

**LEICESTER
MIDDLE SCHOOL**



**STUDENT HANDBOOK
2018-2019**

TABLE OF CONTENTS	1	LMS STUDENTS RIGHTS AND RESPONSIBILITIES	12
LMS CORE VALUES	2	LMS STANDARD OF DRESS	13
Kindness		LMS DISCIPLINE	14
Achievement		Due Process	14
Respect		Social Probation Procedure	20
Responsibility		Special Education Discipline	20
Service		Chemical Health	21
WELCOME	3	LMS TECHNOLOGY	21
School Contacts	3	Acceptable Use Policy	21
LMS SCHOOL DAY	4	Social Networking	23
Arrival	4	Texting/Instant Messaging	24
Class Session/Lunch	4	Electronic Devices	24
Dismissal	4	BULLYING/HARASSMENT	24
Daily Rotating Schedule	5	Anti-Bullying General Statement of Policy	25
LMS ATTENDANCE	5	Discrimination/Harassment	25
Attendance Expectations	5	Student Complaints and Grievances	25
Absences	6	Hazing	26
Excused Absences	6	STUDENT RECORDS	26
Unexcused Absences	6	<u>ATTACHMENTS:</u>	
Tardiness and Dismissals	6	• Relevant Massachusetts Student Discipline Laws	
LMS ACADEMIC INFORMATION	7	• Anti-Hazing Statutes	
Academic Expectations	7	• Anti-Bullying Policy	
Grading	8	• Bullying Prevention and Intervention Plan	
Academic Eligibility	8	• Policy Against Harassment and Discrimination for Students	
Make-Up Work	9	• Code of Conduct	
Homework	9		
Academic Dishonesty	9		
Physical Education	9		
Field Trips	10		
Lost and Found	10		
Searches	10		
LMS TRANSPORTATION	11		
FOOD POLICY/CAFETERIA	11		
ATHLETIC AND EXTRACURRICULAR ACTIVITIES	11		



Leicester Middle School Core Values

KINDNESS

Wolverines are citizens who demonstrate a positive character to all members of the Leicester Community.

ACHIEVEMENT

Wolverines work towards achieving their highest potential within the Leicester Community.

RESPECT

Wolverines honor and value the contributions of all members of the Leicester Community.

RESPONSIBILITY

Wolverines assist others in reaching their highest potential.

Service

Wolverines give back to both their school community and the community of Leicester.

This Handbook is available on the School District's website at <http://www.leicester.k12.ma.us>. Hard copies are also available upon request at the Leicester Middle School Main office.



Welcome Wolverines

Whether you are an incoming 6th grader or a returning 7th or 8th grader, we know that you will be encouraged to achieve each and every day. Your LMS experience is the time to explore and try new ideas and activities. Every member of your school community including the administration, faculty, parents and students will help you to achieve your goals. This handbook serves to guide you through your LMS experience by providing basic information you may need during the school year. This handbook can also be found on our website www.lpsma.net. Please read each and every section carefully with your parent/guardian. Have a great year and we look forward to meeting and working with you!



SCHOOL CONTACT INFORMATION

LMS Main Office, Tammy Rebello	508-892-7055 x201
LMS Main Office, Jennifer Sheils	508-892-7055 x200
LMS Principal, Joyce Nelson	508-892-7055 x205
LMS Assistant Principal, Christopher Fontaine	508-892-7055 x207
LMS Guidance Counselor, Michael Vaughan	508-892-7055 x204
LMS School Psychologist, Jennifer Leahy	508-892-7055 x206
LMS School Nurse, Suzanne Soucie	508-892-7055 x208
LMS SPED Team Chair, Caroline Kazakis	508-892-7055 x203
LMS Food Services, Val Thompson	508-892-7055 x211



LMS School Day

ARRIVAL

- 7:20 AM Students can arrive and enter the cafeteria to have morning breakfast.
7:30 AM All students can enter the building, go to their lockers and meet in homeroom.

CLASS SESSIONS/LUNCH

- 7:40 AM - 8:25 AM 1st Period
8:25 AM - 9:05 AM 2nd Period
9:05 AM - 9:45 AM 3rd Period
9:45 AM - 10:30 AM 4th Period
10:30 AM - 11:15 AM 5th Period
11:15 AM - 12:45 PM 6th Period

- | |
|-------------------------------|
| 11:15 AM - 11:45 AM 1st Lunch |
| 11:45 AM - 12:15 AM 2nd Lunch |
| 12:15 AM - 12:45 AM 3rd Lunch |

- 12:45 PM - 1:25 PM 7th Period
1:25 PM - 2:10 PM 8th Period

DISMISSAL

- 2:10 PM Students begin to dismiss.

Students will be called to Parent Pick Up, students will be called to their bus as it arrives and once all busses have left, students who walk or stay after for sports/clubs will be dismissed.

DAILY ROTATING SCHEDULE

7:30 - 7:40	HR							
7:40 - 8:25	1	2	3	4	5	6	7	8
8:25 - 9:05	2	3	4	5	6	7	8	1
9:05 - 9:45	3	4	5	6	7	8	1	2
9:45 - 10:30	4	5	6	7	8	1	2	3
10:30 - 11:15	5	6	7	8	1	2	3	4
11:15 - 12:45 LUNCH	6	7	8	1	2	3	4	5
12:45 - 1:25	7	8	1	2	3	4	5	6
1:25 - 2:10	8	1	2	3	4	5	6	7



LMS Attendance

ATTENDANCE EXPECTATIONS

Leicester Middle School has adopted project based learning as its mode of teaching and learning. In order for students to be successful they need to be present in school. The school and parents share a responsibility for promoting positive habits regarding punctuality and attendance. Parents are strongly encouraged to schedule vacations according to the school calendar as time lost from school can never truly be regained. It is difficult to duplicate the classroom experience; therefore, alternative assignments may be required for time missed. Accumulative attendance figures appear through PowerSchool along with your child's current grades and report cards.

ABSENCES

If a student is ill or needs to miss school for other compelling reasons, parents/guardians should call the school before 7:30 AM each day. If the school has not heard from a parent/guardian, the school nurse will contact the household informing you that your child is not in school. Students may not participate in after-school activities including sports, clubs, and performances on the day of an absence. If the absence is deemed excused by the school administration, students may be allowed to participate based on the decision of the school administration.

EXCUSED ABSENCES

Medical appointments such as annual or routine checkups, visits to the emergency department/urgent care, dental appointments, orthodontic appointments, physical therapy, a death in the family, religious holiday related to the student's creed or beliefs, required and documented court appearances, etc. are acceptable reasons for absence from school. In order for these appointments to be excused, a doctor's note stating that the student was seen, and including the date and the reason for the appointment must be submitted to the school nurse.

