



LT. JOB LANE SCHOOL

2021-2022

FAMILY HANDBOOK

Principal – Rob Ackerman
Assistant Principal – Keith Kinney

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Bedford, MA 01730**

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www.bedfordps.org/lane

This handbook has been prepared to provide you with useful information pertinent to the operation of the Lt. Job Lane Elementary School. Policies governing school operations are established by Massachusetts state law and by the Bedford School Committee. School Committee policies can be accessed on the school website: www.bedfordps.org or by contacting the Superintendent's office at 781-275-7588.

Principal	Rob Ackerman	781-275-7606 x 4889
Assistant Principal	Keith Kinney	781-275-7606 x 4890
Guidance Counselor	Brittany Thomas	781-275-7606 x 4874
Adjustment Counselor	Kristen Lerra	781-275-7606 x 4876
Adjustment Counselor	Katy Andrus	781-275-7606 x 4875
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Special Education Chairperson	Jane DelGobbo	781-275-7606 x 4838
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THIS HANDBOOK WAS REVISED IN
SEPTEMBER 2021

PLEASE NOTE: SOME OF THE
GUIDELINES AND POLICIES NOTED IN
THIS HANDBOOK MAY BE MODIFIED
DURING THE ONGOING COVID 19
PANDEMIC

LT. JOB LANE SCHOOL
BEDFORD, MA
STUDENT & PARENT HANDBOOK

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Lt. Job Lane Elementary School

Lt. Job Lane, for whom our school is named, was a member of Bedford's colonial militia. He was severely wounded in the battle at Merriam's Corner in Concord on April 19, 1775.

The Lane family lived in the area from the early 1700's. The old saltbox homestead, located at 295 North Road, was built by the Lane's about 1720. One room of the house served as a schoolroom. It was purchased by the Town of Bedford in 1973 and has been restored as a living museum of rural farm life.

Lane School Core Values

1. Students will initiate and actively participate in their own learning.
2. Students will respect diversity and act with dignity.
3. Students will develop independence, self-reliance, responsibility, and social awareness of themselves and the world.
4. Students will think critically, take risks and solve problems.

DAILY LIFE AT SCHOOL:

STUDENT DROP OFF/ PICK UP

Before School Drop Off

Lane School drop off starts no earlier than 8:10. If you need childcare prior to Lane Schools drop off time you can arrange for your child to attend the Morning Sports Program through the Bedford Recreation Department. This pay service can be arranged by calling the Bedford Recreation Department at 781-275-1392 or by visiting their website [awww.bedfordma.gov/recreation](http://www.bedfordma.gov/recreation)

Parents should drop off students by taking their first left into the Lane School parking lot. A traffic pattern has been established in which cars should enter the parking lot and drop off their child along the curb. Cars should then follow the circle around the parked cars when exiting the lot (this is not the bus loop circle). Students should be dropped off in the designated area and students should exit the side of the car near the walkway. **Students should not be dropped off in the bus loop between 8:10 – 8:25 AM.**

After School Pick Up

Afternoon pick up has been designed to be a process that enables us to keep traffic congestion to a minimum. Our ultimate goal is for the safety of our students. There are a few options for pick up.

- **Park-** Find a legal parking space. Walk to the front lobby or stand on the walkway where you child can see you.
- **Bus loop and Receiving Dock Pickup-** All students with the last name that fall between A- L will pick up your child in the bus loop. All students with the last name that falls between M-Z will be pick up in the new receiving dock loop. (See below)

Bus Loop Pick-up: Students will be exiting the building via the main building entrance. Cars can start lining up around the bus loop, single file, prior to 2:36(Mon, Tues, Thurs, and Friday) and prior to 1:07 on Wednesdays. At no time should a car be left unattended. Our dismissal process will start at 2:36 PM and last until 2:46 PM on (Mon, Tues, Thurs, and Friday) and from 1:07-1:25 on Wednesday. Upon dismissal; students will locate their vehicle with the support from Lane Staff and then proceed to their car via the curbside of the walkway. ***Students should never walk around the front or the back of the car to load the vehicle on the driveway side.*** Once your child has loaded, you are free to drive away. Please make every attempt to move forward as cars leave the loop so that more vehicles can fit.

Receiving Dock Pick-up: (Same as above) with the following guidelines. Students will be exiting the building via the receiving doors. These are the doors at the end of the cafeteria hallway. Cars will enter the main driveway. The first left on the school property. Cars will start lining up at the designated spot, which will be identified near the dumpsters. Please do not stop in the crosswalk for any reason.

Please note, that after 2:55 the buses generally are arriving. At this time we will close the bus loop for parent pick up and we will redirect you to enter the parking lot portion of the driveway (the first left when you enter the school- the M-Z pick up area). The Bedford Police Department requires that you find a legal parking spot if you are going to leave your vehicle for any reason. You are permitted at this point to wait along the curb for your child as long as you stay in or with your vehicle. Please note, both occupied and unoccupied vehicles are prohibited from being on the crosswalk.

Art

Bedford students in grades 3-5 enjoy weekly forty five-minute sessions with a specialist in teaching art. Many varieties of studio art and art appreciation are included in the art program. Through team planning by Lane School Staff, the arts and the academic curriculum are well integrated, which gives greater meaning to student work in both areas. The Arts in the Bedford Schools receive strong support from the Enrichment Committee of the B.E.S.T./ P.T.O. and from a community organization called Art Link.

Asbestos Hazard Emergency Response Act

In compliance with the U. S. Environmental Protection Agency (EPA), and the Asbestos Hazard Emergency Response Act (AHERA), school buildings are inspected for asbestos every three years. The Bedford Facilities Department has conducted these inspections since 1989. As a result of the Lane construction project that was completed in February, 2001, all asbestos has been removed from the school building.

The results of the inspections and records of asbestos removal are available at the Bedford Facilities Department. The phone number is 781-275-5290.

Attendance

School attendance is regulated by Massachusetts General Law, Chapter 76, which outlines the requirements for student attendance, the parent's responsibility in assuring attendance, and the district's obligation in cases of non-attendance.

Daily direct interaction with peers and with teachers is a vital factor in developing the social/emotional and academic well-being of elementary aged children. Lane School's attendance policy supports this belief.

Attendance at school is expected on every school day, unless extreme emergency, personal illness or unusual weather. Written or oral reasons for absence are required from parent or guardian after each absence. Schools will be open and in session, and only in extreme weather will Alert One calls be made of no school sessions. Parents are expected to exercise their own discretion in stormy weather.

Pupils shall attend schools in the system and in accordance with system guidelines as approved by the committee, unless an emergency or physician's certificate makes an adjustment necessary.

Absence/Tardiness/Dismissal Procedures and Policies

Classification of Tardiness

Every pupil, who is not present in the schoolroom at the appointed time for opening session of school, shall be marked tardy, unless the pupil can demonstrate that he/she was engaged with a member of the educational staff at, or just prior to, the appointed time.

Absence/Tardiness

Regular attendance is important to learning. However, when a child is not well the place to be is home for the good of himself/herself and his/her classmates. PLEASE NOTIFY THE SCHOOL BY 8:17 AM THE MORNING OF EACH DAY THE CHILD IS ABSENT or will be tardy. An answering machine will be in place before school hours for your convenience. When school personnel are not notified by the designated time, and a child does not arrive at school on time, school personnel will make every effort to contact a parent or guardian using the following procedure.

1. An automated phone call will be placed to your home phone number with the following message to the contacts we have on file. Text (if provided) and email will be sent
2. If we do not hear back from you by 9:15 a phone call will be placed to your

alternative numbers, which must be provided to the Lane Elementary School office.

3. If we still don't hear back from you by 9:30 a request may be made to our school resource officers to visit your home to perform a wellness check.

Dismissal

In every case of absence or tardiness by the pupil, the school shall require a reason orally or in writing, to be made by the parent or guardian. No pupil shall be dismissed from school before the close of the session, except 1) in case of illness, 2) other emergency, or 3) by request of his parent or guardian, made in person or in writing. All cases of dismissal shall be recorded. Pupils may not leave the building until the person receiving the pupil has been properly identified in person or by telephone if the call is verified. We request that you do not dismiss your child after 2:30 whenever possible to avoid interruption with our dismissal process.

Principals shall be responsible for determining eligibility requirements for participation in extra- curricular activities, such as clubs and athletics, by pupils who are not present for a full school day.

LEGAL REF.: M.G.L. 76:1; 76:16A; 76:2; 76:3; 76:4

CLASSIFICATIONS OF ABSENCES AND LATE ARRIVALS

Exempt Absence:

When a student is absent for medical reasons (doctor's note required), religious observance (parent call required), court appearance (court documentation required), funeral, or suspensions from school, then that student is classified as "exempt". An exempt absence **does not count** toward the allotted absences of Chapter 76, section 1 of the Massachusetts General Laws.

Reported Absence*: For an absence to be classified as "reported", a parent must call the automated attendance line on the morning of the absence or the student must present a note from a parent upon his or her return to school. A reported absence **does count** toward the allotted absences as outlined in Chapter 76, section 1 of the Massachusetts General Laws.

Unreported Absence (Truant): When a student is absent from school and no phone call or note has been received from a parent verifying the absence, the student is classified as "unexcused (truant)". An unexcused absence/truancy **does count** toward the allotted absences as outlined in Chapter 76, section 1 of the Massachusetts General Laws. If the child is under the age of 16, the truancy will trigger additional action by the school in accordance with Chapter 76 of the Massachusetts General Laws M.G.L. 76 and the compulsory attendance law, including, but not limited to additional written notification to the parents, school resource officer involvement and potentially a filing with the court if a pattern becomes apparent.

* Notes from parents regarding absences, dismissals, or late arrivals are for explanation purposes only. An administrator will make the final determination as to whether the absence or dismissal is exempt, reported or unreported (truant).

Consecutive Absences

For information on the school's policy for students who have contracted a communicable disease, please visit your school's website. Students, who are diagnosed with a communicable disease, must report to the school nurse upon re-entry with any pertinent information.

