the behavior from happening again.

**There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include when a special education student:**

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency.
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty- five (45) school days without regard to whether the student's behavior is determined to be a manifestation of the student's disability. If a special education student commits an offense which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.

For more information regarding the rights of special education students see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at <http://www.doe.mass.edu/sped/prb/>. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at <http://www.doe.mass.edu/bsea/> or can be requested from the Assistance Superintendent of Student Services and Special Education.

### **Discipline of Students Not Yet Eligible for Special Education**

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

- The parent of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of the student that the student is in need of special education and related services; or
- The parent requested an evaluation of the student; or
- District staff expressed, directly to the Assistant Superintendent or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility. If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by the district, which can include suspension or expulsion without educational services. If, after the evaluation, the student is determined to be eligible the district must provide special education and related services in accordance with the IDEA.

## **BULLYING PREVENTION AND INTERVENTION PLAN**

The revised Bullying Prevention and Intervention Plan can be found on the Oxford Public Schools website at: <http://www.oxps.org/parent-links/bullying> and is located in the link – Bullying Prevention and Intervention Plan.