UNEXCUSED ABSENCES

The following are considered unacceptable reasons for absence from school:

1. **Truancy:** Truancy results when the student is absent from school or leaves school grounds without permission.
2. **Vacations:** It should be specifically noted that personal and family vacations are not to be considered an acceptable reason for absence from school.
3. **Non-school related activities:** Participation in non-school related activities such as beauty pageants, athletic tournaments and private lessons.

When absences become habitual, interventions will be taking including but not limited to social probation and court intervention (CRA proceedings).

TARDINESS and EARLY DISMISSALS

When a student is tardy to class or dismissed from class there is an inevitable disruption to class proceedings. It interrupts the teaching-learning procedures that are already in progress. This is not fair to the students who are in class on time. If a student is tardy, a note from the parent is required explaining the reason for tardiness. If a child was tardy because of a medical appointment, a doctor's note is required. Tardiness to class may

result in consequences in the classroom. Sufficient passing time has been established for all students throughout the school day.

It is contrary to the Attendance Policy of the Leicester Public Schools to allow students to be dismissed prior to the end of the school day. Should a parent insist upon the early dismissal of his/her child they must follow the following procedure:

- On the day of the dismissal, a note should be sent to school with your child stating the reason for the dismissal and a phone number where the parent can be reached for confirmation. The note is due in the office prior to the beginning of the school day. Before the child is released from school, a dismissal form must be completed. These forms will become part of the student's file. Frequent dismissals will result in the same consequences as frequent tardiness. These INCLUDE dismissals at the end of the day.
- Tardiness and dismissals should not be confused with 1/2-day absences. Students who are tardy or dismissed for more than one-half the session are considered absent for the whole day.
- Progressive disciplinary action will be taken for multiple unexcused tardiness. If tardiness/dismissals become a frequent/habitual problem, court intervention (CRA proceedings) may also occur in conjunction with school discipline. Tardiness and dismissals are excused for the same reasons as absence.



LMS Academic Information

ACADEMIC EXPECTATIONS

The staff of the Leicester Middle School recognize our responsibilities to provide a safe and caring environment, which will enable all students to achieve their full academic, physical and social development. Our ultimate goal is to create an experience that will encourage our students to continue their education and become useful and productive members of the community.

As a middle school student, it is assumed that you know the importance of academics and how your education will move you toward accomplishing goals in your life. **As a young adult, you must advocate for your own success!** Remember, your teachers want you to succeed and are willing to meet with you and assist you. What is different

than being in elementary school is that it is assumed that you are capable of finding a solution to your challenges. Seek out your teachers, friends, classmates, guidance counselor, school administrators . . . every challenge has a solution and YOU will find that solution if you advocate for yourself. Remember, you are not alone and the staff here at LMS are here to support you on your journey.

GRADING

Student grades are available to parents through the PowerSchool portal. Grades are updated regularly in order to track student performance in class. Report card grades are posted three times a year, December, March and June. Report cards are available through PowerSchool.

Grades are LMS are reported in Numerical Form or in the form of Pass/Fail. Students who are receiving a grade lower than a 60 are considered to be failing the class. Students who are receiving a grade lower than a 70 are considered in danger of failing. Parents of students who are receiving a grade lower than a 70, should be in contact with the school guidance counselor and teacher.

❖ HONOR ROLL

- High Honors - 90 and above in all subjects
- Honors - 80 and above in all subjects

❖ PROMOTION WITH HONORS

- High Honors - 90 or higher in all end of year courses each year of Middle School
- Honors - 80 or higher in all end of year courses each year of Middle School

❖ PRESIDENTS AWARD

- An 8th Grader who has earned a 90 or higher in each of the terms for all three years in Middle School.

ACADEMIC ELIGIBILITY

Students who are failing two or more classes are not eligible to participate in extracurricular activities including but not limited to clubs, activities and sports.

MAKE-UP WORK

Tests, quizzes, classwork and home assignments may be made up when the student is absent from school for acceptable reasons. It is the responsibility of the student to approach the teacher for the missed work. Failure to complete make-up work within established time limits may result in a failing grade. A student who is on an authorized leave may make up all work missed for the learning experience. Students will have the number of days to make up the assignment equal to the number of days the student was absent. Late buses (subject to funding) are provided on Tuesday afternoons for students who need to stay after school. Students may ride the late bus when they are staying after school for academic help from a teacher only.

HOMEWORK

Homework is an integral part of the instructional program and learning process. It includes any work assigned by the teacher to be done outside of the classroom that reinforces concepts taught, prepares students for future assignments, assists in the integration of knowledge and skills learned, and provides an opportunity to work creatively.

Students are required to write down the daily homework assignment. Additionally, it is the responsibility of the student to ask the teacher for assistance if he/she does not clearly understand the assignment. The student must complete the homework assignment in a neat and timely fashion. Remember that homework is important and is not optional, putting it off does not make it go away!

ACADEMIC DISHONESTY

Cheating, plagiarism and forgery are considered to be academic dishonesty. For any work containing any information improperly submitted as one's own, or completed by means of academic dishonesty or deception, including information obtained from the internet and not properly cited, students will receive appropriate consequences which may include suspension and require that the student redo the assignment for credit. Violation of this policy may result in discipline ranging from a student receiving a failing grade for the assignment to suspension from school.

PHYSICAL EDUCATION

Massachusetts Department of Elementary and Secondary Education requires that all students participate in physical education classes in each year of middle school. In cases of illness for a day or two, a written note from parents will excuse participation.

This note should be brought to the school nurse. A long-term request to excuse participation requires a written medical excuse from a physician and permission of the school administration.

FIELD TRIPS

LMS recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the district to encourage field trips as part of and directly related to the total school program and curriculum. LMS sponsors one grade level field trip each year.

The 6th grade field trip is to Nature's Classroom in Becket, MA. This is an overnight field trip where students will learn and spend a week camping out. The cost for this trip ranges from year to year but is typically about \$450.

The 7th grade field trip is a day trip to the Boston Science Museum. Students will leave early during the school day and arrive after the dismissal time. The cost for this trip ranges from year to year but is typically about \$15.

The 8th grade field trip is to Washington D.C.. This is an overnight field trip where students will visit various museums, monuments and other things in our nation's capital. The cost for this trip ranges from year to year but is typically about \$750.

LOST AND FOUND

For health and safety reasons the school cannot store lost items for an extended period of time. Lost and found items are announced each day during morning announcements and again during the lunch period. These items can be found in the school's main office. Items that are not claimed within a reasonable timeframe are donated to charitable organizations.

SEARCHES

The right of inspection of students' school lockers is inherent in the authority granted school administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Searches by school officials of students' automobiles, backpacks, purses, or other belongs or the student's him or herself, will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide a safe environment and an atmosphere conducive to the educational process.



LMS Transportation

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.