After 60 consecutive absences, an automatic referral to Special Education will be made. In the event that a student with an IEP is to be at home, in the hospital or under other medical care that will result in missed school that exceeds 60 days, a Team meeting will be convened without due delay to amend the existing IEP or to develop a new one to suit the needs of the student.

THESE POLICIES HAVE BEEN INITIATED TO ENSURE THE SAFETY OF YOUR CHILD

The following are procedures regarding school attendance:

1. A student is marked absent who does not attend school.
2. The Department of Education requires us to do the following:
 - A) Record students who arrive at school after 11:00 AM as both tardy and absent.
 - B) Record students who are dismissed prior to 11:00 AM as both dismissed and absent.
 - C) Record students who do not attend school on any day for any reason as absent.
 - D) Record students who arrive to school prior to 11:00 AM as tardy only.
 - E) Record students who are dismissed after 11:00 AM as dismissed only.

* The time of 11:00 AM applies to Lane School because it is approximately half of our school day. As is our custom, all attendance information is recorded on the report card.
3. A student should not be dismissed from school before the close of the session, except in case of illness or other emergency. A student may not leave the school building until the person receiving the student has reported to the school office and has been properly identified by a school official. Telephone calls for dismissal may be verified.
4. An excuse, in writing, or a phone call, is required from the parent or guardian in every case of an absence, dismissal or tardiness. (See Absence/Tardiness/Dismissal Procedures and Policies)
5. We strongly discourage families from taking vacations other than the regularly scheduled school vacations and holidays. Introduction to new materials occurs daily; therefore, any absence will affect your child's progress. Learning of new material presented during this absence will be the responsibility of the student and parent. These days are not excused days. School missed because of extended vacations that exceed 30 or more days will result in the withdrawal of the student from the Bedford Public Schools
6. Should your child arrive at school after the start of the school day, if at all possible, the parent should accompany the student into the school office where he/she is required to sign in. The attendance record will be adjusted and the child may then proceed to class upon receiving a late pass from the main office secretaries.
7. Any time parents or guardians are going away; please notify the school office with the dates of your absence and the name of the person who will be staying with your child. If your child will be staying at someone else's home, please leave that address and telephone number with the school secretary.
8. Whenever possible, appointments (doctor, dentist, etc.) should be made outside of school hours. In addition, after school activities/lessons (scouting, skating, etc.)

should be planned to avoid early dismissals.

If a student has a combination of five (5) absences or ten (10) days tardy then a parent/guardian may receive a letter from school with attendance information and an offer of assistance.

9. **If a combination of seven (7) unexcused absences or fourteen (14) days tardy occurs, then a parent/guardian may be asked to attend a team meeting.** Depending on the success or failure of attempts to improve a student's attendance, the following actions may be taken by the Supervisor of Attendance and/ or School Resource Officer
- ☐ a CRA (Child Requiring Assistance) petition filed with the juvenile court applicable for the student
 - ☐ a report of neglect or 51A may be filed with the Department of Children and Family Services
 - ☐ a Failure to Send report may be filed with the juvenile court applicable for the student

Back to School Nights

Early in the fall, the Elementary Schools in Bedford host "Back to School Nights." The purpose of these special evenings is to share grade level curriculum and classroom expectations with parents.

B.E.S.T. and Parent Involvement

Parent involvement in the schools is encouraged through a variety of opportunities and organizations in Bedford. One such organization is "Bedford Elementary Schools Together", or B.E.S.T. Parents with children at Davis and/or Lane School, (Bedford's two elementary schools), comprise the basic membership of B.E.S.T., although school administrators and teachers also attend meetings.

B.E.S.T. promotes the value of teamwork in our elementary schools through regular meetings, a parent newsletter, school, and family-related activities, coordinating volunteers and fund-raising. Every family is invited to participate in any and all of B.E.S.T.'s activities to the maximum extent possible. With a common effort toward educational goals, we know students will continue to thrive in Bedford's Public Schools.

Bicycles

Students are allowed to ride bicycles to school. There are bike racks located at the front of the building. All students who ride bicycles should wear appropriate safety equipment. Additionally, students are strongly urged to lock their bikes to the rack

Bullying

The Lane School expects that all members of the school community will treat each other in a civil manner and with respect for differences. It is our belief that students have a right to a safe learning environment.

Definition of bullying

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of

- a written, verbal, or electronic expression or a physical act or gesture or any combination
- thereof, directed at a target that:
- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or
- her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of
- a school.

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, or guardians, or other individuals who are not school or district staff members, maybe made anonymously.

Reporting by Staff

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

Reporting by Students, Parents or Guardians, and Other

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Bedford Public Schools offers a variety of options for reporting suspected bullying; 1. On-line reporting, 2. Paper bullying reporting form, 3. Phone call, 4. Email. All reporting options and more information can be found using the following link. (<https://www.bedfordps.org/lane-elementary/about-lane/pages/bullyingcyber-bullying>),

All methods of bullying reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Responding to a report of bullying or retaliation

Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

Obligations to Notify Others

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

Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Determinations

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

Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use 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:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students 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;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the school's code of conduct (see attached rubric)

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

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

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

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.

Bedford Public Schools Alleged Bullying Reporting Form

Name of Reporter/Person Filing out this report:

Check whether you are a:

- ☐ Student ☐ Staff member (specify role)
☐ Parent
☐ Administrator
☐ Other (specify):

"Bullying" is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:

Provide specific Information about the alleged actions (use another page if needed)

Do the alleged actions constitute any of the below? (Check all that apply):
cause physical or emotional harm to the alleged target or damage to the alleged target's property;
place the alleged target in reasonable fear of harm to him/herself, or of damage to his/her property;
create a hostile environment at school for the alleged target;
infringe on the rights of the alleged target at school;
materially and substantially disrupt the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying.

Bullying MUST include ALL of the following criteria:

Actions are deliberate

Actions have happened repeatedly

Name of Alleged Targeted Student: Name of Alleged Aggressor:

The Alleged Aggressor is:

☐ Student of Bedford Schools ☐ Staff of Bedford Schools ☐ Other (Specify)

Date(s) of Incident(s): Time When Incident(s) Occurred:

Location of Incident(s) (Be as specific as possible):

Witnesses (List people who saw the incident or have information about it):

Name: Name: Name:

Student ☐ Staff ☐ Other

☐ Student ☐ Staff ☐ Other

☐ Student ☐ Staff ☐ Other

Administrative Use Only

**

Does this require further investigation?

☐ YES

☐ NO

Reason(s):

Parent Notification: ☐ YES ☐ NO

Date:

LT. JOB LANE ELEMENTARY SCHOOLBULLYING PREVENTION AND
INTERVENTION INCIDENT REPORTING FORM

Name of Reporter/Person Filing the Report

Reports may be made anonymously, but no disciplinary action will be taken
against an alleged aggressor solely on the basis of an anonymous report

Check whether you are the: Target of the behavior Reporter (not the
target)

Check whether you are a: Student Staff Member (specify
role)

Parent
(specify)

Administrator

Other

Your contact information/telephone number:

Information about the incident:

Name of Target (of behavior)

_____ Name of
Aggressor (Person who engaged in behavior)_____ Date(s) of
Incident(s): _____ Time
when incident(s) occurred: _____
Location of Incident(s): (Be as specific as possible) _____

Witnesses (List people who saw the incident or have information about it): Name _____ Student

_____ Staff _____ Other Name _____
_____ Student
_____ Staff _____ Other Name _____
_____ Student
_____ Staff _____ Other

Describe the details of the incident (including the names of the people involved, what occurred, and what each person did and said, including specific words used). **Please use additional space on back if necessary.**

FOR ADMINISTRATIVE USE ONLY

Signature of Person Filing this Report _____ Date _____

(Note: Reports may be filed anonymously)

Form Given to: _____ Position _____ Date _____

Signature _____ Date Received _____

II INVESTIGATION

Investigator(s) _____

Position(s) _____ Interviews: _____
 _____ Interviewed aggressor Name _____ Date _____
 _____ Interview target Name _____ Date _____
 _____ Interviewed witnesses Name _____ Date _____
 Name _____ Date _____

Any prior documented incidents by the aggressor _____yes _____no

If yes, have incidents involved target or _____no

target group previously? _____No

yes Any previous incidents of BULLYING,
 RETALIATION?

 yes

Summary of Investigation:
(Please use additional paper and attach
to this document as needed)

III CONCLUSIONS FROM THE INVESTIGATION

Finding of bullying or retaliation: _____Yes _____No

_____ Bullying _____ Incident Documented as _____

_____ Retaliation Contacts: _____ Discipline Referral Only

_____ Target's parent/guardian Date: _____

_____ Aggressor's parent/guardian Date: _____

_____ District Equity Coordinator(DEC) Date: _____

_____ Law Enforcement Date: _____

Action taken: _____

Describe Safety Plan _____

Follow-up with target scheduled for _____

Initial and date when completed _____ Follow-up with aggressor scheduled for _____

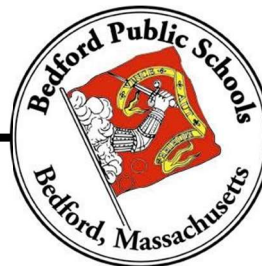
Initial and date when completed _____

Report forwarded to Principal on _____

Report forwarded to Superintendent
 on _____ (If principal was not investigator)

Signature and Title: _____ Date: _____

Lt. Job Lane Elementary School



May 2 Robert Ackerman, Principal

TEL: 781-275-7606
FAX: 781-275-4722

“Time to Think” Form

Student Name:	
Classroom Teacher:	
Date:	

Dear Parents/Guardians:

Your child has been referred to the office for behavior concerns. Listed below are the behaviors that your child has engaged in that led to this “Time to Think” form coming home (reverse side of this paper). Please have your child fill out the “Time to Think” form and return it to his/her teacher. Please note that a student and parent signature is required at the bottom of the page.

