

Dr. Leroy E. Mayo Elementary School

School Improvement Plan
2011-2012

Dr. Leroy E. Mayo Elementary School Mission Statement

It is the mission of the Dr. Leroy E. Mayo community to educate, inspire, and empower all individuals. We are committed to enhancing our lives and the lives of others by upholding the highest standards of quality and integrity in all our actions.

School Council Members 2010-2011

Judy Evans, Principal
Betsy Gale, parent and co-chair
Lee Ann Atkinson, Teacher
Diane Hughes, Teacher
Bonnie Ross, Teacher
Kate White, Teacher
Amy Curran, Parent
Justine Denorscia, parent
Jodie Grady, parent
Richard McWaters, parent
Margaret Watson, WRSD School Committee

Program Evaluation
2010-2011 Accomplishments

We were pleased to receive MCAS data early this year. This enabled us to analyze the data and address areas of concern for the whole school and individual students. At our September professional half-day, teachers worked in grade level teams analyzing data from MCAS and other assessments to determine at risk students and develop intervention plans for these students. Our MCAS results were quite positive, particularly in math. We attributed this improvement, in part, to the Mayo Math Task Force, a voluntary group of teachers who worked together with administrators to share ideas on improving math instruction. Over half of the Mayo teachers participated. Math instruction has become a more dynamic, interactive endeavor. Our efforts in math continued throughout the year. During the professional days, teachers were divided into two groups based on their level of experience with our new approach to math instruction. The groups used two different math texts. Both groups were shown DVD's with best practices in math instruction from two of the country's "math gurus," Marilyn Burns and John Van de Walle. Teachers were given opportunities to observe math classes with coverage provided by administration. Teachers also worked at grade levels on pacing guides for math, aligning lessons and units with the Massachusetts Curriculum Frameworks. MCAS results also revealed improved scores within our Special Education population in both Math and Language Arts.

We are in our second year of the district wide Writing Initiative. The Literacy coaches have been working with Mayo teachers to fine tune the Writers' Workshop approach. Although teachers are familiar and comfortable with the Readers' Workshop model which they've used for a few years, Writers' Workshop presents its own unique challenges. Teachers work hard at finding that balance between the creative aspect of writing instruction in which they guide students to "find their voices" and the improvement of fundamental writing skills and conventions. One of the best teaching practices in Writers' Workshop includes the teacher modeling his or her own writing. To this end, fourteen teachers and the administrators are participating in a voluntary writing group this spring in which they share ideas on improving instruction in writing and examine their own writing.

There is nothing as important as safety in school. In order to grow academically, students must be safe and feel safe both physically and emotionally. This belief is at the center of the school culture at Mayo. Mayo's anti-bullying efforts for this school year began with its annual meeting with bus drivers in August. Assistant Principal Hurley works closely with the drivers and the bus company throughout the year, following up on bus write-ups with children and parents. In addition, the assistant principal rides on each bus at least one time to monitor student behavior and discuss bus safety. Each classroom in grades K-5 has been visited

by an administrator at least one time for a grade appropriate anti-bullying presentation.

All bullying issues are investigated by the Principal and/or the Assistant Principal with follow-up phone calls to parents and documentation when necessary. Each classroom uses the Second Step Program or the Responsive Classroom curriculum. Several teachers chose to have an evaluation goal in the area of anti-bullying. All staff participated in the district-wide training on the new bullying law. Nancy Houle, Supervisor of Pupil Personnel Services and Principal Evans did a joint additional presentation on the bullying law with teachers. During the winter months, a representative from the Office of the District Attorney gave a presentation on bullying for each grade.

We had four new teachers this year at Mayo who replaced our retiring teachers. The new teachers are experiencing successful, productive first years and have fit in nicely with the collaborative environment that has been cultivated at Mayo.

**Wachusett Regional School District
Mayo School Improvement Plan
2011-2012**

Theme I: SCHOOL CULTURE and CLIMATE

Goal 1: Unify the community around the vision, mission, core values and goals.

| | |
|---|---|
| <p>Success Measures</p> <ol style="list-style-type: none"> 1. Parents, School Council, and Mayo staff are aware of the vision, mission and core values. 2. Staff meetings include discussions on how we spend our time in school. 3. Classroom observations of instruction reveal good use of time. | <p>Responsible Parties Building administration Mayo staff School Council</p> |
|---|---|

| Action Statements | | | |
|--|--|--|--|
| Action | Person Responsible | Indicator of Success | Status |
| Continue focus with teachers, instructional assistants, parents, and School Council on the importance of maximizing quality instructional time. Meet with staff, parents, and School Council to discuss this riority. | Principal Assistant principal Teachers | Improved student performance on such measures as MCAS, AIMSWEB, and DRA. | Ongoing review of units and lessons in order to determine relevance. Pacing guides for math address the issue of maximizing math instructional time. |

Theme I: SCHOOL CULTURE and CLIMATE

Goal 2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.

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|---|--|
| <p>Success Measures</p> <ol style="list-style-type: none"> 1. Decrease in number of incidents in bullying. 2. Decrease in number of office referrals for behavioral issues. 3. Fewer incidents reported on bus. | <p>Responsible Parties</p> <p>Building Principal Mayo staff</p> |
|---|--|

| Action Statements | | | |
|--|---|-----------------------------|---------------|
| Action | Person Responsible | Indicator of Success | Status |
| Continue use of social skills program in each classroom. | Building principal Classroom teachers School psychologist | Less disciplinary offenses | Ongoing. |

Theme I: SCHOOL CULTURE and CLIMATE

Goal 2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.

| | |
|---|--|
| <p>Success Measures</p> <ul style="list-style-type: none"> 4. Decrease in number of incidents in bullying. 5. Decrease in number of office referrals for behavioral issues. 6. Fewer incidents reported on bus. | <p>Responsible Parties</p> <p>Building Principal Mayo staff</p> |
|---|--|

| Action Statements | | | |
|---|---------------------------|-----------------------------------|-----------------|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Training of bus drivers and all school personnel on anti-bullying and sexual harassment laws</p> | <p>Principal</p> | <p>Less disciplinary offenses</p> | <p>Ongoing.</p> |

Theme I: SCHOOL CULTURE and CLIMATE

Goal 2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.

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|---|--|
| <p>Success Measures</p> <ol style="list-style-type: none"> 1. Decreased level of disrespectful behavior by grade 5 students as measured by a decrease in office referrals 2. Results and feedback from grade 5 school climate survey | <p>Responsible Parties</p> <p>Principal</p> |
|---|--|

| Action Statements | | | |
|---|---------------------------|---|----------------|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Provide opportunities at lunch for students in grades 4 & 5 to meet with Principal to discuss transition to middle school, including issues of exclusion and bullying.</p> | <p>Principal</p> | <p>Less incidents of bullying. Fewer behavioral incidents in grade 5.</p> | <p>Ongoing</p> |

Theme I: SCHOOL CULTURE and CLIMATE

Goal 2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.

| | |
|---|--|
| <p>Success Measures</p> <ul style="list-style-type: none"> 7. Decrease in number of incidents in bullying. 8. Decrease in number of office referrals for behavioral issues. 9. Fewer incidents reported on bus. | <p>Responsible Parties</p> <p>Building Principal Mayo staff</p> |
|---|--|

| Action Statements | | | |
|---|---|-----------------------------------|--|
| Action | Person Responsible | Indicator of Success | Status |
| <p>School psychologist will provide opportunities for students identified as vulnerable to bullying and/or low self-esteem to meet in lunch groups. These groups will focus on self-advocacy skills and peer relations.</p> | <p>Building principal School psychologist</p> | <p>Less disciplinary offenses</p> | <p>Because the psychologist was here part-time 2010-2011, this program suffered. Our plan is to resume program in full 2011-2012</p> |