LMS Food Policy/Cafeteria

The School Committee recognizes the relationship between student wellbeing and student achievement as well as the importance of a comprehensive district wellness program designed to promote healthy behaviors and decision-making and encourage lifelong behaviors of balanced nutrition, exercise, and emotional & physical well-being. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence-based. The compliance of the policy will be overseen by the building principal. Principals will share the policy with the public annually, highlighting any changes.



LMS Athletics and Extracurricular Activities

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

1. The schools will observe a complementary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.

2. The assistance of parents in planning activity programs will be encouraged.
3. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the student. This should be a shared responsibility.
4. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
5. All activities will be supervised; all clubs and groups will have a faculty adviser.

All students who are eligible to participate in athletics and extracurricular activities will have the opportunity to participate. Some athletic teams will have a predetermined number of openings and therefore students may be asked to tryout with the understanding that they may be cut from the team.

Some extracurricular activities will also have a predetermined number of spots and therefore students will be accepted in on a first come, first serve basis. A waiting list may be generated if all of the spots are full.



LMS Students Rights and Responsibilities

The First Amendment to the Constitution guarantees the right to freedom of speech, but some restrictions also accompany this basic right. Forms of expression may be limited to the extent that they disrupt the work and discipline of the school in a material or substantial way, incite other people to disrupt the work of discipline of the school or disobey the law, are obscene, are defamatory, that is, they are untruthful and damage a person's reputation. If the statement is known to be false, it can be considered slander or libel.

Within LMS, all students have the right to:

- ✓ Receive an education
- ✓ Be treated fairly and with respect by students, faculty, staff and administration
- ✓ Attend a safe, orderly school where people do not deliberately hurt others
- ✓ Hear and be heard in class
- ✓ Feel good about themselves while in school
- ✓ Express feelings and opinions in a polite manner, at the appropriate time, without being interrupted or punished
- ✓ Expect the school community to value one's culture and include in school life
- ✓ Expect a clean and beautifully maintained school

- ✓ Expect personal and academic information to be kept confidential in accordance with state and federal student record laws and regulations

Within LMS, all students have the responsibility to:

- ✓ Take ownership of their learning, working to their full potential
- ✓ Take ownership of their actions understanding that violations of the Code of Conduct will require a response
- ✓ Help maintain a safe, orderly environment
- ✓ Listen politely while others are talking and wait one's turn
- ✓ Respect school property and the property of others
- ✓ Be inclusive and welcoming to peers
- ✓ Keep hands, feet and objects to oneself at all times
- ✓ Be kind and respectful of all members of the Leicester community

Teachers have the right and responsibility to teach; students have the right and responsibility to learn.



LMS Standard of Dress

The following guidelines are designed to promote and to support a professional, productive educational, and environment at Leicester Middle School. These standards are set forth in the best interest of the students' health and safety. Students, staff and parents have indicated their interest in providing Standards of Dress at Leicester Middle School.

- ✓ Clothing that is immodest (such as see-through apparel, bare midriffs, spaghetti straps, low cut tops) and/or reveals parts of the body including stomach, buttocks, or upper thigh not appropriate in a school setting.
- ✓ Shorts and skirts must be fingertip length
- ✓ No undergarment may be exposed or shown
- ✓ No inappropriate holes in pants, skirts, shorts, shirts or jerseys
- ✓ No clothing advertising or promoting drugs, tobacco, and/or alcohol use, or which bears inappropriate symbols, obscenities, or defamation which could be construed as offensive
- ✓ Students may not be barefoot or wear shoes that pose a safety problem, or contain metal cleats, taps or wheels

- ✓ Metal studs or chains placed on gloves, coats or any part of the student's clothing, including shoes, which may cause danger to other students and school personnel, or may cause damage to school or personal property
- ✓ No headwear including but not limited to bandanas, hats and visors. Headwear for religious purposes will be allowed

If a teacher has a concern regarding a violation of the above standards of dress, he/she will ask the student to report to the office. Students may be sent home and/or asked to change. Repeated and/or flagrant violations of the standards of dress will be viewed as insubordination and processed through the disciplinary code.



LMS Discipline

Research indicates that adolescents thrive on boundaries and respect limits when communicated with clarity and consistency. LMS is founded on the principles of positive expectations for student behavior. The LMS Code of Conduct supports positive expectancy for all students, clearly articulated rules and regulations, formative strategies which offer redemption and view of an infraction as a “teachable-moment” and an opportunity for reflection.

Discipline at LMS is a collaborative process involving:

- ✓ Students sharing information and adults listening
- ✓ Thorough investigation of an incident which may include interviews with students, faculty, staff, administration and a review of recorded video.
- ✓ Prompt communication with parents/guardians
- ✓ Adherence to due-process
- ✓ Adherence to violations/responses as listed in the Code of Conduct
- ✓ Connecting students/parents with appropriate resources including: teachers, school counselors, school psychologist, assistant principal, principal, athletic director, etc.
- ✓ Post-discipline follow-up to check-in on student progress.

STUDENT DUE PROCESS

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

Each Principal shall include prohibited actions in the student handbook or other publication and 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.

❖ **Suspension**

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; 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 the student and parent(s) 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; 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.

In situations when the Principal has abdicated his/her authority to the Assistant Principal for a short term suspension, the student may appeal the decision to the Principal.

❖ 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 or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, 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 Principal's determination on appeal.

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

❖ **Superintendent's Hearing**

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

The student or parent 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 alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. 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 Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent 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.

SOCIAL PROBATION PROCEDURE

When a student at Leicester High School is considered a serious discipline problem to the extent that the administration feels that additional control is needed in regard to the student's behavior, the student may be placed on probation.

The length of the probationary period will be determined by the nature of the individual student's discipline record and the nature of the case in point. All probationary periods will last a minimum of 5 weeks.

Any student that is on probation may not be allowed to participate in any activities other than classes. Example: the student would not be able to attend a school dance, participate in the school play or represent the school in athletics, etc.

If a student is involved in any incident that merits a disciplinary consequence during his/her probationary period, the probationary period may be extended and further consequences may result.

SPECIAL EDUCATION DISCIPLINE

The following procedures apply to suspension of students with disabilities when suspensions exceed 10 consecutive school days or when a student is subject to a pattern of removal exceeding 10 cumulative school days. These procedures include the responsibilities of the team and the responsibilities of the district.

1. A suspension of longer than 10 consecutive school days or a series of shorter suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a disciplinary change in placement.
2. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and

substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.

3. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year.
4. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
5. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days:
 - a. If the behavior involves weapons or illegal drugs or another controlled substance while at school or at a school function
 - b. If the student causes substantial bodily injury to another at school or a school sponsored event
 - c. If the district provides evidence that the student is "substantially likely" to injure him/herself or others and a hearing officer/court orders the alternative placement.
 - d. The parent shall have the right to appeal the manifestation Team's determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

CHEMICAL HEALTH

In cases where students are suspended for chemical health violations, the following sanctions will apply:

- ✓ All students excluded for chemical health violations will meet with the school counselor as a condition of re-admittance to the Leicester Middle School.
- ✓ Students may have their suspension reduced if they document therapeutic treatment, which will be at the expense of the student/parent/guardian.