Behavior #1

Disrespectful Behavior
Refusal to follow directions or rules
Making hurtful comments about or to others
Disruptive Behavior
Interfering with teacher instruction and/or student learning
Running in the hallway/goofing off in the classroom, cafeteria, or on the playground
Detrimental Behavior
Deception or manipulation of facts
Inappropriate comments and/or gestures
Additional Information:

Behavior #2

Disrespectful Behavior
Refusal to follow directions or rules
Making hurtful comments about or to others
Disruptive Behavior
Interfering with teacher instruction and/or student learning
Running in the hallway/goofing off in the classroom, cafeteria, or on the playground
Detrimental Behavior
Deception or manipulation of facts
Inappropriate comments and/or gestures
Additional Information:

This form indicates that your child has needed more than one reminder of what is appropriate behavior here at Lane School. Should further reminders be needed, your child will fall into the red category of our behavior rubric and therefore receive further consequences. Please feel free to contact the school should you have any questions.

(Student Signature)

(Parent Signature)

(Date)

I was not respectful,
responsible, or ready when I:

My behavior affected others when I:

Next time I will:



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Buses

Assignment of Buses and Bus Routes and Riding the Bus

Bus route numbers and pick up and drop off locations are assigned and communicated by the school district in mid to late summer through the *Bedford Minuteman* newspaper as well as the district and schools' respective websites. Each student whose address allows him to ride a school bus to and from school is expected to only ride on the bus to which he has been assigned.

Our highest priority is for students to be safe while riding the school bus. All students are expected to be respectful of other students as well as the bus driver. In case of misconduct on a bus, the driver will report the incident to the school principal. The principal will report the incident to the child's parents. In the case of injury, the parents or guardian of the injured child will be notified. The repercussions for misconduct on the school bus is as follows:

First Offense – Warning

Second Offense – One

day off the bus Third

Offense – One week

off the bus

Fourth Offense – Remainder of the school year

Any serious offense that threatens the safety of any bus passengers or driver will be treated with whatever extraordinary measures are deemed appropriate by the school principal including immediate suspension from the bus.

Loading and Unloading at Bus Stop:

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only. Riders will be dropped off at the designated stop regardless of whether a parent/guardian is at the stop
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.
5. What if my child doesn't get off the bus?
6. Call the school at 781-275-7606. We will check to see if your child is in an after school activity. Additionally, we will call Bedford Charter (781-275-9524). The bus company has radio contact with all bus drivers.

Changes to Bus Routes:

When students fail to ride the appropriate bus it can cause overcrowding and delays in pick up and drop off times. Should there be an extenuating circumstance such as when a student needs to be supervised by another family member after school or in which a student has an appointment somewhere in Bedford after school, the student should bring a note from a parent to the office before school that includes a description of the circumstance, a phone number where the parent can be reached for confirmation and a phone number of the party who will receive the student after school. Such notes will be subject to the approval of school administration.

A school-sponsored activity (e.g. Bedford Creativity)

An activity sponsored by the Town's Recreation Program (e.g. "Kid's Club")
Emergency and/or temporary daycare arrangements
Children who wish to alter their regular route and/or mode of transportation home must
bring a signed note from home requesting and specifying the change.

Any questions or requests regarding your child's transportation can be directed to
Director of Finance (781-275-7708) at the Office of the Superintendent.

Cafeteria

One daily lunch/recess period is scheduled for each of the three grades at the Lane
School. The times are as follows:

Grade 3	Lunch – 11:30-11:50	Recess – 11:50-12:20
Grade 4	Lunch – 10:50-11:10	Recess – 11:10-11:40
Grade 5	Lunch – 12:00-12:20	Recess – 12:20-12:50

At least twenty minutes is allowed for students to purchase food or drink in the cafeteria
and eat. Lunchtime is designed to be a social and relaxing time away from the classroom,
but students are required to be cognizant of the needs of others when using voices, lining
up and when claiming a seat.

Cell Phones

Students may bring cell phones to school but they **MUST** be kept in their backpacks
during the school day. If a student needs to contact home, they should see their
teacher/administrator to receive permission to use the phone in the classroom or office.
Conversely, if a parent needs to speak with a student, the parent should call the school
office. All cell phones **MUST** be off while in school in the student's backpack. Any student
using a cell phone while school is in session will have their cell phone confiscated by
administration. A first offense will lead to a warning and the administrator will return the
phone to the student at the end of the day. Second and subsequent offenses will result in
the phone being returned only to the parent and/or further disciplinary actions.

Computer Education

The Lane School computer lab can accommodate an entire classroom of students for hands-on training or work related to their classroom studies. Students in grades 3-5 become familiar with hardware, software, file management, and the Lane School network as they engage in projects from various curriculum areas.

Our computer curriculum guidelines specify that, along with basic **mechanics** of computer use, students will practice the **ethics** of computer use, such as respecting someone else's work. Students use computers to find information, to organize data and solve problems for better understanding, and to communicate with others.

The computer teacher and teaching assistant are joined by classroom teachers in presenting technology as a tool for learning, personal expression and productive work. Each classroom has one or more computers, networked to the lab so that work begun in one location may be continued in the other. (A copy of the Acceptable Use Policy is found in the policies section of this handbook).

Conferences

Most teachers will review and explain your child's Report Cards at the conference. You may also view the work your child has done to merit the grades earned and learn what progress and achievements are anticipated for your child during the next term. Parents are encouraged to ask how they can help at home and to share any information, which could interfere with a child's progress or feelings of success. Many parents find it helpful to confer with their child and write down *their* questions and comments before meeting with the teacher.

If an issue needs immediate attention, or cannot wait for the next scheduled conference, please call ahead for an appointment or send a note to your child's teacher. Attitude and achievement work together in young students. When you see a change in either at home, the same is likely to be noted at school. Teachers want every child to be an eager and confident learner. Working as a partnership, with responsibility shared between home and school, maximizes the success each student, parent and teacher will experience.

Curriculum

The courses of instruction for grades 3-5 in Bedford include reading, spelling, writing, penmanship, technology, math, science, social studies, art, music, physical education and health.

The curriculum is a topic of much interest to teachers and to parents. People want to know what Bedford students are learning and how useful their learning is, now and in the future. Such judgments are usually based on a review of the curriculum. Copies of the Curriculum Guides for each subject, according to grade level, are available to parents through the Principal's Office. Grade specific learning expectations can be found on the district website. (www.bedfordps.org)

The Lane School Curriculum is being continually revised as we read the current research, study local test results and become more familiar with National Standards and with the Massachusetts Curriculum Frameworks. Classroom teachers hold the same high expectations for all students at each grade level. The grade level curriculum provides learning outcomes, or goals, but each student must be challenged to meet or exceed those goals within the context of his or her learning style and ability.

Discipline Code

The creation of a school and classroom atmosphere that promotes the development of the learner's ability to control his/her own behavior is recognized as a goal of school personnel. Appropriate school behavior is dependent on respect for self and others. Parent-school cooperation is held essential to this process. Disciplinary action may be required in order to maintain an environment conducive to effective learning.

In regulating student behavior, school personnel will be fair, consistent and judicious in the administration of consequences.

When disciplinary action is necessary the student(s) will be provided fair consequences when their behavior is disruptive, disrespectful, or detrimental to the learning process and when conduct is dangerous and could cause injury to self, to another person or to school property.

Reasonable and prudent force or restraint for the purpose of maintaining order and safeguarding the physical well-being of children and adults within the school may be used as required by teachers and administrators.

It is recognized that there are extenuating circumstances, which relate to a particular behavior problem. Such circumstances may indicate that a specific incident should be dealt with in a more severe or less severe way than the typical situation. Students on Individualized Educational Plans (IEP's) will be dealt with according to the specifications of their plans and the Section 28 laws and regulations. The policy statement includes a degree of administrative discretion as is in the best interest of an individual student. See Appendix R for Discipline and Students with Disabilities.

Disrespectful, Disruptive or Detrimental Behaviors

Every member of the Lane School community is expected to demonstrate appropriate behaviors that allow for undisturbed learning time. However, part of the learning process includes children learning from their mistakes. The school has also developed a rubric that describes inappropriate school behaviors that are Disrespectful, Disruptive, and/or Detrimental to the student or to others ("Triple D Behaviors"). The consequences and definitions for these "Triple D Behaviors" as well as the means to rectify these behaviors are outlined below and can also be found in the appendix Q of this handbook.

A disrespectful behavior is one that is intentional and is made in direct noncompliance with a direction or rule. Disrespectful behavior also includes, but is not limited to, making hurtful comments about or to others (e.g. rumor spreading).

A disruptive behavior is one that interferes with teacher instruction and/or student learning, such as loudly drumming on a desk or calling out several times during an activity, both in and out of the classroom. These behaviors can also include, but are not limited to, running in the hallway or goofing around in the classroom, cafeteria, or on the playground.

A detrimental behavior is one that can cause emotional turmoil to those that it is directed at or involves. These behaviors can include, but are not limited to, purposeful deception or manipulation of facts (e.g. lying) and inappropriate comments and/or gestures (e.g. swearing).

Disrespectful, Disruptive or Detrimental Behavioral Consequences **(See appendix Q for more information)**

- “Time to Think” forms are provided to a student upon multiple behavioral infractions that have gone beyond a teacher’s classroom management tolerance. This form is designed to help a student reflect as to why a particular behavior was disrespectful, disruptive or detrimental to themselves or to others. Students are also required to reflect as to how their behavior impacted themselves or other members of the school community. Lastly, the student will reflect on how they will change their current behavior.
(Please see page 11 for an example of the Lane School “Time to Think Form”)
- **After School Office Sessions** are Tuesday’s and Thursday’s from 2:45 to 3:15 with parent permission.

Dangerous Behavior (Automatic Red Card Behavior)

A behavior that possess an immediate or potential threat to the person engaging in the behavior and or to other student, staff or school visitors.