Theme I: SCHOOL CULTURE and CLIMATE

Goal 2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.

| | |
|---|---|
| <p>Success Measures 10. Decrease in number of incidents in bullying. 11. Decrease in number of office referrals for behavioral issues. 12. Fewer incidents reported on bus.</p> | <p>Responsible Parties Building Principal Mayo staff</p> |
|---|---|

| Action Statements | | | |
|---|---|-----------------------------|---------------|
| Action | Person Responsible | Indicator of Success | Status |
| School will provide anti-bullying program at each grade level | Building principal Assistant principal | Less disciplinary offenses | Ongoing. |

Theme I: SCHOOL CULTURE and CLIMATE

Goal 3: Strengthen partnerships among staff, students, parents and community members that support teaching and learning.

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|--|--|
| <p>Success Measures Participation of community members as volunteers in the school increases and is welcomed.</p> | <p>Responsible Parties Principal WRHS Mountaineer Volunteers Mayo Staff</p> |
|--|--|

| Action Statements | | | |
|---|--|--|---|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Continue to facilitate the participation of the Mountaineer Volunteers in the weekly Homework Club for Mayo School in grades 3, 4 & 5.</p> | <p>Administration School Psychologist Classroom teachers</p> | <p>High attendance rates Teacher reports of increase in completion of homework.</p> | <p>We just completed our fourth year of this program and plan to continue next year. Attendance in this program has been consistently high.</p> |

Theme I: SCHOOL CULTURE and CLIMATE

Goal 3: Strengthen partnerships among staff, students, parents and community members that support teaching and learning.

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| <p>Success Measures Participation of community members as volunteers in the school increases and is welcomed.</p> | <p>Responsible Parties Principal WRHS Mountaineer Volunteers Mayo Staff</p> |
|--|--|

| Action Statements | | | |
|--|--|---|---------------|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Parent presentations will take place at various grade levels. These presentations will be previewed for approval and organized through the teachers and based on state frameworks</p> | <p>Administration Classroom teachers</p> | <p>Number of quality presentations.</p> | |

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.

| | |
|--|---|
| <p>Success Measures</p> <ol style="list-style-type: none"> 1. Subgroups of students meet Adequate Yearly Progress (AYP). 2. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures. 3. Increase the practice of differentiated instruction as measured by classroom observation and self-reporting by teachers. | <p>Responsible Parties</p> <p>Building Principals Teachers</p> |
|--|---|

| Action Statements | | | |
|--|---------------------------|--|---|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Teachers will use research based reading assessments to monitor student progress throughout the school year and plan appropriate interventions.</p> | <p>Principal</p> | <p>Improvement in MCAS, DIBELS, and DRA scores and frequent progress monitoring.</p> | <p>Teachers continue to use data from DRA and DIBELS to inform their instruction.</p> |

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.

| | |
|--|---|
| <p>Success Measures</p> <ol style="list-style-type: none"> 4. Subgroups of students meet Adequate Yearly Progress (AYP). 5. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures. 6. Increase the practice of differentiated instruction as measured by classroom observation and self-reporting by teachers. | <p>Responsible Parties</p> <p>Building Principals Teachers</p> |
|--|---|

| Action Statements | | | |
|---|---------------------------|--|--|
| Action | Person Responsible | Indicator of Success | Status |
| Grade 5 teacher will be piloting research based math assessments to monitor student progress throughout the school year and plan appropriate interventions. | Principal Teacher | Improvement in math quarterly assessments, MCAS. | Teacher will use data to inform instruction. |

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.

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| <p>Success Measures</p> <p>7. Subgroups of students meet Adequate Yearly Progress (AYP).</p> <p>8. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures.</p> <p>9. Increase the practice of differentiated instruction as measured by classroom observation and self-reporting by teachers.</p> | <p>Responsible Parties</p> <p>Building Principals</p> <p>Teachers</p> |
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| Action Statements | | | |
|--|-------------------------------|---|---------------|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Students will be given opportunities to demonstrate proficiency prior to the start of units. Higher level instruction and activities will be provided for higher performing students.</p> | <p>Principal Teachers</p> | <p>Positive surveys from parents. Higher achievement on MCAS. Student engagement in learning evidenced through observation.</p> | |

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.

| | |
|--|--|
| <p>Success Measures</p> <ol style="list-style-type: none"> 1. Subgroups of students meet Adequate Yearly Progress (AYP). 2. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures. 3. Increase the practice of differentiated instruction as measured by classroom observation and self-reporting by teachers. | <p>Responsible Parties</p> <p>Building principal Teachers</p> |
|--|--|

| Action Statements | | | |
|--|--|--|----------------|
| Action | Person Responsible | Indicator of Success | Status |
| <p>RTI Teams will meet regularly to review “at-risk” students, plan for interventions, and monitor progress in both reading and math</p> | <p>Administration Teachers RTI Teams</p> | <p>Reduction in inappropriate/ premature referrals.</p> <p>Scores on AIMSWEB, DRA, and math assessments.</p> | <p>Ongoing</p> |

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 6: Develop programs that ensure there is consistency in instruction and continuity of curriculum in what we teach.

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|---|---|
| <p>Success Measures</p> <ol style="list-style-type: none"> 1. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures. 2. Number of students requiring remedial interventions will decrease. | <p>Responsible Parties</p> <p>Administration Teachers Math Curriculum Supervisor</p> |
|---|---|

| Action Statements | | | |
|--|------------------------------------|-----------------------------|--|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Writing Task Force formed to include teachers in all grades to improve writing instruction.</p> | <p>Administration Teachers</p> | <p>Improved writing</p> | <p>This writing task force is new and headed by principal.</p> |

Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD

Goal 7: Enhance the District’s capacity to identify and respond to students at risk.

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|---|---|
| <p>Success Measures</p> <ol style="list-style-type: none"> 1. Professional development programs are in place to help awareness of staff. 2. Sufficient resources and/or staffing are available to help at-risk students in a timely manner. 3. Agencies and partnerships have been identified and staff has been properly educated in making referrals. | <p>Responsible Parties</p> <ul style="list-style-type: none"> Administration School psychologist Teachers Mountaineer Volunteers |
|---|---|

| Action Statements | | | |
|---|--|---|---|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Continue weekly Homework Club to assist in homework and promote study skills for at-risk third, fourth and fifth grade students.</p> | <p>Administration, school psychologist, teachers, Mountaineer Volunteers</p> | <p>Improved classroom performance and increase in homework completion</p> | <p>We are completing our fourth year of Homework Club and plan to continue. Attendance has been strong.</p> |

Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT

Goal 9: Create more opportunities for collaboration and mentoring.