LMS Technology

A. ACCEPTABLE USE POLICY

The Technology Acceptable Use policy provides the parents, students, and staff of the Leicester School community with guidelines for the safe and secure use of technology resources provided by Leicester Public Schools. Students, parents/guardians, and staff of LPS must read and sign a statement acknowledging their agreement to abide by the

guidelines delineated. All rules and responsibilities stated in this policy are applicable to all users of the network whether or not an acknowledgement signature is obtained. Since technology is constantly changing and all potential issues may not be anticipated, users are expected to comply with both the written rules established in this policy as well as the “spirit” of the policy.

Technology assets, including hardware, software, and the network, provides users access to a wide range of information resources to support students’ academic success, enable effective communication, and serve the administrative functions of the school district. This acceptable use policy allows for the use of the district’s technology assets consistent with the mission of the Leicester Public Schools as well as with applicable state and federal laws, including the Children’s Online Privacy Protection Act, 15 U.S.C. 6501 (COPPA) and the Children’s Internet Protection Act, 47 U.S.C. 254(CIPA). Most importantly, it is designed to protect our children as well as the town’s technology investments.

CONSISTENCY WITH THE DISTRICT’S MISSION

- The use of technology assets shall be focused on the educational mission as well as on communication and administrative functions in support of that mission.
- District technology assets shall not be used for commercial, religious, entertainment, or political purposes that are outside of the scope of the work of our schools.
- In addition to the specific guidelines provided within this policy, the use of all district technology resources shall be consistent with all other policies adopted by the Leicester School Committee.

RESPECT FOR PERSONAL SAFETY AND PRIVACY

- Threatening, racist, disrespectful, or obscene material and language or language intended to bully or intimidate are prohibited. Exceptions may be made when such material is explicitly connected to curriculum and is approved, in advance, by the principal.
- Passwords shall remain private and shall not be shared among users.
- Users shall not post their own or others private contact information.
- Students shall not agree to meet with someone they have met online, except under the direct supervision of a parent or guardian.
- All safety or security concerns shall be reported to an administrator.

RESPECT FOR PUBLIC LAWS AND ACADEMIC PROPERTY RIGHTS

- Users shall respect copyright laws and shall not plagiarize the work of others.
- Users shall not attempt to gain unauthorized access to the internal or to any external networks.
- Users shall not make deliberate attempts to vandalize hardware, destroy data, or cripple the network by spreading computer viruses or by other means.
- Users shall not use district technology resources to engage in illegal activity.

It is the responsibility of the Leicester School Department to protect students from objectionable content and unauthorized communication through a variety of means including filtering software, supervision, digital citizenship training, and disciplinary action. However, the Leicester School Department cannot reasonably prevent all inappropriate uses; the appropriate operation of our network relies heavily on the proper conduct of the users. The use of the district's network and technology resources is a privilege and not a right. If a user violates any of the provisions of this policy further use of these resources may be denied and/or other disciplinary/legal consequences may be applied appropriate to the infraction made.

All email accounts and storage locations are owned by the Leicester School Department, which retains the right to access, copy, and review any of the information contained therein. Users should not have any expectation of privacy in regard to communications and information accessed through the district network.

The Leicester School Department makes no warranties of any kind, expressed or implied, for the technology services provided to its users. The Leicester School Department shall not be responsible for damages resulting from the loss of data or from improper use of the network by its users.

The network user shall be responsible for compensating the school for any losses, costs, or damages incurred by the school related to violations of this policy and/or associated administrative procedures, including investigation of violations.

B. SOCIAL NETWORKING

It is important for students and their parents to understand the possible consequences of posting pictures and sending messages through electronic and social networking sites including but not limited to Facebook, Twitter, Youtube, Kik, Instagram, etc. Information found on these sites may be admissible evidence for handbook violations, disciplinary actions and possible police involvement including the interruption of student

participation in sports and extracurricular activities and loss of leadership roles. Under no circumstances should pictures of students be taken or posted of students, faculty or administrators without the Principal's specific permission

C. TEXTING/INSTANT MESSAGING

It is important to know that if electronic communication translates into a disruption of the educational process during the school day disciplinary action will be taken. The Leicester Police will be notified in cases of potentially criminal activities including by not limited to threatening messages. M.G.L Ch71B defines cyber bullying.

D. ELECTRONIC DEVICES

The Leicester Public Schools encourages the use of devices as long as they are used to support the school's 21st century learning. Teachers may further outline behavioral expectations in team and individual expectation packets.



BULLYING/HARASSMENT

A. Anti-Bullying General Statement of Policy

The Leicester Public School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of the School District's comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. The School District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety.

A copy of the School's Anti-Bullying Policy is attached and also available on the School District's website.

B. Bullying Prevention and Intervention Plan

The Leicester Public Schools' Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyberbullying and retaliation that may compromise the safe learning environment for any student. The District is committed to working with students, staff, families, law enforcement agencies, and the community to address and prevent bullying and harassment within our schools. In consultation with these constituencies, we have established

this Bullying Prevention and Intervention Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. (A copy of the School's Bullying Prevention and Intervention Plan is attached and is also available on the School District's website, together with the Bullying Prevention and Intervention Incident Reporting Form.)

C. Discrimination/ Harassment

Statement of Non-Discrimination and Harassment of Students

The Leicester Public School District does not discriminate on the basis of race, color, sex, religion, age, national origin, sexual orientation, gender identity, or disability, in the operation of the educational programs, activities, or employment practices in its programs and activities. The Leicester Public Schools complies with all applicable state and federal laws and regulations, including but not limited to, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Massachusetts General Laws, c.151B, c.151C, c.76, §5, and c.71B.

In addition, the Leicester Public Schools is committed to maintaining a school environment free of harassment and has non-tolerance for harassment based on race, color, sex, age, religion, sexual orientation, gender identity, disability or homelessness. Harassment by administrators certified and support personnel, students, vendors and other individuals at school or at school-sponsored events are unlawful and strictly prohibited. The Leicester Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

D. Student Complaints and Grievances

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

Students--and their parents and/or guardians--who believe that a student has received unfair treatment may bring forward their grievance, first to the individual staff member directly involved with the issue and, if unresolved at that level, through the chain of command from staff member to Principal to Superintendent. Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

E. Hazing

Massachusetts General Law Chapter 269, Sections 17-19 makes it a crime to participate in organized hazing and provides for a punishment of a fine, imprisonment or both.

In accordance with the laws of the State of Massachusetts, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

HAZING IS A CRIMINAL OFFENSE (See copies of statutes M.G.L. c. 269 §§17-19 attached).