Dangerous Behavioral Consequences

Suspensions:

If a student is suspended, he or she may make-up any work missed. To earn credit for work missed while suspended to home, students must follow the following make-up schedule:

- a. 1-2 Day Suspension to home: Students must obtain assignments by calling the main office prior to noon on the day of assignment pick up. All assignments must be turned in the day the student returns to school.
- b. Suspensions to home for 3 days or more: Assignments will be collected and available in the main office to be picked up by a parent. The office must be notified prior to noon on the day of assignment pick up. All assignments must be turned in the day the student returns to school
- c. When a student is suspended, his or her parent(s) or guardian will be notified, and the student will be provided with:
- d. an oral or written notice of the charges
- e. an explanation of evidence the opportunity to present his/her side of the story to the school administrator unless the student’s behavior presents an immediate threat to school officials, other students, or him/herself, or clearly endangers the school environment. In this case, the hearing may be delayed for a reasonable period of time. A parent conference will be required to readmit a student to school following suspension. Days missed because of

suspension do not count toward student absences. During the suspension period he/she is ineligible from attending or participating in any school activities, or activities sponsored by the school district; including those taking place outside of school hours or on other school campuses or fields.

Positive Behavior Recognition:

Lane School also believes in recognition of appropriate school behaviors that are Respectful, Responsible, and Ready, as well as positive consequences for those behaviors (e.g. Lane Pride Cards, class rewards, etc.). Students will be recognized in various ways for engaging in behaviors that are respectful, responsible and ready (see “Rules” section for more information).

Due Process:

A student involved in a disciplinary action is entitled to due process, including a hearing to express his/her position relative to the incident leading to disciplinary action and an explanation of the reasons for any action taken.

Possession of a Dangerous Weapon:

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 94C, 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, the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to violate either paragraph A or B above.

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 expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at the hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

E. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

Massachusetts General Laws Chapter 71, Section 37H

Student and School Safety:

The Bedford School Committee and the Bedford Public Schools are committed to providing a safe, orderly and productive learning environment for all members of the school community. This policy has been developed to support that goal. It addresses students who make verbal or written threats against any member of the school community or who make gestures which pose a threat to the safety of any member of the school community. In addition, this policy addresses the needs of those students whose verbal comments, written statements, gestures, or physical acts indicate that they are at risk for self-injurious behavior.

School personnel will take the following steps in addressing the needs of these students:

1. The student's behavior will be reported immediately to the building administrator by the faculty or staff member who witnesses or becomes aware of the behavior. A written report of the behavior must be prepared by the staff member by the close of the school day.
2. The administrator meets with the student to investigate the report.
3. The parent or guardian is contacted (students who are 18 years of age may act independently of the parent or guardian).
4. The Bedford Police are contacted.
5. A meeting with the principal, student, the parent or guardian, the police and the involved faculty or staff is scheduled to assess the severity of the threat and the appropriate level of intervention.
6. If warranted, the student may be suspended from school and referred for an evaluation to insure that the student does not pose a threat to the safety and well-being of any member of the school community or to him/herself.
7. This evaluation report is reviewed by the building principal and a determination is made to readmit the student to the school.

This policy will be administered in full consideration of the regulations concerning the disciplining of students with special needs.

Dress Code

Although there is no formal dress code, all adults and children should wear clothing that is sensible for an educational setting.

- Short-shorts, halter tops, cut-off tee-shirts and clothing with offensive language or decoration and clothing that promotes/advertises alcohol, tobacco, or drugs are *not* appropriate
- Clothing, shoes or accessories that could cause a child to trip or cause injury to self or others are *not* appropriate.
- Hats and/or hoods are ***not*** to be worn inside the building.

Educational Records

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student’s education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting their building principal.

- a) The **right to access** the student’s education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H (“Section 37H”) law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained

- from the building principal.
- b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended and why.
 - c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative, and clerical staff who are employed by or under agreement with the Bedford Public Schools and who need access to a record in order to fulfill their duties. The Bedford Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by federal law, the Bedford Public Schools routinely releases the name, address, and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to High School Principal. Absent receipt of a written objection for the parent or eligible student by October 1st (initial notification sent September 2005), this information will be released without further notice or consent.

- d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

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 based on a threat to the safety of the student or to the custodial parent, OR
 - 2. The parent has been denied visitation or has been ordered to supervised visitation, OR
 - 3. The parent's access to the student or to the custodial parent 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.
- b. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually. The initial request must include the following:
 - 1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, AND
 - 2. An affidavit from the non-custodial parent that said court order or

judgment remains in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.

- c. The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- d. Upon receipt of the request (initial and annual) 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 the address and telephone number of the student and 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 which 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.

The student's cumulative folder consists of information important to the educational process such as standardized test results and report cards. Parents have the right to receive copies of any part of the record, to add information and request that information be amended or deleted. When a student transfers to another school, the cumulative folder is forwarded. Parents may arrange for an examination of this information through the principal's office. With few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent having physical custody of a student under 18 years of age. There are two notable exceptions:

- **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.
- **RECRUITING INFORMATION for the ARMED FORCES and POST SECONDARY EDUCATIONAL INSTITUTIONS:** Upon request from military recruiters and/or representatives of post-secondary educational institutions the Bedford Public Schools will provide the name, address and telephone listing for all secondary Students.

If an eligible student and/or parent does not want DIRECTORY

INFORMATION or RECRUITING INFORMATION released, they

must so notify the principal of

the student's school in writing otherwise said information will be released.

Electronics

Electronics (video games) will not be permitted to be outside of the students backpack during school hours. School hours are defined as hours between the times when the students are released in the morning from the buses to the time that they load the buses in the afternoon. Electronics will not be permitted to be taken out during bus dismissal for any reason. This includes any devices used for gaming and/or reading, picture taking, and/or videotaping. Any student using an electronic device, without permission from school staff, while school is in session will have their electronic device confiscated by administration. A first offense will lead to a warning and the administrator will return the electronic device to the student at the end of the day. Second and subsequent offenses will result in the electronic device being returned only to a parent and/or further disciplinary actions.

Fire Drills and Lockdowns

Fire drills and lockdowns are conducted periodically to promote a foundational understanding of what to do in case of an emergency.

Fire Drills: Are practices to ensure the safe and orderly exit of students in case of fire. When the alarm sounds, students file out of the building in a quiet and orderly manner and face the building. Teachers take a count of students present and wait for further instructions, i.e. the all-clear signals. If a fire drill occurs during lunch or recess times, teachers will immediately join their students.

Lock Downs: A school wide plan has been developed and varies depending on the location of the building.

Field Trips

Field trips are planned as an extension of the curriculum. Due to budget constraints, parents may be asked to assist with admission costs, bus fees and chaperoning and/or driving. No child, however, will be denied the opportunity to attend due to a parent's inability to volunteer time or money. An ill child should stay home and will be discouraged from participating in a field trip, as there is usually no medical person available to assist the teacher. In case of an unexpected delay, the field trip coordinator will contact the school office. All updated information will be dispensed through the Lane School office.

Foreign Language

Third graders have the opportunity to study French or Spanish. Fourth and fifth graders will continue their study of language, which was begun when they were in the third grade. All foreign language classes meet for twenty-five minutes, three times a week.

Typically, lessons will include: simple dialogues, songs, dance, music, visuals, large group discussions, art presentations, written activities and vocabulary games. program, are being shared across classrooms to motivate and enrich instruction for all students.

Harassment

The Bedford Schools are committed to maintaining a school environment free of harassment based on gender. Sexual harassment by administrators, certified personnel, students, vendors and other individuals in the school environment is prohibited. Persons who engage in sexual harassment may be subject to discipline, including but not limited to reprimand, suspension, termination/ expulsion or other sanctions as determined by the school administration and/or school committee.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors and other physical or verbal conduct of a sexual nature. Anyone who has been sexually harassed shall file a complaint with the principal. It is the responsibility of the complaint officer to promptly investigate claims of sexual harassment and determine their validity using an informal process. The complaint officer will maintain the confidentiality of the parties to the extent consistent with the school's obligations under state and federal law. (A copy of the Guidelines for Responding to Complaints of Harassment and/or Discrimination is found in Appendix M).

Health Policies

A nurse is in attendance at each school for the majority of the school day. If you have any questions concerning the following, please call the Lane School Nurse on her direct line at 781-275-7623.

Upon entrance to the school system, and in **Grades 3, 6 and 9**, State Law requires students to have a thorough **physical examination**. This is best done by your family physician. The student must be immunized against diphtheria, tetanus, hepatitis whooping cough, polio, measles, mumps, rubella, and chicken pox (or a history of the disease). Forms for the physician's report of the physical examination can be obtained from the nurse.

We hope that no one gets sick or hurt at school, but once in a while, it happens. It is important for a parent to consider such a possibility, so the school will know what number to call. Keeping your child's **Emergency Card, up-to-date** is of critical importance in delivering appropriate and efficient care to your child.

When children show any signs of **illness**, such as sore throat, fever, rash, coughing, runny nose and/or sores on the skin or scalp, it is advisable to keep them home. As illness and contagious conditions spread quickly in a school environment, and the school clinic is very busy, the nurse cannot provide day treatment for sick and/or contagious children. If a child becomes ill or injured at school, parents will be contacted and asked to find suitable care for the child to rest and recover. Students are not sent home unless an adult is at home or at the designated alternate emergency location.

Medications will be administered only when prescribed by a physician and only after the parent has contacted the school nurse who will explain the policy and procedures to be used. Parents are advised not to send any medication, including aspirin, Tylenol, inhalers and cough syrup to school with a child.

Medical conditions such as allergies, hearing loss, vision impairment, orthopedic problems or any emotional or social adjustment problems which might need special consideration should be reported to the nurse and/or to the school counselor. In order to facilitate school adjustments, the nurse and the school counselor work closely together. Either the nurse or the counselor may be contacted if a child will be out of school for a prolonged absence and can help you decide if home tutoring is a suitable alternative.

Annual screenings

The Massachusetts Department of Public health requires all public school systems in the Commonwealth to provide postural screenings to all students in grades 5-9. These grades cover the years in which adolescents experience most rapid growth, and in which signs of curvature most often appear. If minor postural concerns are found, the student will be re- checked by the nurse practitioner every six months or as needed to detect changes. You will be notified to contact your physician if further evaluation is necessary.

Vision and hearing screening is conducted annually in grades k-8 and Grade 10. Parents will be notified of any deviations from normal that should be checked by a physician.