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| <p>Success Measures</p> <ol style="list-style-type: none"> 1. All newly hired teachers will (a) participate in District and school-based orientations, trainings, and induction programs; and (b) annually rate the District’s staff orientation, mentoring, and induction programs. 2. Time will be provided for opportunities for teachers to collaborate at subject and/or grade levels. | <p>Responsible Parties Building Principals / Central Office</p> |
|--|--|

| Action Statements | | | |
|--|----------------------------|-----------------------------------|--|
| Action | Person Responsible | Indicator of Success | Status |
| Provide opportunities for teachers to observe in other classes or have teachers model lessons. | Administration Teachers | Coverage provided to enable this. | For the last three years, we have been able to provide coverage at times to have teachers observe other teachers. We’d like to increase this practice. |

Theme VI: COMMUNITY RELATIONS and COMMUNICATIONS

Goal 15: Increase accessibility of school facilities and programs to residents and communities

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| <p>Success Measures</p> <ol style="list-style-type: none"> 1. Increase use of school buildings and facilities by residents and community to increase opportunities of non-school time. 2. Community groups will give the school district a favorable rating annually on feedback surveys for their groups' use of the buildings, grounds and facilities. 3. The school district will track, evaluate and report on community participating and school programs. | <p>Responsible Parties Building Principal</p> |
|---|--|

| Action Statements | | | |
|---|---------------------------|--|---------------|
| Action | Person Responsible | Indicator of Success | Status |
| Accommodate the following groups in their use of the building: WRHS Town of Holden Recreation Department Holden Youth Soccer Holden Basketball Holden Girls Scouts Lacrosse | Administration | Increased usage of building on off-hours | Continue |

Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT

Goal 18: Improve communication with staff, students, parents and the community.

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|--|--|
| <p>Success Measures</p> <ol style="list-style-type: none"> 1. Technology is integrated as a tool to support administrative capabilities in communications (i.e. notification systems, e-newsletters, annual performance measured by implementation and use of integrated software and/or web-based applications. 2. All major decisions are communicated to staff, students, parents and the community. | <p>Responsible Parties Administration</p> |
|--|--|

| Action Statements | | | |
|--|---------------------------|-------------------------------------|--|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Increased use of webpage calendar to inform parents and reduce paper consumption. Encourage teachers to use on line newsletters rather than paper</p> | <p>Administration</p> | <p>Parents are better informed.</p> | <p>With most parents on line, we plan to continue use and to update regularly.</p> |

Massachusetts School and District Profiles
Leroy E.Mayo

MCAS Tests of Spring 2010
Percent of Students at Each Performance Level for Leroy E.Mayo







* NOTE: Performance level percentages are not calculated if student group less than 10.






* NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2012 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2008 are included in state-level results; only students enrolled in the same district since October 2008 are included in district-level results; only students enrolled in the same school since October 2008 are included in school-level results.

Data Last Updated on September 14, 2010.




| Grade and Subject | Advanced/ Above Proficient | | Proficient | | Needs Improvement | | Warning/ Failing | | Students Included | CPI | SGP | Included in SGP |
|------------------------------------|----------------------------|-------|------------|-------|-------------------|-------|------------------|-------|-------------------|------|------|-----------------|
| | SCHOOL | STATE | SCHOOL | STATE | SCHOOL | STATE | SCHOOL | STATE | | | | |
| GRADE 03 - READING | 20 | 14 | 53 | 49 | 26 | 30 | 1 | 8 | 86 | 92.2 | N/A | N/A |
| GRADE 03 - MATHEMATICS | 31 | 25 | 41 | 40 | 24 | 24 | 3 | 11 | 86 | 88.7 | N/A | N/A |
| GRADE 04 - ENGLISH LANGUAGE ARTS | 12 | 11 | 59 | 43 | 27 | 35 | 3 | 12 | 78 | 90.4 | 46.0 | 78 |
| GRADE 04 - MATHEMATICS | 23 | 16 | 42 | 32 | 33 | 41 | 1 | 11 | 78 | 87.2 | 56.5 | 78 |
| GRADE 05 - ENGLISH LANGUAGE ARTS | 24 | 16 | 61 | 47 | 15 | 28 | 0 | 10 | 82 | 94.2 | 69.0 | 81 |
| GRADE 05 - MATHEMATICS | 45 | 25 | 34 | 30 | 20 | 28 | 1 | 17 | 82 | 93.0 | 77.0 | 81 |
| GRADE 05 - SCIENCE AND TECHNOLOGY | 21 | 15 | 62 | 38 | 15 | 36 | 2 | 11 | 82 | 93.6 | N/A | N/A |
| ALL GRADES - ENGLISH LANGUAGE ARTS | 19 | 16 | 58 | 52 | 22 | 24 | 1 | 8 | 246 | 92.3 | 58.0 | 159 |
| ALL GRADES - MATHEMATICS | 33 | 26 | 39 | 33 | 26 | 27 | 2 | 15 | 246 | 89.6 | 65.0 | 159 |

Mayo Parent Survey Results 2011

| 1. My child is in grade: | | | |
|--------------------------|---|------------------|----------------|
| | | Response Percent | Response Count |
| Kindergarten |  | 19.8% | 19 |
| One |  | 26.0% | 25 |
| Two |  | 10.4% | 10 |
| Three |  | 16.7% | 16 |
| Four |  | 16.7% | 16 |
| Five |  | 10.4% | 10 |
| answered question | | | 96 |
| skipped question | | | 0 |





| 2. Teachers make themselves available to meet with and/or speak with parents. | | | |
|---|---|------------------|----------------|
| | | Response Percent | Response Count |
| Strongly agree |  | 60.4% | 58 |
| Agree |  | 36.5% | 35 |
| Disagree |  | 1.0% | 1 |
| Strongly Disagree |  | 1.0% | 1 |
| No opinion |  | 1.0% | 1 |
| Comments: | | | 11 |
| answered question | | | 96 |
| skipped question | | | 0 |

3. The school's administration is accessible and responsive.





| | | Response Percent | Response Count |
|-------------------|---|------------------|----------------|
| Strongly Agree |  | 48.4% | 46 |
| Agree |  | 46.3% | 44 |
| Disagree | | 0.0% | 0 |
| Strongly Disagree | | 0.0% | 0 |
| No opinion |  | 5.3% | 5 |
| Comments: | | | 7 |

| | |
|-------------------|----|
| answered question | 95 |
| skipped question | 1 |

4. My child feels safe and comfortable at Mayo School.

| | | Response Percent | Response Count |
|-------------------|---|------------------|----------------|
| Strongly Agree |  | 63.5% | 61 |
| Agree |  | 34.4% | 33 |
| Disagree |  | 1.0% | 1 |
| Strongly Disagree | | 0.0% | 0 |
| No opinion |  | 1.0% | 1 |
| answered question | | | 96 |
| skipped question | | | 0 |




5. Parents are informed about important activities and events at school.

| | | Response Percent | Response Count |
|-------------------|---|------------------|----------------|
| Strongly Agree |  | 60.4% | 58 |
| Agree |  | 37.5% | 36 |
| Disagree |  | 1.0% | 1 |
| Strongly Disagree | | 0.0% | 0 |
| No opinion |  | 1.0% | 1 |

Comments: 9

| | |
|-------------------|----|
| answered question | 96 |
| skipped question | 0 |

6. Mayo School building and grounds are clean and well-maintained.

| | | Response Percent | Response Count |
|-------------------|---|------------------|----------------|
| Strongly Agree |  | 62.5% | 60 |
| Agree |  | 36.5% | 35 |
| Disagree |  | 1.0% | 1 |
| Strongly Disagree | | 0.0% | 0 |
| No opinion | | 0.0% | 0 |