Student Records

The Leicester Public Schools complies with applicable federal and state laws and regulations pertaining to student records. Those laws and regulations are designed to ensure a parent's and eligible student's rights to access, inspect, and to request amendment of the child's student record.

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be

readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth," and under M.G.L.c.71, s.34F which directs that "the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.

(2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student's age.

(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

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

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

Authorized school personnel: shall consist of three groups:

(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

(2) Administrative office staff and clerical personnel, including operators of data processing equipment, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(3) The evaluation team which evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4)

extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

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

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer media, 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 terms as used in 603 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 test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) School nurses who inspect the student health record.

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 records.

(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.

(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.

(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information 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 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records,

when such access is required in the performance of official duties, without the consent of the eligible student or parent.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or

2. The parent has been denied visitation, or

3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or

4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.



Discipline Laws

M.G.L. c. 71, § 37H

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 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 his 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) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

M.G.L. c. 71, §37H1/2 - Felony Complaints and Felony Convictions:

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 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 for 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.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

M.G.L. c.71, §37H3/4

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3

school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

M.G.L. c.76, §21

Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies education collaborative, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

M.G.L. c.71, §37L

Section 37L. The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of children and families, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

ANTI-HAZING STATUTES

CH. 269. S. 17 Crime of Hazing – Definition. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “**hazing**” as used in this section and in sections eighteen and nineteen, shall mean *any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.* Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269. S. 18 Duty to Report Hazing. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. A fine of not more than one thousand dollars shall punish whoever fails to report such crime.

CH 269. S. 19 Hazing Statutes to be Provided: Statement of Compliance and Discipline Policy Required. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

ANTI-BULLYING POLICY

It is the policy of the Leicester Public Schools to maintain educational environments that are free from bullying, cyberbullying, and retaliation. It shall be a violation of this policy for a student in the Leicester Public Schools or District staff member to bully a student through conduct or communication of a bullying nature and/or to retaliate against any individual for reporting bullying or cooperating with an investigation thereof. Individuals who engage in bullying, cyberbullying, or retaliation will be subject to a range of disciplinary sanctions including, but not limited to, reprimand, detention, suspension, termination, expulsion or other sanctions as determined by the school administration. Individuals who engage in bullying may also be required to participate in remedial activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying behavior(s).

The Leicester Public Schools has established separate discrimination or harassment policies that include categories of students and staff. Nothing in this policy shall prevent the Leicester Public Schools from remediating any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

A. Definitions

Bullying: The repeated use by one or more students or members of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals, of a written, verbal or electronic expression or a 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 of damage to his/her 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 the purposes of this policy, bullying shall include cyber-bullying.

Cyber-bullying: Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile Environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the target's education.

Target / Victim: A student who has been subject to bullying or retaliation by another student or group of students.

Aggressor/ Perpetrator: A student or a school staff member who engages, either individually, or as part of a group, in bullying, cyberbullying or retaliation.

Local law enforcement agency: local police department

Principal: The administrative leader of a Leicester public school or his/her designee for the purposes of investigating and responding to reports of bullying, cyberbullying or retaliation.

Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

B. Prohibited Behavior(s)

The Leicester Public Schools is committed to maintaining learning environments that are free from bullying, cyberbullying, and retaliation. Bullying, cyberbullying and/or retaliation by a student is strictly prohibited and may result in the imposition of disciplinary sanctions by school administration.

For purposes of this policy, bullying is prohibited:

1) on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program (whether on or off school grounds,) at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and

2) at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. This prohibition shall not be construed, however, as requiring district schools to staff or supervise any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of

bullying, or witnesses or has reliable information about bullying is also strictly prohibited and may result in suspension or expulsion from school.

C. Reporting Requirements

In furtherance of this policy and in accordance with M.G.L. c.71, §37O, a school staff member, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, will immediately report to the school principal any instance of bullying, cyberbullying or retaliation that the staff member has witnessed or has become aware of.

D. Investigations

Upon receipt of such a report or complaint of bullying, cyberbullying or retaliation, the principal will promptly commence an investigation. If the principal or a designee determines that bullying, cyberbullying, and/or retaliation has occurred, the principal will:

- (i) notify the local law enforcement agency if the principal reasonably believes that criminal charges may be pursued against an aggressor;
- (ii) take appropriate disciplinary and corrective action;
- (iii) notify the parents of the aggressor of the investigative findings;
- (iv) notify the parents of the target of the investigative findings and, as consistent with state and federal law, notify the target's parents of the action taken to prevent any further acts of bullying or retaliation;
- (v) take appropriate action to protect the target and witnesses from further bullying or retaliation.

E. Bullying Prevention and Intervention Plan

The superintendent will develop and implement a Bullying Prevention and Intervention Plan to address bullying prevention and intervention in district schools.

(i) Development of the Plan

The plan shall be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, local law enforcement agencies, students, parents and guardians. The consultation shall include notice and a public comment period. The plan shall be updated biennially.

(ii) Contents of the Plan

The District-wide Bullying Prevention and Intervention Plan shall include:

- (a) descriptions of and statements prohibiting bullying, cyberbullying and retaliation;
- (b) procedures for students, staff, parents, guardians and others to report bullying or retaliation;

- (c) a provision that reports of bullying or retaliation may be made anonymously but that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;
- (d) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action;
- (e) procedures for promptly responding to and investigating reports of bullying or retaliation;
- (f) information regarding the range of disciplinary actions that may be taken against an aggressor;
- (g) a provision for assessing and monitoring the target's need and the needs of witnesses for protective interventions;
- (h) procedures for notifying the parents of a target and an aggressor of the investigative findings and actions to be taken;
- (i) provision for the notification of local law enforcement agencies if the principal reasonably believes that criminal charges may be pursued against the aggressor;
- (j) provision for annual and ongoing professional development to build the skills of all staff to prevent, identify, and respond to bullying. The content of such professional development training(s) shall be in accordance with the requirements of M.G.L. c.71, §37O;
- (k) provision for the implementation of an evidenced-based anti-bullying curriculum in grades K-12 and for informing parents regarding the curriculum contents and strategies for reinforcing the curriculum at home.

(iii) Implementation of the Plan

It shall be the responsibility of the building principal to implement and adhere to the District's Bullying Prevention and Intervention Plan within his/her school except when a reported bullying incident involves the principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

(iv) Public Notice

A summary of the Bullying Prevention and Intervention Plan shall be included in each school's student handbook and shall be posted on individual school and district websites. The Leicester Public Schools shall also provide all school staff annual written notice of the Plan.

Legal Refs: M.G.L. c.71, §37O (as amended by Sections 72-74 of Chapter 38 of the Acts of 2013; 603 CMR 49.00

BULLYING PREVENTION AND INTERVENTION PLAN

A safe learning environment is one in which every student is provided with the opportunity to develop emotionally, academically, and physically in a supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in our schools. The Leicester School Committee and the Leicester Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

The Leicester Public Schools is committed to providing all students with a safe learning environment that is free from bullying, cyberbullying, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate harmful and disruptive behaviors that can impede the educational process in our schools. While any student could be subject to bullying and harassment, the District recognizes that certain students, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying. The Leicester Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to avoid and respond to bullying.