Massachusetts's schools have taken heights and weights of students each year since the 1950's. The Massachusetts Department of Public Health has made amendments to improve the annual height and weight screening protocols to include the calculation of a Body Mass Index (BMI) and percentile for grades 1,4,7, and 10, beginning in the fall of 2010.

Each child's height and weight will be used to calculate their BMI. The results will be kept confidential in each student's school health record. BMI is a "weight for height for age" index that can be a useful tool in early identification of possible health risk factors among children and youth. Please feel free to contact your school nurse with any questions you may have about the BMI screening. Additional information about children's wellness and fitness is available upon request or you may access the state's resources at www.mass.gov/massinmotion/.

COMMUNICABLE DISEASES

Communicable diseases that should be reported to the health office:

- COVID 19
- Fifth's disease
- German Measles
- Hepatitis
- Impetigo
- Infectious Mononucleosis
- Measles
- Meningitis
- Mumps
- Pertussis (Whooping Cough)
- Ring Worm
- Scabies
- Streptococcal infection

Homework Policy

The purpose of homework is to review content, practice skills independently and to apply what has been learned in class. Homework conveys the message that education extends beyond the school day and serves as a regular, vital communication link between home and school.

Each grade at the Lane School has adopted a specific homework assignment book which is given to students at the beginning of the school year, (or whenever a student enrolls at Lane.) If a student loses the initial assignment book he or she is given, a replacement fee will be charged for a second copy. Students are also responsible for writing down the correct assignments, asking for clarification from their teacher(s) and bringing home all materials and texts for completing homework on time. Parents are encouraged to establish a regular routine for homework, review nightly assignments and sign, or comment in the assignment book.

The guidelines below indicate how much time teachers expect students at each grade to spend on homework. Any student who finishes assignments too quickly can benefit from additional editing, reading for pleasure, practicing basic math facts or spelling words and/or working on long-term assignments. Any student who struggles to complete homework within the expected time, should talk to their parents, who may wish to contact the classroom teacher and/or school counselor. Study skills may need to be reinforced or modifications made in the assignments.

Gr. 3: 30 minutes of homework; 3 or 4 nights a week

Gr. 4: 30-40 minutes of homework; 3 or 4 nights a week
Gr. 5: 60 minutes of homework; 4 nights a week

Students need to include long-term assignments in the above times.

We strongly urge parents to encourage their children to practice basic math facts and do independent reading each night for a total of 20-30 minutes beyond the suggested homework time.

IMMUNIZATION INFORMATION

It is a Massachusetts State Law that your child's immunization record is up-to-date prior to entering school.

Lane School Requirements Checklist:

- ___ **3 Doses of Hepatitis B**
- ___ **≥ 3 Doses of IVP (Polio)**
- ___ **≥ 4 Doses DTAP/DPT (Diphtheria, Tetanus, and Pertussis) or ≥ 3 Doses of Td**
- ___ **2 Doses of MMR (Measles, Mumps, and Rubella)**
- ___ **2 Dose of Varicella or physician-certified history that your child has had chicken pox**
- ___ **A Physical Exam done within one year of entrance to Lane School**

Please be sure that all of the above requirements are submitted to the Lane School Nurse's office prior to your child's starting school.

HOMELESS STUDENTS (MCKINNEY VENTO ACT)

The McKinney Vento Act requires homeless student liaisons to provide public notice of the education rights of homeless students disseminated in places where homeless students receive services under the McKinney Vento Act. 42 U.S.C. & 11432(g)(6). The liaison for the Bedford Public Schools is Mrs. Laurie Venuti, who can be reached in the Superintendent's Office.

Insurance

Parents may purchase a group-rate insurance to cover accidents, which occur during school hours, and they have the option to purchase 24-hour coverage. The insurance is designed to be in addition to basic medical coverage. The forms and information can be found on our web site, and need to be returned by the end of September. There is no obligation to purchase the insurance offered through the school district.

Kids Club

The Kids Club is a "before and after school" Program that is organized and operated by the Town's Recreation Department. Many third, fourth and fifth grade students remain at Lane School after dismissal for Kids Club and then are transported to the Kid's Club building at 5:00 PM if they are not picked up at Lane School before that. For more information, please call 275-5427.

Library and Media Services

The Lane School Library offers a variety of materials and resources for our students and staff. Print books, audio books, magazines, and electronic databases are available for students, and staff members. Our reference section includes both print and non-print materials. The OPAC (Online Public Access Catalog) is accessible at school and home to search our holdings. We also maintain a close relationship with the Minuteman Library System, which further extends our capacity to provide a rich and diverse inventory. Our Library is staffed by a licensed, professional Library Teacher, a full-time aide, and a large number of parent volunteers. This paid and volunteer assistance enables the school Library to be open each school day for scheduled classes, individual browsing, and research, and ensures adult availability to assist students with research or book selection. Bedford students in grades 3-5 enjoy weekly 45 minute sessions with a specialist in teaching library skills. The circulation system is automated. Books are borrowed for a two-week period, and may be renewed at the discretion of the staff. No fines are incurred for overdue materials, but lost or damaged books are expected to be replaced. Each classroom is scheduled for a weekly visit to the Library. Independent reading for enjoyment is strongly encouraged. Newbery, Caldecott, Coretta Scott King, and other literary awards are explored. As enrichment, book swaps, book donation programs, book clubs and contests (Brain Strains) occur on a regular basis. The Library strives to assist the Lane School students and staff to become effective users of information and ideas *and* lifelong learners.

9-4-08 LJC

Lost and Found

All clothing left in non-classroom storage areas is placed on an open rack in the lobby adjacent to the gym. Parents, as well as students, are encouraged to check the Lost and Found rack periodically. It is also very helpful to have all outer clothing and lunch boxes labeled with indelible ink. To maintain a healthy environment in our school, found lunch boxes are thrown away if unclaimed for five or more days.

Jewelry, keys and money are turned in to the Office.

Students are strongly discouraged from bringing any toys from home to school. Such items can interfere with classroom learning or cause problems at recess. Please be aware that the school does not accept responsibility for any loss or damage to personal belongings.

Lunch Program

The Bedford Public School Lunch Program offers quality meals to students daily and follows guidelines as outlined in the USDA's National School Lunch Program. A school lunch consists of a meat or meat/alternative, fruit, vegetable, grain (or bread) and milk. A menu is available monthly on the school and district website, information includes main lunch and alternatives to the meat or meat/alternative as well as pricing.

A School Lunch Newsletter can be found online which has information about the Allergy Committee and other pertinent school lunch information. The cost of a lunch for the 2021-2022 school year will be FREE

Free and reduced price meals are available for those who qualify. Applications are sent home with each student on the first day of school, or you may call the school office at [781-275-7606](tel:781-275-7606) for an application anytime. A separate application does not need to be submitted for each child one application is fine for one household. Please submit your application as soon as possible to enable qualified students to receive benefits.

On September 22, 2016 a new POS or point of sale system was put in place in the cafeteria. This system known as Nutrikids is already in place at the Davis Elementary School. The present cash registers will be replaced with this computerized system in order to process cash or prepaid lunch transactions.

Students will be given a PIN number to access their account at the cashier. This PIN number will remain with the student as long as they are in the Bedford Public Schools. If a student forgets their PIN number the cashier can look up a student's name in order to process a student's lunch transaction. Any student with a prepaid balance from the beginning of the year will carry this balance forward with the new system. This system will accommodate prepayments made online through MySchoolBucks.com. If you do not have an account simply log on to MySchoolBucks.com and follow the tutorial to open an account. You will need your student's ID number for a new account, if you do not know this number the school or food service office can help. Their number is 781-275-9129.

Music

Bedford students in grades 3-5 enjoy weekly 45-minute sessions with a specialist in teaching music. Theory, appreciation of the Masters and producing pleasurable music with voice and simple instruments form the core of the general music curriculum. Students also have the opportunity to learn about performance techniques and dance. Through team planning by Lane School Staff, the music program and the academic curriculum are well-integrated, which gives greater meaning to student work in both areas. Music in the Bedford Schools has received strong support from the Enrichment Committee of the B.E.S.T./ P.T.O. and from the community organization called POMS, (Patrons of Music Students.).

Beginning in fourth grade, students may elect to learn to play a string instrument; in fifth grade, students may continue with strings and/or take woodwind or percussion instrument lessons. Small group instruction for elementary Band and Orchestra students is provided by trained specialists, who also work with instrumental students at the Middle School and High School in Bedford.

Please be aware that fourth and fifth grade instrument lessons take place during the regular school day. The scheduling affords all Lane School students the opportunity to learn to play an instrument. Students electing to participate in instrumental lessons will miss recess once a week and twenty minutes of the classroom instruction follows recess on that day. Before a student signs up for instrument lessons, he or she should understand the added responsibility of making up missed class work and the need for daily instrument practice at home.

Fifth graders may also choose to participate in a non-select Chorus. It is a full-year

commitment, which includes public performances and regular attendance at weekly rehearsals. Due to careful scheduling, choral members do not miss any classroom instruction. Chorus is held once a week.

Notes from Home

You will need a note if you

- have been absent from school;
- are late to school;
- need to be dismissed early from school;
- are going to a different destination than usual after school;
- are going to your usual destination, but a different way.

Notes from home should be clearly written and signed by a parent or legal guardian. Any student absent with a communicable disease may also be required to present a certificate of good health from a doctor or nurse practitioner. Students should deliver notes concerning attendance, tardiness and dismissal to their teacher, first thing in the morning. The teacher will send the notes to the office for approval.

These rules are for your safety and for your peace of mind. There are NO EXCEPTIONS!

No School Information

Parents are encouraged to check the Bedford Public Schools website at: www.bedfordps.org for no school information.

Radio and television stations cooperating with the schools in making no-school announcements, include the following AM stations: WBZ (1030); WRKO/WBMX (680); FM stations: WMJX (106.7); WBUR (90.9); TV stations: WBZ (Channel 4); WCVB (Channel 5); WHDH (Channel 7).

The Bedford School Department will close or delay opening of its schools only in emergency situations when weather or highway conditions make travel to the schools hazardous.