Comments: 3

| | |
|-------------------|----|
| answered question | 96 |
| skipped question | 0 |






7. What does Mayo do best?

| | Response Count |
|-------------------|----------------|
| | 53 |
| answered question | 53 |
| skipped question | 43 |

8. What could Mayo do better?





| | Response Count |
|-------------------|----------------|
| | 43 |
| answered question | 43 |
| skipped question | 53 |


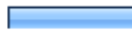
9. My child has homework that helps him/her learn better.

| | Response Percent | Response Count |
|---|------------------|----------------|
| Strongly Agree  | 34.7% | 33 |
| Agree  | 55.8% | 53 |
| Disagree  | 6.3% | 6 |
| Strongly Disagree  | 1.1% | 1 |
| No opinion  | 2.1% | 2 |

| | |
|-----------|----|
| Comments: | 16 |
|-----------|----|

| | |
|-------------------|----|
| answered question | 95 |
| skipped question | 1 |

| 10. Students receive meaningful feedback from teachers on a regular basis. | | | |
|--|---|------------------|----------------|
| | | Response Percent | Response Count |
| Strongly Agree |  | 40.6% | 39 |
| Agree |  | 44.8% | 43 |
| Disagree |  | 6.3% | 6 |
| Strongly Disagree | | 0.0% | 0 |
| No opinion |  | 8.3% | 8 |
| answered question | | | 96 |
| skipped question | | | 0 |

| 11. Related Arts (Music, Art, Physical Education) enhance my child's overall learning experience. | | | |
|---|---|------------------|----------------|
| | | Response Percent | Response Count |
| Strongly Agree |  | 75.8% | 72 |
| Agree |  | 24.2% | 23 |
| Disagree | | 0.0% | 0 |
| Strongly Disagree | | 0.0% | 0 |
| No opinion | | 0.0% | 0 |
| answered question | | | 95 |
| skipped question | | | 1 |

| 12. The Mayo School website is comprehensive and informative. (www.wrsd.net/mayo) | | | |
|---|--|------------------|----------------|
| | | Response Percent | Response Count |
| Strongly Agree | | 32.6% | 31 |
| Agree | | 61.1% | 58 |
| Disagree | | 1.1% | 1 |
| Strongly Disagree | | 0.0% | 0 |
| No opinion | | 5.3% | 5 |
| answered question | | | 95 |
| skipped question | | | 1 |

| 13. Overall, how satisfied are you with the quality of the education your child receives at Mayo School? | | | |
|--|--|------------------|----------------|
| | | Response Percent | Response Count |
| Very Satisfied | | 69.8% | 67 |
| Satisfied | | 30.2% | 29 |
| Very Dissatisfied | | 0.0% | 0 |
| No opinion | | 0.0% | 0 |
| Comments: | | | 22 |
| answered question | | | 96 |
| skipped question | | | 0 |

Time on Learning

Time on learning is calculated starting with the number of hours in the school day, subtracting the time spent in non-instructional periods (lunch, recess, early dismissal days, half days, delayed opening days) and then multiplying that number of hours or minutes by 180 days.

Grades 1-5

The hours in attendance exceeds the required 900 hours of attendance.

Kindergarten

The hours in attendance exceeds the required time on learning of 450 hours.

Class Size and Student/Teacher Ratio

Mayo School has a total student population of 483 students. (Total of 482 & 1 OOD)
The following is a breakdown for classroom student to teacher ratios by grade level:

| | | | |
|--------------|-------------|-----------|---------|
| Kindergarten | 67 students | 4 classes | 17:1 |
| Grade 1 | 83 students | 4 classes | 20.75:1 |
| Grade 2 | 93 students | 4 classes | 23.25:1 |
| Grade 3 | 66 students | 3 classes | 22:1 |
| Grade 4 | 88 students | 4 classes | 22:1 |
| Grade 5 | 85 students | 4 classes | 21.25:1 |

Facility Needs

The school facility continues to serve students, staff and community well. We are pleased that our facility is in use nearly 15 hours of each day during the school year. We continue to host the before and after school care program for Holden Recreation and a variety of town events. In addition, the gym is used on Saturdays for indoor soccer throughout the winter and early spring.

The school's tractor is now twelve years old and needs to be replaced. The school has some roof leakage that will be repaired this spring. For proper maintenance, the school needs a mechanical lift.

Discipline Code

The Wachusett Regional School District shall help students learn behavior patterns which will enable them to be responsible, contributing members of society. Students will be expected to conduct themselves in keeping with their level of maturity and act with due regard for their fellow students and supervisory authority. Students shall have a right to reasonable treatment from the school and its employees, and in turn, the school and its employees shall have a right to expect reasonable behavior from students.

The principal will be responsible for administering behavior and discipline procedures at the school in accordance with District Policy and school procedures. In order to assure that all students and staff are made aware of their specific rights and responsibilities, a student handbook shall be developed by each school, which defines the rights and responsibilities of students and others whose actions affect student behavior. References to all School Committee policies relating to student discipline will be included in the student handbook.

Corrective actions for misbehaviors outlined in the handbook shall be commensurate with the severity of the misbehavior. Consideration shall be given to the:

- Age of the student;
- Mitigating circumstances;
- Previous behavior of the student; and
- Attitude of the student.

Philosophy of Discipline

Discipline is an educational process in which students learn self-discipline/self-control, responsibility, and respect for oneself and others. It encourages and reinforces mutual respect and responsible behavior. Discipline involves reasonable rules and expectations, logical consequences, and consistent application of these expectations and consequences.

A discipline policy begins with creating a positive environment where good will and harmony are the norms, where there is tolerance for others, and where there is the potential for student progress through the consistent recognition of positive behavior. At Mayo we work with children to aid them in developing the capacity to understand their actions and the consequences related to those actions. In this way we provide a safe, supportive environment where students can learn, feel valued, and develop responsibility for their own behavior and academic progress.

Overall Discipline

It is impossible for teaching or learning to take place in a school unless good order is maintained. Students are reminded that they must adhere to a code of good behavior not only for their own benefit, but for the benefit of others as well.

Students attending Mayo School are expected to:

1. Practice good manners
2. Display good citizenship
3. Respect the authority of school personnel
4. Show respect and concern for the rights of others in all aspects of the school day
5. Show respect and concern for all school property

Students attending Mayo School may not engage in the following activities during school time or during school sponsored activities:

1. Possession of drugs, alcohol, or tobacco
2. Possession of dangerous weapons - or something that can be perceived as a dangerous object or weapon (i.e. sharp objects, knives)
3. Defacing, damaging, destroying, or stealing school or personal property
4. Behavior that interferes with the operation of the school, classroom, auditorium, cafeteria or school buses
5. Possession of indecent literature
6. Distribution of any literature in class without permission from the teacher
7. Intentionally causing or attempting to cause physical injury to another person, except in self-defense

8. Threatening bodily harm or harm to the property of other students and/or staff
9. Bullying or teasing - (any act that is perceived as being a threat or a harmful act)

Failure to comply with established discipline practices and procedures will result in the following (depending on factors such as severity and frequency of misbehavior):

1. Verbal reprimand
2. Loss of recess and parental notification
3. Request for parent conference as needed
4. Possible school suspension at the discretion of the administration.