The Leicester Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation in our school buildings, on school grounds, in school-related activities, or that occurs outside of school and creates a hostile school environment for the targeted student. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying.

The Leicester Public Schools' Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyberbullying and retaliation that may compromise the safe learning environment for any student. The District is committed to working with students, staff, families, law enforcement agencies, and the community to address and prevent bullying and harassment within our schools. In consultation with these constituencies, we have established this Bullying Prevention and Intervention Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

The Leicester School Committee's Anti-Bullying Policy

It is the policy of the Leicester Public Schools to maintain educational environments that are free from bullying, cyberbullying, and retaliation. It shall be a violation of this policy for any student or member of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals in the Leicester Public Schools to bully a student through conduct or communication of a bullying nature and/or to retaliate against any individual for reporting bullying or cooperating with an investigation thereof. Individuals who engage in bullying,

cyberbullying, or retaliation will be subject to a range of disciplinary sanctions including, but not limited to, reprimand, detention, suspension, expulsion or other sanctions as determined by the school administration. Individuals who engage in bullying may also be required to participate in remedial activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying behavior(s).

For purposes of this policy, bullying is prohibited:

1) on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program (whether on or off school grounds,) at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and

2) at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. This prohibition shall not be construed, however, as requiring district schools to staff or supervise any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also strictly prohibited and may result in suspension or expulsion from school.

Definitions

Bullying: The repeated use by one or more students or school staff members, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals of a written, verbal or electronic expression or a 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 of damage to his/her 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 the purposes of this policy, bullying shall include cyber-bullying.

Cyber-bullying: Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted

content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile Environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the target's education.

Target / Victim: A student who has been subject to bullying or retaliation by another student or group of students.

Aggressor/ Perpetrator: A student or a member of a school staff including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals who engages, either individually, or as part of a group, in bullying, cyberbullying or retaliation.

Local law enforcement agency: local police department

Principal: The administrative leader of a Leicester public school or his/her designee for the purposes of investigating and responding to reports of bullying, cyberbullying or retaliation.

Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

I. Complaint and Investigation Procedures

A. Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Reports made by students, parents, guardians, or other individuals who are not school or school district staff members, may also be made anonymously, although no student shall be subject to discipline solely on the basis of an anonymous complaint. The Leicester Public Schools will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address. Use of an Incident Reporting Form is not required as a condition of making a report.

Each school within the District will include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents and will post a copy of the Incident Reporting Form on the school's website. Incident Reporting Forms will also be available in the school's main office, the counseling office, the school nurse's office, and other locations

determined to be appropriate by the principal or designee. The Incident Reporting Form will be made available in the primary language of the student's household.

1. Reporting by Staff

A staff member will promptly report to the principal any instances of bullying or retaliation witnessed by the staff member or that is reported to the staff member by a student, parent, or other individual. The requirement to notify the principal shall not, however, limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The Leicester Public Schools expects students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal. Any individual who wishes to file such a complaint may request, and shall be provided with, assistance from a school staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. The filing of a false or fabricated complaint of bullying, cyberbullying, or retaliation is strictly prohibited and shall result in disciplinary action.

3. Reports of Bullying by Administrators

When an alleged bullying incident involves the principal as the alleged aggressor, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

B. Procedures for Responding to a Report of Bullying or Retaliation.

1. Preliminary Determinations

Upon receiving a complaint, the principal will confer with the complainant to obtain an understanding and statement of the alleged facts. If, based on the facts alleged, the principal determines that the conduct complained of would not constitute bullying as defined by M.G.L. c.71, §37O and District policies, the principal shall document that determination on the Incident Reporting Form and shall take no further action with regard to the complaint. If the Principal determines that such facts, if true, would constitute bullying, as defined above, the principal will promptly commence an investigation of the complaint.

Upon commencing an investigation, the principal will make a preliminary determination as to the need for immediate interventions to protect the safety of the alleged target. Such interventions may include, but are not limited to, creating a personal safety plan for the target; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and

altering the aggressor's schedule and access to the target. The principal may take additional steps deemed necessary by the school administration to protect the safety of the target and any witnesses while the investigation is ongoing.

2. Notice to Law Enforcement.

At any point after receiving a report of bullying, cyberbullying or retaliation, the principal will notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice to law enforcement agencies will be consistent with the requirements of 603 CMR 49.00 and other applicable state and federal laws and regulations pertaining to student records and privacy. In making this determination, the principal may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

3. Notice to Another School or District.

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

C. Investigation Procedures

1. Investigation

Upon receipt of a report or complaint that would, if true, constitute bullying, cyberbullying or retaliation, the principal will promptly commence an investigation. In investigating any such complaint, the principal or designee will interview students, staff, and any witnesses to the alleged conduct. To the extent practicable and consistent with the principal's obligation to promptly and thoroughly investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process and shall not disclose unnecessary or confidential information to interview subjects. During any such interviews, the principal will inform the target, aggressor and all witnesses that retaliatory treatment of any individual for reporting or cooperate with an investigation of bullying will result in disciplinary action that may include suspension or expulsion from school.

2. Determinations. Within fifteen (15) school days of the principal's receipt of the complaint of bullying, cyberbullying or retaliation, the principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal will determine what remedial action may be required, if any, and determine what responsive actions and/or disciplinary action is necessary. The principal's findings and determinations shall be documented in writing on the Incident Reporting Form.

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

3. Notice of Investigative Findings

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parents of a target or a student aggressor prior to completion of the principal's investigation.

In notifying the parents of a target or aggressor of an investigation or the principal's findings thereon, the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents to whom the notice is provided. The principal shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations

4. Requests for Reconsideration

If either the complaining party or the individual against whom the complaint was made is dissatisfied with the outcome of the investigation, that person may request, in writing, a reopening of the investigation or reconsideration of the investigative findings. The written request shall state the reasons for request and shall be delivered to the Superintendent of the Leicester Public Schools within ten (10) school days of the parents/guardians receipt of notice of the investigative findings. Within five (5) school days of receipt of any such request, the superintendent shall decide whether or not to reopen the investigation and shall provide written notification of that determination to the appealing party and to the other party involved.

The filing of a request for reconsideration or a reopening of the investigation shall not stay the imposition of disciplinary sanctions or the implementation of any safety interventions determined to be appropriate by the principal.

D. Responses to Bullying.

1. Education and Skill Building

In determining the appropriate response to an incident of bullying, cyberbullying or retaliation, the principal shall consider a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include, but are not limited to:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help individuals identified as aggressors to understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home.