Parents are urged to exercise their personal judgment concerning the wisdom of sending their children to school on stormy days when schools are open or may have a delayed opening.

Parents should have a pre-arranged place (near the child's regular bus stop) for their child to go to in the event of early dismissal in case the parent is not home at the time the child is released. The student should know what to do on early dismissal days without having to telephone his or her parent.

Special Education Parent Advisory Committee (SEPAC)

The Parent Advisory Committee is an organization for parents of students with special needs. Part of the mission of this group is to promote greater awareness of the various disabilities and health conditions, which challenge many Bedford students and their families. If you would like to know more about this organization, please call the Special Education Office at 781-275-5296.

Physical Education

Bedford students in grades 3, 4, and 5 have twice weekly 45-minute classes in physical education. Trained and certified specialists teach all physical education and health classes. Program needs require our physical education/health teachers to conduct classes in the gym and outside. As the decision on

location may be dependent on the weather or on other unpredictable events, it is best to plan to wear sneakers and loose clothing on every day your class has physical education scheduled.

Placement

Our goal in placing children is to create a safe and nurturing environment that promotes the social, emotional and academic development of the students. In order to ensure an appropriate placement, it is important to look at the whole child, both as an individual and as a member of his/her class. Factors that must be considered include matching learning style and teaching style, addressing the academic needs of the children in a heterogeneous setting and separating children who, for a variety of reasons, would not benefit from being placed in a class together.

Placements are made by the professional educators with the final decision made by the principal. The classroom teachers at your child's present grade level, special services (assistant principal, psychologist, learning disability teachers, reading specialist and the principal will meet, compile and discuss all the information we have about your child and make assignments. Your child's present teacher has a year's worth of current, rich information and insight concerning the conditions under which you child learns best. In making these important decisions, we want to consider all possible relevant information so that placement will be made which will ensure the greatest possible learning for each child. We consider parental input to be an important factor. **However, parents may not choose their child's teacher.**

Playground

There are large fields, playground equipment and several basketball hoops at the Lane School, which are open to the public when school is not in session. Classroom teachers will review the list of safety tips and playground rules during the first week of school and periodically throughout the year.

Project Adventure

All fifth grade classes at Lane School participate in Project Adventure activities. Project Adventure is designed to build cooperation and trust, and raise self-esteem as students rise to meet new personal and physical challenges.

No one is required to go beyond their level of skill, but all students are encouraged to fully participate and take advantage of the opportunity to learn about themselves and others.

Questions

If you have questions, please ask! There is much to learn in school and about schooling, so don't be shy about what you don't know. The school phone number is 781-275-7606.

Report Cards

Report Cards will be issued two times in the 2021-2022 school year:

- January 20, 2021
- June 15 (or last day of school)

The Report Card indicates the progress each child is making in every subject area. If any information on the Report Card is unclear, parents should call the teacher for an appointment.

Retention of Students

Pupils shall be regularly promoted at the close of the school year. This promotion shall be made upon

the recommendation of the teacher and the principal. Promotion shall be based upon the record of work for the year, as recorded upon the report card. At any time during the year, a pupil may be transferred to other grades or groups depending upon the organization of the school concerned. This change may come through the recommendation of the teacher and the principal after careful evaluation of the child.

Process to be followed in considering retention:

Whenever a teacher determines that a risk of non-promotion exists, the counselor and principal will be notified. Chapter 28 regulations require that such notification occur by mid-year. A meeting will be held including the teacher(s), counselor, and appropriate specialist, and a determination will be made as to what testing, if any should be administered.

The classroom teacher will notify parents of a risk of non-promotion. The counselor will obtain parental permission for testing.

A meeting of all parties to the promotion/retention decision will be held and will make a recommendation to the principal who shall make the final decision for placement. The principal shall convey this recommendation to the parents in writing.

Factors to be considered in determining retention:

The central issue to be considered is whether promotion or retention will best serve the educational development of the child. In making this determination, these factors are significant:

Age
Physical size
and
development
Social maturity
Educational
history
Academic
achievement
Attitudes of the child, parents, and teachers

Rules

School-wide rules help us to cooperate so all can benefit from, and enjoy, the educational opportunities available at the Lt. Job Lane School. These rules are simple to help everyone remember and follow them. However, to have a complete understanding of our expectations, you should review *all* of the pertinent sections of this handbook. It is a good idea to discuss these sections at home and at school to be sure we have a common understanding and mutual goals. If we "treat others the way we want to be treated", we can create a caring community in which everyone can learn and feel safe. In a "Golden Rule" School, *everyone* is expected to:

Be kind to each other . Avoid the possibility of hurting others with unkind words or actions. Snow, sticks, acorns and rocks must stay on the ground.

Take care of our school . Pick up litter, whenever it appears, and recycle paper to save our environment. Be careful if you have writing tools or dirty hands in school. Gum does not belong in school.

Be kind to yourself . Always let your teacher know when you leave the class. Learn to ask for help when you *need* it. Speak to an adult whenever you see someone doing something that is *dangerous* or *destructive*.

School Council

School Councils are at the heart of the 1993 Massachusetts Education Reform Law that calls for collaboration and the involvement of all stakeholders, especially at the school site. Members of the Council are elected by one's peers (parents or teachers), or appointed (as in the case of community representatives). At Lane School, membership includes the Principal, Assistant Principal and three teachers, three parents and a community representative.

School Counseling Program

School Counseling is a service that is provided to all students. Sometimes the Counselor works with a whole class on generic issues; occasionally, a small group works together to address common problems; sometimes an individual seeks out the Counselor on a specific concern. Regardless of the setting or the issue, our Counselor is an advocate for children. She encourages parental inquiries regarding the social, emotional and academic needs of our students and welcomes any suggestions regarding counseling services for children.

Snacks

Students are invited to bring a small, nutritious snack to eat at some point during the day. A piece of fruit or vegetable, some cheese and crackers and a small (non-sugar) drink are all appropriate choices. Candy and soda are not allowed to be consumed in the classroom. Please help your child differentiate between snack and lunch by packing them differently if you are sending both to school (Please see district Wellness Policy for more information).

Special Education Services

We are working hard to provide educational support to students with special needs within the regular classroom with their peers. This equitable approach to education, called "Inclusion", enables all students to benefit from a variety of classroom-based activities and to learn from each other. It is our belief that we are all learners and we all have valuable learning experiences to share.

The special education staff, including academic help, speech therapy and occupational therapy, provides a variety of special education services. The special education staff works in collaboration with individual classroom teachers, to coordinate curriculum objectives, introduce and monitor modifications and to identify alternative teaching strategies. When necessary, supportive services may be provided outside the regular classroom, but only for short periods of a student's school day.

The decision to refer a child for a team evaluation to determine the need for special education services usually originates with the classroom teacher. Parents may also request guidance about special education from Jane DelGobbo, the Special Education Program Admin. for our school.

Staff:

Ackerman, Rob	Principal
Ackerman, Robert	Teaching Assistant
Aldorizio, Rachel	SAIL Teaching Assistant
Andrus, Katie	Adjustment Counselor
Armstrong, Lynn	Reading
Baratta, Amy	Grade 4
Brewer, Vincent	World Language
Bullard, Hannah	Grade 4
Colpoys, Allison	Grade 4
Connolly, Heather	SPED
Coviello, Linda	Librarian
Creamer, Brianna	Orchestra – JGMS, BHS
Cunningham, Michaela	SPED
Curran, Katie	Grade 4
Curro, Taryn	Grade 5
D'Alessandro, Hannah	SAIL
Decoteau, Shauna	Grade 3
DelGobbo, Jane	SPED Program Administrator
DeNunzio, Elissa	Grade 3
Elien, Noelle	Grade 4
Espejo, John	Grade 5
Fahy, Michael	Grade 4
Falzone, Nicole	World Language
Farnham, Colleen	School Psychologist
Fennell, Caitlin	Teaching Assistant
Ferguson, Audrey	Grade 3
Ferrari, Jen	Art

Foley, Kirstie	SPED
Franklin, Julina	Grade 5
Fratello, Gabrielle	SPED
French, Dave	Custodian
Gauthier, Jaqueline	Teaching Assistant
Green, Jeffrey	Teaching Assistant
Grimes, Nicole	Grade 3
Guanci, Janet	Computer Aide
Guptill, Keren	COTA
Haggerty-Rahn, Ali	SAIL Teaching Assistant
Hamel-Webster, Ann	Reading
Hartwell, Amy	SPED
Hazelton, Tricia	Food Service
Hickox, Danielle	Grade 5
Hunt, Julie	Grade 3
Jackson, Audrey	Director of Student Achievement
Johnson, Mimi	Teaching Assistant
Kennedy, Linda	Custodian
Kinney, Keith	Assistant Principal
Lane, Julie	SPED
Larrabee, Elizabeth	OT
Lee, Edna	Grade 4
Leichtman, Ivy	Teaching Assistant
Lerra, Karen	Grade 5
Lerra, Kristen	Adjustment Counselor
Love, Jamie	Grade 5
Lua, Karen	Principal's Admin Assistant
Luciano, Alexandra	SAIL Teaching Assistant
Main, Cheryl	Food Service
Martin, Sam	Custodian

McGinness, Laura	Teaching Assistant
McKinney, Katie	Grade 5
McLernon, James	SPED
Mickle, Jean	Teaching Assistant
Moguario, Michelle	ELL
Murphy, Kristin	SAIL Teaching Assistant
Nannariello, Karissa	SLPA
Napoli, Alexa	Grade 4
Niven, Siamara	Teaching Assistant
Nolan, Jamie	Grade 3
O'Brien, LoriAnn	Grade 3
O'Toole, Nicole	Band – JGMS, BHS
O'Brien, Kathryn	Grade 3
Orlovsky, Rachel	SAIL
O'Shea, Amy	ELL
Pappalardo, Donna	Math
Parmentier, Kim	5 day Building Substitute
Perrotta, Kimberly	Grade 4
Piccirillo, Meg	Teaching Assistant
Post, Erin	PE
Powell, Kenae	Educational Assistant
Powell, Sharmis	Teaching Assistant
Powers, Carrie	ELL Director/Teacher
Pumphrey, Anne	Math Coordinator
Pyron, Grace	Teaching Assistant
Redmond, Samantha	Grade 5
Rego, Tiffany	BCBA
Ricci, Becky	Building Admin Assistant
Rosten, Amy	Grade 4
Salipante, Andrea	ELA Coordinator