SPECIAL EDUCATION DISCIPLINE

All students are expected to meet the standards of behavior as set by the Wachusett community. Chapter 71B of the Massachusetts General Laws and I.D.E.A. 1997 require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individual Education Plan (I.E.P). The following additional requirements apply to the discipline of special needs students:

1. The I.E.P. for every special needs student will indicate if they can meet student management policies or if modifications are needed.
2. The principal (or his/her designees) will notify the Special Education Office of any special needs students who have been suspended. The Director of Special Education will keep these suspensions on record.

When it becomes known that a special needs student will be suspended for more than ten days in a school year:

1. Services will be provided in order to ensure that the student receives FAPE,
2. A functional behavioral assessment will be conducted
3. A behavioral intervention plan will be implemented
4. The team will conduct a manifestation determination in order to decide whether the infraction related to the student's disability,
5. If the team finds that the behavior is a manifestation of the disability, the District may not suspend the student.

P6433

SUBSTANCE ABUSE

The Wachusett Regional School District prohibits the use of alcohol, illegal substances, and the improper use of harmful substances.

The possession, use, transmittal, serving, or consumption of any alcoholic beverage, illegal/harmful substance on school property, and/or at any school-sponsored activity is prohibited. Violations of this policy shall result in appropriate action as set forth in the Student Discipline Code.

Further, any student may be barred from a school-sponsored activity if there is reason to believe he/she has been drinking alcoholic beverages or using illegal substances prior to his/her attendance at or participation in said school-sponsored activity. Students may be required to submit to a Breathalyzer test prior to participation in school-sponsored events. Any staff member with knowledge of alcohol or harmful drug use or the carrying of harmful substances on school grounds or at school related events shall notify the principal or the superintendent and the appropriate legal authorities.

The District shall provide full cooperation with legal authorities.

P6435

POLICY RELATING TO PUPIL SERVICES

WEAPONS

The Wachusett Regional School District shall prohibit possession and/or use of any kind of weapon;

weapons will not be tolerated on school premises or at school-related or school-sponsored activities and events.

For the purpose of this policy, “weapon” includes, but is not limited to, firearms, knives, or any other devices, or objects used to inflict or to threaten bodily harm.

Any weapon found in a locker or other storage space which is assigned to a student and which has a lock or other security device may be considered to be the property of the student assigned to the locker or other storage space for the purpose of disciplinary action under the Student Discipline Code. Any student found to be in possession of a weapon on school premises or at a school-sponsored event may be subject to expulsion from school by the principal.

Violations of this policy may lead to expulsion under the provisions of Massachusetts General Law Chapter 71 Section 37H. Procedures for enforcement shall be contained in the Student Discipline Code.

In addition to the school discipline indicated in the Student Discipline Code, provided in paragraph B., appropriate criminal action shall be undertaken in accordance with the provisions of Massachusetts General Law Chapter 269, Section 10. The weapons policy and regulations shall be implemented in accordance with the due process provisions of the Massachusetts General Laws and the Code of Massachusetts Regulations of the Department of Education, and the Student Discipline code.

I. Classroom and Hallway Behavior

Corrective action, with discretion and good judgment, will be taken by the Administrator or teacher if a child is removed from the classroom because of disruptive behavior such as:

Abusive behavior toward peers or staff
Consistently failing to follow directions

Disciplinary Action

Verbal reprimand
Removal from the classroom
Loss of recess
Loss of recesses - parent involvement
In-school suspension

II. Basic Conduct in the Cafeteria

Enter quietly
Talking noise level shall be moderate
Food shall be handled and eaten in an appropriate manner
Children are to keep their hands to themselves

Disciplinary Action

Children not complying with the above will be seated by themselves and/or lose recess privileges

III. Basic Conduct on the Playground Prohibits the Following:

Fighting - Hitting - Bullying - Teasing - Roughness
Students carrying one another (piggyback rides, etc.)
Undue height on swings; no more than one child per swing
Use of foul language and name calling
Use of baseball bats on the playground at recess unless approved by Administrator
Contact sports (football, etc.)
Littering
Playing near or with bicycles
Playing near or around natural hazards, retention ditches

Disciplinary Action

Verbal reprimand by person in authority and/or removal from activity
Lose recess/removal from playground
Lose numerous recesses/parental notification
In school suspension

IV. Bus Policy

Waiting for the Bus Your Child Should:

Stay out of the road except when he/she must cross the street
Not have pre-schooler accompany him/her to the bus stop
Wait in an orderly manner; rough behavior or running is inappropriate
Not throw stones or snowballs or other objects
Avoid trespassing on private property
Line up off the road and approach the bus only when the driver has opened the door

Riding the Bus Your Child Should:

Listen carefully to the driver's instructions
Get on the bus quickly and be seated
Pupils may be expected to sit three in a seat
Help keep the bus clean. Therefore, eating on the bus is not accepted
Be aware of the danger of protruding arms, etc.
All parts of the child's body should be kept inside the bus
Remain in his/her seat at all times while on the bus
Restrict his/her talking to those children who are sitting next to him/her.
Shouting will distract the bus driver.
Not swear or use abusive language
Not fight - bully - tease on the bus

Suspension from Riding the Bus

A student whose conduct represents a safety hazard will be subject to a suspension from riding the bus for a period of up to ten days. In this case, parents will be expected to provide transportation for the student to and from school. Notification to the parents will be in writing from the Administration and any suspension will not be effective until the parents have been notified. See the Wachusett School District Bus Discipline Regulations in this handbook.

In-School Suspension

A student receiving an in-school suspension will be placed in a supervised area for one or more days. Students will be expected to complete assignments provided by school personnel.

Out-of-School Suspension

Exclusion/Expulsion/Due Process

In certain circumstances, it may be necessary to suspend students from attending school. These instances involve serious disruptions of the school community, or when other forms of discipline do not appear to be effective. For the duration of an out-of-school suspension, students may not visit the campus or attend any school-related events. At the conclusion of an out-of-school suspension, a student's parent(s) or guardian must make an appointment with the student's administrator to reach agreement on conditions for the student's readmission to the Wachusett school community.

Exclusion/Expulsion

Exclusion/expulsion will be used as a disciplinary measure in extreme and chronic behavioral situations, such as possession/use of weapons, assault/possession, sale or use of an illegal substance, or other serious offenses. Due process in the case of suspension requires the following:

For disciplinary action up to and including 10 days of suspension:

- Written notice of the charge (telephone notification to parents)
- An explanation of the evidence
- The opportunity for the student to present his/her side of the story to an administrator
- The written decision including the specific grounds for the decision

For disciplinary action of more than 10 days/expulsion:

- Written notice of opportunity for a hearing
- Written notice of the charges (telephone notification to parents with written copy of charges mailed to student's parents or guardian)
- The right to be represented by a lawyer or an advocate
- Adequate time to prepare for a hearing
- Access to documented evidence and opportunity to present witnesses and evidence
- The right to question witnesses
- The written decision including the specific grounds for the decision
- Any student expelled from school by the Principal shall have the right to appeal the decision to the Superintendent of Schools.

Student Suspensions:

The Wachusett Regional School District shall ensure that each pupil has an atmosphere and an environment, which is conducive to teaching and learning. To that end, schools shall maintain programs, which maximize opportunities for learning and minimize disruptions to the educational process. The District's first concern shall be to help maintain pupils in school so that their learning process is not interrupted.

Students who create discipline problems, which cannot be resolved through less severe means, shall be suspended. As a last resort, the district shall, at the discretion of the school principal, and following the required due process, deny a pupil the right to attend school for a period not to exceed ten (10) days. The principal's decision is final.