2. Disciplinary Action

If the principal determines that disciplinary action is warranted, the disciplinary sanction will be determined on the basis of facts found by the principal, including the nature of the conduct, the age of student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Individuals found to have engaged in bullying, cyberbullying, or retaliation may be subject to a range of disciplinary consequences including, but not limited to, reprimand, detention, termination, suspension, expulsion or other sanctions as determined by the principal. Any such disciplinary sanctions shall be imposed in accordance with the due process requirements of applicable laws, regulations, collective bargaining agreements, and District policies.

3. Promoting Safety for the Target and Others

Upon determining that bullying or retaliation has occurred, the principal shall, in conjunction with relevant school personnel, consider what adjustments or interventions, if any, are needed in the school environment to enhance the target's sense of safety and that of any witnesses. Any such adjustments or interventions to be provided for the target shall be documented in writing in an Individual Safety Plan.

4. Monitoring of Interventions

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

II. Professional Development

A. Annual staff training on the Plan.

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

B. Ongoing professional development

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

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

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

III. District-Wide Anti-Bullying Curriculum

The Leicester Public Schools shall implement age and grade appropriate anti-bullying curricula in each grade, inclusive of grades K-12. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

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

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

IV. Collaboration with Families

Parent Education and Resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send

parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

V. Publication of Policies, Procedures and Information on Bullying

All student handbooks will now refer to, and include age appropriate summaries of, the Leicester Public Schools' Bullying Prevention and Intervention Plan and policy on bullying. In addition to the information provided in each student handbook, copies of the District Plan will be available on the District's website, each school's website, in each school's main administrative office, Guidance Office, Nurse's Office, and in other locations determined to be appropriate by the school administration.

POLICY AGAINST HARASSMENT AND DISCRIMINATION FOR STUDENTS

Anti-Discrimination and Harassment Policy

The Leicester Public Schools are committed to maintaining a school environment free of harassment and/or discrimination based on race, color, religious creed, national origin, sex, sexual orientation, age, ancestry, homelessness, disability, gender identity, veteran status and genetic information. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school sponsored events is unlawful and is strictly prohibited. The Leicester Public Schools require all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

It shall be a violation of this policy to harass, discriminate, bully, intimidate, threaten, insult, retaliate or otherwise engage in any conduct, whether verbal or physical, against any individual based upon their race, color, religious creed, national origin, sex, sexual orientation, age, ancestry, homelessness, disability, gender identity, veteran status and genetic information.

The Leicester Public Schools take allegations of discrimination, harassment, and sexual harassment seriously, and will respond promptly to any complaints of potential violations of this policy. Further, any retaliation against an individual who has complained of, or has cooperated in an investigation of a complaint, about discrimination, harassment or sexual harassment shall not be tolerated. If the Leicester Public Schools find that an individual has violated this policy, we will act promptly to eliminate the conduct, impose corrective action as necessary, including disciplinary action where appropriate. Nothing in this policy shall limit our authority to discipline or take remedial action for conduct that is deemed to be a violation of this policy.

Definitions of Harassment and Discrimination

Discrimination and harassment consists of any unwelcome conduct that is based on race, color, religious creed, national origin, sex, sexual orientation, age, ancestry, homelessness, disability, gender identity, veteran status and genetic information. Such conduct may include, but is not limited to, offensive jokes, slurs, epithets, name calling, physical assaults, threats, intimidation, mockery, insults, ridicule, offensive pictures or objects, or any other offensive conduct that interferes with the educational process. It shall be a violation of this policy to engage in any the aforementioned conduct, or to create an educational environment that is intimidating, hostile or abusive.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior, may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other

individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

It is also a violation of this policy to engage in conduct that that is construed as sexual harassment. Sexual harassment includes, but is not limited to, 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 a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions; or,
- (b) Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's school and/or work performance by creating an intimidating, hostile, humiliating or sexually offensive educational or work environment.

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 on the totality of the circumstances including the severity of the conduct and its pervasiveness, and which constitute a violation of this policy:

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

It is also a violation of this policy to engage in any form of retaliation against an individual that has complained about discrimination or harassment, including sexual harassment, or against any individual that is cooperating in an investigation of a discrimination, harassment or sexual harassment complaint.

Harassment and discrimination in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, volunteers, vendors and other individuals in school or at school related events. Persons who engage in harassment, discrimination or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion; or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

Investigation

Any individual who believes he/she has been harassed, or discriminated against, or who has witnessed or learned about the harassment or discrimination of another person in the school environment, should inform the Principal as soon as possible. If any individual believes that he/she has been subjected to harassment or discrimination, then the individual's complaint may be made orally or in writing. If the individual does not wish to discuss the issue with the Principal, or if the Principal does not address the problem in an effective manner, the individual should inform:

Administrator of Special Education Services
Michael Wood
Leicester Public Schools
3 Washburn Square
Leicester, MA 01524
(508)892-7040

The Leicester Public Schools will promptly investigate every complaint of harassment. The Leicester Public Schools take allegations of discrimination, harassment, and sexual harassment seriously, and will investigate and respond promptly to any complaints of potential violations of this policy. The investigation will include interviewing the individual filing the complaint, as well as any witnesses. To the extent practicable under the circumstances, the investigation will be kept confidential. If it determines that harassment or discrimination has occurred, it will take appropriate action to end the conduct that is in violation of this policy, and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements.

In certain cases, the harassment of a student may constitute child abuse under Massachusetts Law. The Leicester Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

Any staff member or student who is dissatisfied with the results or progress of the investigation by the Leicester Public Schools may discuss his/her dissatisfaction directly with the Superintendent of Schools:

Office of the Superintendent
Leicester Public Schools
3 Washburn Square
Leicester, MA 01524
Tel. (508) 892-7040

In addition to the above, if an individual believes that they have been subjected to discrimination or harassment may file a formal complaint with either or both of these government agencies:

Massachusetts Commission Against Discrimination (MCAD)
One Ashburton Place
Boston, MA 02108
(617)727-3990

Office for Civil Rights
US Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: 617-289-0111

Closure of a Complaint

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622.

The Leicester Public Schools urge all individuals in the school community to bring any concerns or complaints of harassment or discrimination to the attention of school personnel so that they can resolve the issue.

Notice of Non-discrimination

The Leicester Public Schools do not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, disability, ancestry, gender identity, veteran status, genetic information or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

The Coordinator for Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Chapter 622 of the Acts of 1971 for the Leicester Public Schools is:

At the District level, the Title I, Title II, and Title VI, Coordinator is:

Administrator of Special Education Services
Michael Wood
Leicester Public Schools
3 Washburn Square
Leicester, MA 01524
(508)892-7040

At the District level, the Title IX Coordinator is:

Director of Operations/Finance
3 Washburn Square
Leicester, MA 01524
(508) 892-7040

At the District Level, the Section 504 Coordinator is:

Elaine Carder
Leicester High School
174 Paxton Street
Leicester, MA 01524
(508) 892-7031

Inquiries regarding the application of the Leicester Public Schools' nondiscrimination policy may be referred to Title IX Coordinator as named above, or the Assistant Secretary for Civil Rights, U.S Department of Education, Washington, D.C. 20202 (or the Regional Director, U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square Boston, MA 02109-3921, 617-289-0111).