Savas, Jessica	SAIL Teaching Assistant
Seaver, Katlyn	Grade 3
Shu, Stephanie	Grade 4
Simoneau, Marlena	SAIL Teaching Assistant
Smith, Scott	PE
Stanley, Brittany	Grade 5
Stevens, Tong	Instructional Tech Specialist
Stone, Susan	SPED
Taddeo, Dan	Custodian
Thayer, Lauren	SPED
Thomas, Brittany	Guidance Counselor
Trant, Nadia	Speech/Language Therapist
Villarroel, Laura	ELL
Vincett, Courtney	Teaching Assistant
Warner, Norma	School Nurse
Warren, Emily	Reading
Webster, Kathy	School Nurse
White, Diana	5 Day Building Sub
Whittier, Meaghan	SAIL Teaching Assistant
Wichterman, James	Grade 3
Wilkins, Holly	Food Service
Williams, Stacey	Grade 5
Wythe, Natan	Music
Younger, Lillian	SAIL Teaching Assistant

Testing Program

All elementary students are tested periodically by classroom teachers to determine appropriate group placement and to measure individual progress following certain units of instruction. Some of these tests may be of the pencil-and-paper type, and some may require the child to demonstrate his or her understanding through an oral presentation, dramatization, experimentation or record-keeping documentation. Parents may, or may not be notified when classroom progress is being assessed.

Standardized tests are given at specified grade levels to compare the results of the educational program in Bedford to what is achieved in other school districts across the state and nation. Parents will be notified before tests are administered.

Students may also be tested to determine eligibility for additional programs beyond the classroom routine. Supplemental instruction through Special Education Services requires specific testing results. Should your child be referred to this program, you will be asked for written permission before any formal test is given. (Teachers may observe and/or informally screen students without written permission.)

Parents will receive all individual testing results, which are made available to the school. If you do not receive the expected information, or cannot understand a test report of your child's progress, please call the School Office at 275-7606.

Telephone Numbers

Lt. Job Lane School (Main Office)	275-7606
Lt. Job Lane Nurse's Office	275-7623
Davis School (Main Office)	275-6804
Davis School Nurse's Office	275-1669
John Glenn Middle School	275-3201
John Glenn Middle School Nurse's Office	275-3165
Bedford High School	275-1700
Office of the Superintendent	275-7588
Director of Food Services	275-9129
Director of Special Education	275-5296
Bedford Charter Service (Bus)	275-9524
Bedford Police	275-1212
Bedford Fire	275-7240
Poison Information	617-232-2120
Emergency	911

Tiered Instruction

The Massachusetts System of Tiered Instruction is “a data driven prevention, early detection, and support system with the aim of providing high-quality core educational experiences for all students and targeted interventions to struggling students who experience learning and/or behavioral challenges” (MADESE, Tiered Instructional Models 2010). Tiered Instruction (also called Response to Intervention, Targeted Instruction, or Multi-Tiered Instructional Model) is a collaborative, systematic, approach for identifying and addressing student needs; it maximizes the use of all resources and staff in the school. The focus is on a collaborative, flexible use of both financial and human services to meet the many and diverse needs of children. Each school determines the type, nature, range, and intensity of services, based on the level of need. The main components of a tiered instruction model are:

- Flexible tiers for instruction and interventions;
- High quality core curriculum and instruction implemented with fidelity;
- Research based/best practice academic interventions and assessment practices;
- Research based/best practice behavioral interventions and supports;
- Universal screening and progress monitoring; and
- Collaboration and communication between educators and parents.

A New Approach in Service Delivery:

In the last decade, a movement has developed across the United States that has resulted in students with learning and/or behavioral challenges being provided with more flexible and responsive services without having to rely solely on special education. In contrast to traditional service delivery, there are several key differences with the intervention approach:

- (1) Early intervention in the typical, general education learning environment is emphasized,
- (2) This system maximizes all staff’s expertise and services, and makes effective use of all existing resources,
- (3) The intent is to assess the student’s strengths and weaknesses based on their academic performance or behavior in the regular educational setting,
- (4) Interventions are delivered in this setting and are based on reliable and measurable information,
- (5) The student’s response to the intervention is directly and frequently monitored and charted, and
- (6) This system is intended to de-emphasize categories and labels while encouraging creativity, problem solving, and providing support to students in a timely manner.

The primary purpose of assessment in a tiered instruction system is to lead to effective interventions in the general education setting. In this context, eligibility for special education may be seen as an insufficient or unsuccessful response to repeated attempts at intervention in the general education setting. Additionally, sometimes a student demonstrates that they are responsive to intensive intervention and can be successful in the general education. However, if

the needed level of intervention is so intense that it exceeds the level of resources in general education, then eligibility for special education needs to be considered.

Tiered Instruction-Potential Benefits:

One of the most commonly cited benefits of a tiered instruction approach is that it eliminates a “wait to fail” situation because students get help promptly within the general education setting. Secondly, a tiered instruction approach has the potential to reduce the number of students referred for special education services. Since a tiered instruction approach helps distinguish between those students whose achievement problems are due to a learning disability versus those students whose achievement problems are due to other issues such as lack of prior instruction or lack of mastery of prerequisite skills, referrals for special education evaluations are often reduced. Finally, parents and school teams alike find that the student progress monitoring techniques utilized in a tiered instruction approach provide more instructionally relevant information than traditional assessments.

Tiered Instruction Process:

When using a tiered instruction model, a school based team meets regularly to problem solve. The first step is to identify a problem using data. Next, additional information is collected on the problem and hypotheses are developed as to why that problem is occurring. Based on the hypothesized cause of the problem, an intervention plan is created and implemented. Progress is closely monitored through charted data in order to determine whether the plan is effective or not and whether changes in the plan are needed. This process typically emphasizes the use of functional and multidimensional assessment procedures to identify, analyze, and monitor progress, and places emphasis on alterable variables (e.g., the classroom environment, the instructional design) when intervening in a problem. Additionally, tiered instruction stresses both the use of research based interventions and/or other best practices and the importance of decision-making.

The Key Terms:

Response to Intervention (RTI) is an array of procedures that can be used to determine if and how students respond to specific changes in instruction. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions.

What I Need (WIN) is a built in academic time during which students will be

provided remediation and/or enrichment support in academic areas to be determined by the teacher. This WIN block is designed to follow a flexible grouping model to allow for changes in grouping based upon what each individual student needs.

Universal Screening

Is a step taken by school personnel early in the school year to determine which students are “at risk” for not meeting grade level standards? Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic screening test to all children in a given grade level. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions.

Student Progress Monitoring

A scientifically based practice that is used to frequently assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

Scientific, Research-Based Instruction refers to specific curriculum and educational interventions that have been proven to be effective –that is, the research has been reported in peer-reviewed journals.

Best Practices: Instructional practices that have proven effective based upon research and/or reflective practice and collaborative review.

Tiered Instruction and Special Education Eligibility:

IDEA 2004 offers greater flexibility to school teams by eliminating the requirement that students must exhibit a severe discrepancy between intellectual ability and achievement in order to be found eligible for special education and related services as a student with a learning disability. This increased flexibility has led to a growing interest in using research-based interventions as part of an alternative method to traditional ability/achievement discrepancy comparisons. IDEA 2004 addresses Response to Intervention procedures within several contexts.

Effective instruction and progress monitoring: For students to be considered for special education services based on a learning disability they first must have been provided with effective instruction and their progress measured through “data-based documentation of repeated assessments of achievement.” Furthermore, results of the student progress monitoring must be provided to the child’s parents.

Evaluation procedures: The law gives districts the option of using research based intervention procedures as part of the evaluation procedures for special education eligibility. Comprehensive assessment is still required under the reauthorized law, however. That means that schools still need to carefully examine all relevant aspects of a student’s performance and history before concluding that a disability does or does not exist. As before, schools must rule out learning problems that are primarily the result of factors such as poor vision, hearing, intellectual impairment, emotional disturbance, lack of appropriate instruction, or limited English proficiency.

Early Intervening Services: IDEA 2004 addresses the use of intervention

procedures is by creating the option of using up to 15% of federal special education funds for “early intervening services” for students who have not been identified as needing special education, but who need additional academic and behavioral support to succeed in the general education setting. The types of services that can be included are central to the tiered instruction process, and include professional development for teachers and school staff to enable them to deliver effective academic and behavioral interventions, as well as educational evaluations, services, supports, and research based literacy instruction.

Next Steps in Implementing Tiered Instruction Approaches in the District:

There are many specific issues that must be addressed in order to effectively implement tiered instruction approaches. Schools must be prepared to offer a variety of proven instructional strategies; staff must be trained to measure student performance using methods that are sensitive to small increments of growth; parents must be kept informed of these new procedures and made partners in the process. Teams must also determine how they will define an “adequate” response to an intervention—how much progress over what period of time will be the benchmark to determine if an intervention is successful? While forthcoming federal regulations will offer guidance, the Massachusetts Department of Elementary and Secondary Education has begun to provide technical assistance to districts as they develop and implement their own tiered instruction models that are based on state regulations, resources and the needs of the district’s student population. The Bedford Public Schools is working on a multiyear action plan to implement targeted instruction. To date, each school has established a Response to Intervention Team to work with classroom teachers to help identify the underlying cause of a student’s academic or behavioral challenges and to provide a targeted intervention plan to address those challenges. Both central office and building level staff are working to build the district’s ability to provide multi-tiered instruction that include a range of instructional strategies, formative and summative assessments for progress monitoring, data collection and analysis, and the use of scientifically based research driven methodologies, matched to student needs. Bedford Public Schools’ goal is to develop a flexible system of instruction that provides both intervention and enhancement to all students regardless of category.