Students have the right and the responsibility to complete all assignments and make up all tests missed during the suspension. It will be the student's responsibility to confer with teachers and to complete make-up work within a reasonable time but in no instance exceeding three weeks after the suspension expires.

P5252

Physical Restraint Policy

The Wachusett Regional School District recognizes that on occasion physical restraint is required to protect the safety of school community members from serious, imminent physical harm. Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical restraint shall only be used in emergency situations, in the judgment of the school staff member, when other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

A. Training

To ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint:

All staff will receive training regarding the District's restraint policy and will be reviewed annually and employees hired after the school year begins will receive training within one month of starting their employment, which will include the following:

- The District's restraint policy
- Interventions, which may preclude the need for restraint, including de-escalation of problematic behaviors
- Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
- Administering physical restraint in accordance with known medical or psychological

limitations and/or behavioral intervention plans applicable to an individual student

Identification of program staff who have received in-depth training in the use of physical restraint.

Designated staff members shall participate in at least sixteen hours of in depth training in the use of physical restraint. Those designated staff members will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.

B. Administration of Physical Restraint

Physical restraint may only be used in the following circumstances:

When non-physical interventions would be ineffective

The student's behavior poses a threat of imminent, serious harm to self and/or others.

Physical restraint is prohibited in the following circumstances:

As a means of punishment

As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive or verbal threats that do not constitute a threat of imminent, serious, physical harm. However, in the judgment of the staff member, if the property destruction or the refusal to comply with a school rule or staff directive might escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.

Only school personnel who have received required training pursuant to this policy shall administer physical restraint on students with, wherever possible, one adult witness who does not participate in the restraint.

The training requirements shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.

A person administering physical restraint shall use the safest method available and appropriate to the situation, subject to the safety requirements set forth in this policy. Floor or prone restraints may only be administered by a staff member who has received in-depth training as specified in this policy and, when in the judgment of the trained staff member, such method is required to provide safety for the student or others.

Physical restraint shall be discontinued, as soon as possible, when it is determined that the student is no longer at risk of causing imminent physical harm to self or others. If, due to unusual circumstances, a restraint continues for more than twenty minutes, it shall be considered an "extended restraint" for purposes of the reporting requirements.)

Additional safety requirements:

A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.

If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

At an appropriate time after release of a student from physical restraint, a school administrator or other appropriate school staff shall:

Review the incident with the student to address the behavior that precipitated the restraint

Review the incident with the staff person(s) who administered the restraint to

discuss whether proper restraint procedures were followed; and
Consider whether any follow-up is appropriate for students and staff members
who witnessed the incident.

C. Reporting:

Staff shall report the use of physical restraint to the school principal after administration of a physical restraint that results in injury to a student or staff member; or lasts longer than five minutes. The following reporting procedure will be followed:

The staff member shall verbally inform the principal of the restraint as soon as possible and shall provide a written report no later than the next school working day.

The written report shall be provided to the principal or designee. The principal shall prepare the report if the principal administered the restraint.

The principal or designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.

The principal shall send a copy of the report to the Superintendent at the Central Office.

The principal or his/her designee shall verbally inform the student's parent(s)/guardian(s) of such restraint as soon as possible, and by written report postmarked no later than three school days following the use of such restraint. If the school customarily provides school related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.

The written report shall include:

Names and job titles of the staff who administered the restraint and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the administrator who was verbally informed following the restraint.

A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to de-escalate the situation; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

For extended restraints, the written report shall describe the alternatives to extended restraint that were attempted, the outcome of those efforts and the justification for administering the extended restraint.

Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student.

Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

When a restraint has resulted in a serious injury to a student or program staff member or when an extended restraint has been administered, the program shall provide a copy of the written report to the Department of Education within five (5) school days of the administration of the restraint.

The program shall also provide the Department with a copy of the record of physical restraints maintained by the program administrator for the thirty-day period prior to the date of the reported restraint.

D. Special Circumstances

Parent(s)/guardian(s) may voluntarily waive the reporting requirements as stated above for restraints that do not result in serious injury to the student or to a staff member and do not constitute extended restraint.

The Wachusett Regional School District may seek such individual waiver for students who present a high risk of frequent, dangerous behavior that may require the frequent use of restraint.

The Wachusett Regional School District shall not require parental consent to such a waiver as a condition of admission or provision of services.

Parent(s)/guardian(s) may withdraw consent to such waiver at any time without penalty.

Extended restraints and restraint that result in serious injury to a student or staff member must be reported as described above, regardless of any individual waiver.

The following documentation regarding individual waiver of reporting requirements will be maintained on-site in the student's file and will be made available for inspection to the Department of Education upon request:

Informed written consent of parent(s)/guardian(s) to the waiver, which shall specify those reporting requirements listed above that the parent(s)/guardian(s) agree to waive; and Specific information regarding when and how the parent(s)/guardian(s) will be informed regarding the administration of all restraints to the individual student.

Nothing herein shall be construed to allow a program or classroom to receive an exemption or waiver from any of the requirements of this policy on behalf of all of the students enrolled in a particular program or classroom.

E. Receiving/Investigating Complaints

Any student, or parent(s)/guardian(s) on said student's behalf, who believes he or she has been inappropriately restrained by an employee of the Wachusett Regional School District, should follow the procedure in P8151 Policy Relating to Communication/Public Relations Complaints About District Personnel.

This policy shall be reviewed annually, provided to school staff, and shall be included in student handbooks. (M.G.L. chapter 69, section 1B, and chapter 71, section 37G; Massachusetts Department of Education Regulation 603 CMR 46.00 Physical Restraint)

Acceptable Computer Use Regulations

The purpose of the WRSD network and the Internet is to enhance educational research. Access to the Internet enables students to explore thousands of libraries, databases and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate and/or potentially offensive to some people. While the District's intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. It is the District's position that the benefits to students in the form of information resources and opportunities for collaboration exceed the potential disadvantages.

Rules for Student Use of Internet and E-Mail

Student behavior on school computer networks is governed by the behavioral expectations which appear in the Student Handbook. In conjunction with these behavioral expectations, students may use the Internet only for approved school-related activities. Students will not be permitted to:

- Reveal their own personal information, such as addresses, telephone numbers, user names, passwords, etc., or that of other students
- Use another's password and/or trespass in another's folder(s), work, and/or file(s)
- Access e-mail accounts or chat lines without permission and supervision
- Attempt to gain access to unauthorized resources or entities
- Post anonymous messages

- Download software, such as games, applications, etc., for personal use
- Unauthorized use of resources, such as copy paper, printer toner, etc.
- Access, send, or display sites that provide material which does not conform with acceptable school use, such as pornography, obscenity, etc.
- Violate copyright laws
- Vandalize computers, computer software, computer systems, data, and/or the computer network
- Use the network for non-school related purposes, such as commercial ventures, to set up personal web pages, advertising, etc.

Violations may result in a loss of access as well as other disciplinary or legal action. The administration reserves the right to review students' files and communications to maintain system integrity and ensure that the users are using the system within the authority provided by the District. Teachers and other staff members will make every attempt to monitor and guide students toward appropriate materials and use of the system.

PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, BULLYING, DISCRIMINATION AND HATE CRIMES P6437

The Wachusett Regional School District is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination and hate crimes. The District will not tolerate unlawful or disruptive behaviors at school or school-related activities including curricula, instructional programs, staff development, extracurricular activities and parent involvement. The District will promptly investigate all reports and complaints of harassment, bullying, discrimination and hate crimes and will take prompt, effective action to end such behaviors including, when appropriate, referral to law enforcement agencies.

The Wachusett Regional School District prohibits all forms of harassment, bullying, discrimination and hate crimes related or unrelated to race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The District will not tolerate retaliation against those taking action consistent with this Policy. Threats or acts of retaliation, regardless of how they are expressed, are serious offenses that will subject the violator to significant disciplinary or other corrective actions.

Harassment

Harassment is oral, written, graphic, electronic, or physical conduct on school property or at school-related activities relating to an individual's actual or perceived race, color, National origin, ethnicity, religion, sex, sexual orientation, age, or disability that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational or work environment. For purposes of this policy, harassment shall also mean conduct that, if it persists, will likely create such a hostile, humiliating, intimidating, or offensive educational environment. A single incident may, depending upon its severity, create a hostile environment.

Bullying

Bullying is defined as a form of aggression involving a power imbalance between the bully and victim, where the bully has perceived or actual physical, social and/or psychological power over his/her target(s). Although bullying generally involves a pattern of conduct directed at a victim, depending on the severity of the incident, a single instance of such misconduct may constitute a violation of this Policy.

All students and staff members, as members of the WRSD community, are responsible for complying with this policy and ensuring that he/she does not harass, bully, discriminate or perpetuate a hate crime against another person on school grounds or at a school-related activity. Further, each student and staff member is responsible to make sure that s/he does not retaliate against any person who reports or files a complaint, or who helps someone report or file a complaint, or for cooperating in the investigation of a report of complaint.

Reporting Harassment, Bullying, Discrimination or Hate Crimes

Students can report any case of harassment, bullying, discrimination or hate crimes to any adult in the school who is then responsible to inform the building principal or designee. The school principal or designee is responsible for receiving reports and complaints of violations at the school level. At the District level, the District Equity Coordinator is responsible for receiving and addressing reports or complaints of violations of this Policy

Any member of the school community who is informed of or believes that harassment, bullying, discrimination, retaliation or a hate crime has occurred or may have occurred at school or in a school-related activity must promptly report the incidents to the building principal or designee, or the Title VI Coordinator, Title IX Coordinator, Equity Coordinator or Superintendent. In situations where a student or other person is uncomfortable reporting the incident to a designated official, s/he may report it to a trusted school employee who must promptly inform a designated official.

Upon receipt of a written or oral report or complaint, the principal (or designee) and the Equity Coordinator will promptly notify each other of the facts alleged and any initial action taken. If and when a report or complaint involves physical injury, the principal or designee will promptly report the incident to the Superintendent. All complaints or reports must be documented on the District's "Reporting/Complaint Form". If the complainant or reporter is unwilling or unable to complete the form, the designated official who receives the oral complaint or report will promptly prepare the written report using the reporter's or complainant's own words. The designated official will also summarize any initial action taken. If the complaint occurs at the school level, the designated official will promptly provide the principal with the completed Reporting/Complaint Form with a copy to the District Equity Coordinator.

A report or complaint involving a Principal should be filed with the District Equity Coordinator or Superintendent. A report or complaint involving the Equity Coordinator should be filed with the Superintendent. A report or complaint involving the Superintendent should be filed with the School Committee.

Reporting Other Incidences

Under General Laws Chapter 119, Section 51A for purposes of reporting child abuse and neglect to the Department of Social Services. Under MGL119, Sec. 51A, a school staff member who has reasonable cause to believe that a student under the age of 18 is suffering physical, sexual, or emotional abuse or neglect by a parent, guardian, school staff member or other caretaker must immediately report the abuse or neglect either directly to the Department of Social Services (DSS) or to the person designated by the school to accept those reports, who then promptly reports to DSS.

The principal and/or Superintendent will report to local police certain forms of sexual harassment and conduct that may constitute a crime.

The principal and/or Superintendent may report physical injury, destruction of public property, potential hate crimes and other acts of a serious criminal nature to local police for investigation.

Protection Against Retaliation

The District will take appropriate steps to protect from retaliation persons who take action consistent with this Policy, or who report, file a complaint of, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action.

Ensuring Safety During Investigation

The designated official, in consultation with the District Equity Coordinator, will take any step he/she determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation.

Determination of Proceedings

Upon receipt of a complaint or report, the District must determine whether to undertake formal or informal proceedings to resolve the complaint or report. Upon receipt of a complaint or report, a designated official will attempt to identify and obtain cooperation from the victim(s). Where the designated official does not obtain the identity or cooperation of the alleged victim(s), the District will proceed with an investigation and then proceed to formal or informal proceedings to the extent possible. Informal proceedings will commence when criteria for Formal Proceedings are not met. In these cases, a designated official, in consultation with the Equity Coordinator, may apply either the Student Code of Conduct or initiate an Informal Proceeding, which strives to resolve the report or complaint through non-disciplinary corrective action, although the designated official may also determine that discipline action is appropriate and necessary.

Formal proceedings will commence when the designated official, in consultation with the District Equity Coordinator determines that:

- The allegation is serious enough that it appears to place the complainant or any other person at physical risk
- The incident has resulted in a criminal charge
- The incident involves a referral to the Department of Social Services
- The allegation involves a serious form of harassment, discrimination or retaliation
- The allegation involves bullying, where the District has intervened with the alleged student offender under the Code
- There is a pending Formal Proceeding against the subject of the complaint
- The subject of the complaint has previously been found to have violated this Policy after Formal Proceedings
- That a formal proceeding is otherwise appropriate under the circumstances, the designated official must then commence a Formal Proceeding.

Formal Proceedings-Investigation

The designated official will separately meet in a timely manner with the complainant and the subject of the complaint, and if a student, with their parent(s) or guardian(s), to tell them about the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks. The designated official will also explain that the investigation will be kept as confidential as possible, but that the District cannot promise absolute confidentiality, and may not be able to withhold the complainant's identity from the subject of the complaint, since such a promise could interfere with the District's ability to enforce its Policy, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

Following a prompt and thorough investigation, the designated official, in consultation with the District Equity Coordinator, will determine whether the allegations have been substantiated, and whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct has been violated. The designated official, in consultation with the District Equity Coordinator, will prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated, and any decision or recommendation for disciplinary and corrective action.

The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated, the designated official will also promptly notify the complainant of any non-disciplinary corrective action imposed to protect him/her from future Policy violations. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy. If the complainant is dissatisfied with the investigation or outcome thereof, the designated official shall inform the complainant of his/her right to file a complaint with the Massachusetts Department of Education and/or the United States Department of Education's Office for Civil Rights.

If the District's investigation results from a third party report, the designated official will inform that person that the District has taken steps consistent with the Policy, while not providing information

about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.

Where a violation of the Policy has been reported by a third party, and an alleged victim fails to cooperate with the investigation, or denies the incident occurred, disciplinary and corrective action may be precluded or limited, depending upon circumstances and availability of information from other sources.

Reports

Any person making false charges of harassment, bullying, discrimination or the occurrence of a hate crime is subject to disciplinary action.

If a student has been found in violation of this policy, the District will impose disciplinary measures and/or corrective action to end and prevent further occurrences of the complained of action(s). The District will take into account harm suffered by the victim(s) as well as any damage to school or District property. The nature of any action taken must comply with District and school disciplinary policies. Any disciplinary or corrective action shall conform to the due process requirements of federal and state law.