CODE OF CONDUCT

**Leicester Public Schools
6 - 12 Code of Conduct**

INFRACTIONS AND LEVELS OF CONSEQUENCES

LEVEL 1 Minor Infraction	LEVEL 2 Persisting Minor Infraction	LEVEL 3 Moderate Infraction	LEVEL 4 Serious Infraction	LEVEL 5 Major Infraction
Teacher Managed	Teacher Managed	Office Managed	Office Managed	Office Managed
Parent Contact	Parent Contact	Parent Contact	Parent Contact	Parent Contact
Student Redirection	Student Conference	After School Detention	Short Term Suspension	Long Term Suspension
Time Out	Time Out	Loss of Privileges	Loss of Privileges	Loss of Privileges
Written Student Reflection	Written Student Reflection	Social Probation	Social Probation	Social Probation
Apology Letter	Lunch Detention	Lunch Detention	Potential Police Involvement	Potential Police Involvement
	After School Detention	In-House Suspension	Potential Juvenile Court	Potential Juvenile Court
	Behavior Contract	Learning Project		
		Behavior Plan		

KINDNESS

Behavior Expectation: I will treat others with kindness and in the way that I expect to be treated

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
BULLYING						
Intentional conduct including physical, verbal, written or electronic communication that has been repeated				X	X	Potential Police Involvement

HARASSMENT						
Minor harassment	X	X				
Serious harassment			X	X		
Very serious harassment that is life-threatening, seriously harmful or personally damaging to the person who is targeted				X	X	
VERBAL AGGRESSION						
Minor harassment	X	X				
Serious harassment			X	X		
Very serious harassment that is life-threatening, seriously harmful or personally damaging to the person who is targeted				X	X	
ACHIEVEMENT						
Behavior Expectation: I will try hard and do my best each and every day						
Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
ACADEMIC DISHONESTY						
Plagiarism	X	X	X			
Cheating on a classroom assignment	X	X				
Changing of school records				X		
ABSENCES						
Occasional refusal to attend class	X					
Persistent or excessive absences from school that are undocumented		X	X			
Habitual truancy				X	X	CRA is filed

Leaving Classroom without permission		X	X			
Leaving School without permission			X	X		
NON-COMPLIANCE/INSUBORDINATION						
Failure to comply with school rules, regulations, policies or procedures	X	X				
Failure to follow directions	X	X				
Failure to respond to school staff directives, questions or requests		X	X			
HALLWAY MISBEHAVIOR						
Running in the halls	X	X				
Making excessive noise that distracts or disrupts classes	X	X				
Persistent hall-walking		X	X			
BUS MISBEHAVIOR						
Not sitting in seat properly, causing distraction to the bus driver		X	X			
Damage to the school bus				X	X	Restitution will be sought
CLASSROOM DISRUPTION						
Does not work within the classroom norms	X	X	X			
Throwing objects in the classroom without causing injury		X	X	X		

Talking out in class or talking out of turn	X	X				
Makes excessive, distracting or disruptive movements		X	X	X		
RESPONSIBILITY						
Behavior Expectation: I will help to contribute to having a positive school climate						
Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
TECHNOLOGY ACCEPTABLE USE POLICY VIOLATION						
Does not work within the classroom norms	X	X	X			
DAMAGE TO PROPERTY						
Minor damage to school or personal property (under \$50)			X	X		Restitution will be sought
Moderate damage to school or personal property (\$50 - \$500)			X	X	X	Restitution will be sought
Major damage to school or personal property (over \$500)				X	X	Restitution will be sought
DRESS CODE						
Wearing of a hat or bandana	X	X				
Wearing clothing that references violence, drugs or other things that are deemed inappropriate		X	X			
Wearing clothing that may cause a distraction to the educational environment		X	X			

WEAPONS						
Possession of a firearm or any explosive device					X	Police Informed, Potential Expulsion
Possession of instruments or objects that could be used as a weapon (i.e. knife, brass knuckles, mace, etc.)					X	Police Informed, Potential Expulsion
USE OF CELL PHONES IN SCHOOL						
Using cell phone without permission	X	X				
Using cell phone in an inappropriate way that either causes disruption or harms/effects other students			X	X		
Taking pictures/messages or sending pictures/messages in school without permission			X	X		
RESPECT						
Behavior Expectation: I will be safe and take pride in my school						
Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
GAMBLING						
Minor Gambling that does not involve the gain of money or property		X	X			
Major Gambling that involves the gain of money or property				X	X	
BOMB THREAT						
Making threats or providing false information about the presences of explosive					X	Police Informed

materials or devices on school property						
FALSE ACTIVATION OF ALARM						
Pulling a school fire alarm				X	X	Police Informed
Knowingly yelling false information about a dangerous situation				X	X	
USE, SELLING, OR POSSESSION OF ALCOHOL, TOBACCO, DRUGS, or DRUG PARAPHERNALIA						
Use or possession of tobacco			X	X		
Use of possession of drugs			X	X	X	Police Informed
Use of possession of drug paraphernalia			X	X	X	Police Informed
Use of possession of alcohol			X	X	X	
Selling of tobacco, drugs, alcohol, or paraphernalia				X	X	Police Informed
ARSON						
Starting a fire on school grounds				X	X	Police Informed
Starting a fire that results in property damage					X	Police Informed
PHYSICAL ATTACK						
Fighting			X	X		
Inciting a disturbance			X	X		
Inappropriate physical contact that is not an assault or fight		X	X	X		
Attack on a student that does not cause injury			X	X	X	

Attack on a student causing injury				X	X	
Multiple students attacking a student causing injury				X	X	
Multiple students attacking a student causing severe injury					X	
EXTORTION						
Obtaining money or property from another student through coercion, intimidation, or threat of physical harm					X	
THEFT						
Taking money or property by force			X	X	X	
Stealing property valued under \$250				X	X	Restitution will be sought
Stealing property valued over \$250					X	Restitution will be sought
SEXUAL ASSAULT or OFFENSE						
Forced sexual act					X	Police Informed
Sexual harassment (i.e. unwelcomed sexual advances, request for sexual favors, other inappropriate written, verbal or physical conduct in a sexual nature)				X	X	
Sexual misconduct (i.e. indecent exposure, conduct that results in violation of another students rights in a sexual nature)			X	X	X	

When incidents have multiple levels progressive discipline is used. Staff and school administration will determine the consequence based upon frequency, intent and severity of the incident(s).

**Forms of unacceptable conduct cited above are only some examples and are not an all-inclusive list