Action concerning students may include a written warning; classroom or school transfer; suspension (short- or long-term); exclusion from school-sponsored functions, after-school programs and/or extra-curricular activities; limited or denied access to parts or areas of the building; exclusion, expulsion or discharge from school; adult supervision on school premises; parent conferences; an apology to the victim; awareness training; empathy development awareness programs; counseling or any other action authorized by and consistent with the Student Code of Conduct and/or school disciplinary code. The District complies with federal and state laws and regulations pertaining to the discipline of students with disabilities.

Oversight

The District has designated the Director of Student/Information Services as the District Equity Coordinator. The Equity Coordinator will, under the supervision of the Superintendent of Schools, ensure the successful administration of and compliance with this Policy. Information including the name of the Equity Coordinator, his/her mailing address, telephone number and email address will be posted prominently in the District office as well as all school buildings within the District.

**Information from Attorney General Thomas Reilly's Safe Schools Initiative Sample Policy for Promoting Civil Rights and Prohibiting Harassment, Bullying, Discrimination and Hate Crimes, June 24, 2005, was used in drafting this document.

WRSDC Policy 6437

SEXUAL HARASSMENT POLICY

It is the policy of the Wachusett Regional School Committee to provide an educational environment free of sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as defined by this policy and law. Sexual harassment violates the policies of the district and also violates federal and state law, specifically Title IX and Massachusetts General Laws, C. 151C.

Please refer to WRSDC Policy 6434 for more detailed information about the definition of Sexual Harassment.

SEXUAL HARASSMENT Complaint Procedure:

If you feel that someone has sexually harassed or is sexually harassing you, you should file a complaint by following the steps outlined below:

Speak or send a note to any employee of the school district whom you trust, (i.e., nurse, psychologist/counselor, teacher, principal, assistant principal, superintendent, etc.). You can also speak to your parents who can then notify the superintendent, principal, or assistant principal.

Remember that the complaint procedure does not start until school/district personnel receive the complaint.

Within two school days of receipt of the verbal complaint, the employee will notify the principal/superintendent, and your parent/guardian will be notified of the pending complaint.

If you have not or do not want to put the complaint in writing, the employee will do so. This should be done no later than two (2) school days after you have talked, or given the note, to the employee.

The complaint has to be put in writing to make sure that the employee fully and correctly understands the issue (s). A copy of the complaint, in writing will be reviewed with you and your parent/guardian to ensure accuracy, before it is shared with the subject of the complaint.

The employee will refer the written complaint to the principal/superintendent. The principal/superintendent or his/her designee may speak with you to get more information. In any case, the principal/superintendent or his/her designee will speak to the person who is alleged to have sexually harassed you (called the "respondent") to obtain information as well.

If the principal/superintendent feels that the complaint can be resolved without a formal investigation, he/she may use the informal procedure. The informal procedure simply attempts to resolve the situation and can be done in many ways.

Examples are:

The principal/superintendent or his/her designee may have a conversation between you and the respondent where you can tell the respondent that the behavior bothers you and must stop.

The principal/superintendent or his/her designee may have you write a letter to the respondent saying that the behavior bothers you and must stop.

The principal/superintendent or his/her designee may have separate conversations with you and the respondent

Examples of possible resolutions are as follows:

Verbal statements of apology;

Letters of apology;

Assurances that the offensive behavior will end;

Disciplinary action.

SEXUAL HARASSMENT Complaint Procedure Continued:

The informal procedure will be completed within five (5) school days from the date the principal/superintendent receives the complaint. The principal/superintendent or his/her designee will notify you, your parent/guardian, and the respondent of the results of the informal procedure. Resolution of the situation may or may not occur as a result of the informal procedure. If all the parties involved in this informal procedure feel that a resolution has been achieved, this discussion will remain confidential and no further action will be taken. If any of the parties feel that resolution has not been achieved, the following formal procedure will be used. Investigative deadlines may be extended under extenuating circumstances such as illness.

Formal Procedure:

1. The formal procedure is used when any one of the following occurs:

a. You, your parent/guardian, or the respondent ask that the formal procedure be used;

b. The principal/superintendent or his/her designee decides that the formal procedure should be used; or

c. You, your parent/guardian, or the respondent feels that the informal procedure was not

helpful or adequate and one of the parties requests, within five (5) school days that the formal procedure be used.

2. The formal procedure will be completed within twenty (20) school days of the complaint being filed with the principal/superintendent, or if the informal procedure was used, within twenty (20) school days of the request to start the formal procedure.

3. The principal/superintendent or his/her designee shall investigate the complaint and complete a written report, which will include:

All facts and circumstances of the incident;

A summary of the investigation, which will include interviews with anyone reasonably believed to have relevant information, namely, the individual filing the complaint, the respondent, and, if either party is under the age of 18, their parents (if appropriate), witnesses, and anyone else who may have experienced similar conduct;

A description of any actions already taken and/or proposed by the principal/superintendent or his/her designee.

Copies of the written report, including the principal/superintendent's findings, and the rationale and documentation of it will be forwarded to each of the parties involved within five (5) school days of completion of the investigation. All documentation of sexual harassment will be kept on file at the office of the superintendent.

If the principal/superintendent or his/her designee finds that sexually harassing conduct has occurred, then he/she may discipline the respondent, require the respondent to apologize to the complainant, suggest that the respondent go to counseling, or require the respondent to attend training, refer the matter for review by state or local law enforcement authorities, or any combination of the above.

Either party may appeal the decision of the principal in writing to the superintendent, within fifteen (15) school days of receipt of the findings of the formal procedure. The decision will be reviewed to ensure adequacy of the investigation and conclusions. Parties will be given an opportunity to submit additional information. The superintendent or his/her designee will make a decision and provide it in writing to both parties within thirty (30) days. The decision of the superintendent shall be final.

SEXUAL HARASSMENT Complaint Procedure Continued

Other Resources: Individuals also have the right to seek a remedy from the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Boston, MA 02108, (617) 727-3990, and/or the Regional Office of Civil Rights for the United States Department of Education, 222 John W. McCormack Building, Boston, MA 02109, (617) 223-9662.

Retaliation:

No one may retaliate against you for filing a complaint. Further, no one may retaliate against any student, employee, or any other person because they provided information or helped in the investigation. If any person feels that he/she has been subjected to retaliation, he/she should file a complaint with the principal/superintendent.

Considerations To Remember:

A. A man/boy, as well as a woman/girl, may be the victim of sexual harassment, and a woman/girl, as well as a man/boy, may be the harasser.

- B. The victim may be the same or opposite sex as the harasser.
- C. The victim does not have to be the person at whom the unwelcome sexual conduct is directed. The victim may also be someone who is affected by such conduct when it is directed toward another person. For example, inappropriate attempts at humor or the sexual harassment of one girl (or boy) may create an intimidating, hostile, or offensive environment for another girl (or boy) or may unreasonably interfere with an individual's educational performance.

Plans for Dissemination of School Improvement Plan

Once approved, the Dr. Leroy E. Mayo School Improvement Plan will be shared with School Council members and all Mayo teachers. Copies are made available upon written request to the Mayo School Administration.

A copy of the document will be placed in the School Library. The school community will be informed in the fall newsletter and the Mayo Student Handbook that they can access the plan in the Library.