Vacations

We strongly discourage families from taking vacations other than the regularly scheduled school vacations and holidays. Classroom discussions and interaction often provide the main focus for learning and cannot be replicated through make-up assignments. The attendance of every child is extremely important to the validity of our testing results, as well. We urge parents not to plan family vacations during the State and local testing periods.

However, if missing school is unavoidable, parents should inform the principal *in writing* two weeks ahead of time. Make-up work cannot be provided in advance of a student's departure as teachers do not generally plan or prepare class work more than a day ahead of their instruction. Upon return, students will be responsible for completing missing assignments within a period comparable to the number of school days absent. State and local test administration will depend on the standardized procedures of the testing authorities. **These are not exempt and days missed will count toward the students allotted absences.**

Valuables

Students should leave all I-pods, walkie-talkies, electronic games, etc. at home. At school, these items might be lost, broken, or abused.

Students are not permitted to sell any personal items at school such as candy, sports Cards, etc. - at any time.

Visitors

All visitors are welcome. We love to show off what we are learning and teaching. Please keep visits to any particular class or teacher short, however, to avoid disrupting the educational process. Student visitors must have the prior approval of the principal, and we request all others to ***please give teachers the courtesy of prior notice***. Upon arrival, all visitors must check in at the Office. **At all times visitors need to have a visitor's badge visible.**

Volunteers

The Lt. Job Lane School enjoys an active volunteer program. Guest readers, library helpers, garden enthusiasts are some typical roles for our regular volunteers. We also have many volunteers who are only able to share their talents once in a great while, or who can only work out of their own home at irregular hours. Regardless of your experience, skill and/or limitations, there is a place and a need for you to volunteer on behalf of the children of Bedford! Please call the Volunteer Coordinator from B.E.S.T. or the Room Parent for your child's class. Please note that all volunteers are required to complete a CORI form and include a copy of a photo ID. (See Appendix O of this handbook). CORI forms are available in all school offices.

Wednesday 3/4 Release Days

Dismissal on Wednesday will be at 1:07. Please be sure your child knows where to go when school is dismissed and has brought a note from home if a normal routine will be changed. The Bedford Recreation Department is offering several different programs to students for 3/4 Wednesday's. Please contact their office for more information at 781-275-1392.

Workshops

Full day workshops for staff development are scheduled 2 times per school year. Full release days are noted on the calendar to facilitate day care arrangements. The dates for the 2021-2022 school year are November 2, and March 18.

Appendix: Bedford School Committee

The Bedford School Committee consists of five (5) members, each selected on a non-partisan ballot by the people for terms of three (3) years. The School Committee is a policy-making body for the Bedford Public School system. Members of the Board are:

Sarah Scoville	Chairperson
Brad Morrison	Vice Chairperson
JoAnn Santiago	Secretary
Ann Guay	Member
Daniel Brosgol	Member

Meetings of the Bedford School Committee

The meetings of the Bedford School Committee are conducted at the Bedford High School on Mudge Way in Bedford, Massachusetts in the Large Group Instruction Room.

Regular meetings are customarily held at 7:30 p.m. on the second and fourth Tuesdays of each month. Public notice of these and any special meeting is made through posting on the bulletin boards at the Office of the Town Clerk, the Bedford Public Library and the Town Center and on the school department's website at www.bedford.k12.ma.us. The public is welcome and invited to attend all regular and public School Committee meetings.

The agenda for each regular School Committee meeting is compiled cooperatively by the Superintendent and the School Committee Chairman and distributed to School Committee members by Friday of the week preceding the meeting.

Citizens have the opportunity to speak at School Committee meetings about school-related issues and concerns. Persons desiring to speak should advise the Office of the Superintendent in advance so that sufficient time can be allocated. Participants are encouraged to submit an advance summary of their comments so School Committee members familiarize themselves. The committee operates under standard rules of parliamentary procedures and state laws governing open meetings. School Committee meetings are covered regularly by the local newspaper and broadcast on tape delay by community access television.

In order to facilitate responses and help citizens who have questions or concerns about school-related matters, the following procedures should be followed:

- If you have a question concerning students or teachers, talk to the teacher first, then, if necessary the school principal.
- If you have a question concerning school personnel, talk to the individual first, then the principal, then the appropriate central office administrator. Complaints about personnel should be presented in writing.
- If you have a question concerning school policies or procedures, talk with the principal and, if necessary, the appropriate central office administrator.

Problems that cannot be resolved at the school level may be presented to the Superintendent of Schools, who may consider the matter herself or assign a staff member to investigate and resolve it.

Appendix: School Committee Policies

File IHBG: Home Education Policy File

The Bedford School Committee recognizes the right of parents/guardians to educate their children outside of a school setting as provided by General Laws Chapter 76, Section 1. The law requires, however, that a child being educated outside of school must also be instructed in a manner approved, in advance, by the Superintendent or designee or the School Committee. The Bedford Public Schools does not approve home education programs for anything less than a full time instructional program.

The following guidelines are to be followed in considering home education plans:

A. Procedure:

1. Parents/guardians must obtain approval from the Superintendent of Schools or designee prior to beginning a home education program.
2. If the home education plan is rejected, the Superintendent must detail the reasons for the decision, and allow the parents/guardians to revise their proposal to remedy its inadequacies. Responses by both parties should not exceed a two week period
3. If the home education plan is rejected, the Superintendent must provide the parents/guardians with an opportunity to explain their proposed plan and present witnesses on their behalf.
4. Any home education plan must be approved by the Superintendent or designee annually if the student is to continue in a home education program for more than one school year.

B. Home Education Plan Requirements:

In obtaining approval from the Superintendent, the parents/ guardians must submit the following information:

1. Evidence that the proposed home education plan provides a structured learning time that equals in thoroughness and efficiency that of the Bedford Public Schools.
2. The proposed curriculum and content in each of the proposed subjects. This will include a listing of subjects to be taught.
3. The general qualifications of the parent/ guardian / tutor who will be teaching the child.
4. The textbooks, workbooks, and other instructional aids to be used by the child, along with sample lesson plans and/or examples of learning experiences.
5. Plans for progress reports to be provided to the Principal of the school district in which the child resides for review. These may include sample work from each subject area instructed. Progress reports may entail a log, journal or portfolio or other written, oral or videotaped report or dated work samples; an independent evaluation made by someone acceptable to both school and parents, or a standardized test agreeable to parents and administrators; or any other method agreed to by both school officials and parents.

This information must be provided with a letter requesting approval for a home education program.

C. Review:

The Superintendent of Schools or his/her designee shall periodically review each home education program for compliance with the approved plan. Should a home education program be found to be not in compliance, approval may be withdrawn. Failure of a home educator to abide in good faith by the procedures outlined may result in the School Committee taking action under Massachusetts General Law Chapter 76, sections 2 and/or 4, upon the recommendation of the Superintendent. CHINS proceedings pursuant to Massachusetts General Law Chapter 119, section 21, will not be invoked for any child involved in an approved home education program.

D. Diploma:

Homeschoolers are not issued diplomas by the Bedford School District.

Legal Reference: Massachusetts Supreme Judicial Court case entitled Care and Protection of Charles, 399 Mass. 324 (1987).

M.G.L. Chapter 76, Section 1

File KB: Family Involvement

Parent, family, and community participation in local schools is vital to student achievement. Therefore, it is the policy of the Bedford School Committee that every school or program providing direct instructional services to students will involve parents, families, advocates for children, and the community in the education of students and shall have an active organization for fostering family/community involvement. In recognition of the fact that some students do not have parents, the words parents or family are used in this policy to denote any form of extended family or concerned adult who is advocating for a student.

Parents and families are assured access to schools, their child(ren)s classroom and/or school sponsored activities for the purpose of observing class procedures so long as this observation is not disruptive to the classroom procedure or learning activity. Procedures for visiting schools are explained in policy

File KBA: School/Parent Relations Goals

It is the general goal of the District to foster relationships with parents that encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the District provides direct services of education and indirect services of child care for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

File KBBA: Non Custodial Parent Rights

As required by Massachusetts General Law Chapter [71](#), Section [34H](#), a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("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 the school or district has been given documentation that:

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 which 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.

LEGAL REF.: M.G.L. [71:34D](#); [71:34H](#)

603 CMR [23.07](#) (5) Access Procedures for Non-Custodial Parents

20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SOURCE: MASC

Revised: October 9, 2007

File KI: Visitors to the Schools

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher will not be allowed because the school district's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school is required to ask permission of one of the administrative staff 24 hours in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Bedford Public Schools - approved June 15, 2004

File JLCD: Administering Medicines to Students

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine.

This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucoses monitoring tests and insulin delivery systems.

SOURCE: MASC, Updated May 2006

LEGAL REF.: M.G.L. 71:54B: Dept. of Public Health Regulations: 105 CMR 210.00

NOTE: Regulations that govern the administration of prescription medication in public and private schools specifically detail the procedures that need to be followed. There are provisions for non-medical personnel to be authorized to administer these medications but the requirements of this regulation must be followed in order to receive permission for this exception. It is advisable for the School District to refer to DOPH Regulation 105 CMR 210.00 before developing the policy JLCD. The regulations also require procedures be published and this should be done by creating the Regulations/Procedure coded: JLCD-R

Bedford Public Schools- approved June 13, 2006

File JLI: Students and School Safety

The Bedford School Committee and the Bedford Public Schools are committed to providing a safe, orderly, and productive learning environment for all members of the school community.

This policy has been developed to support that goal. It addresses students who make verbal or written threats against any member of the school community or who make gestures which pose a threat to the safety of the school community. In addition, this policy addresses the needs of those whose verbal comments, written statements, gestures, or physical acts that are at risk for self-injurious behavior.

School personnel will take the following steps in addressing the needs of these students:

1. The student's behavior will be reported immediately to the building administrator by the faculty or staff member who witnesses or becomes aware of the behavior.
2. The administrator meets with the student to investigate the report.
3. The parent or guardian is contacted, if appropriate.
4. The police are contacted, if appropriate.
5. A meeting with the principal, student, the parent or guardian, (the police), and the involved faculty or staff is scheduled to assess the severity of the threat and the appropriate level of intervention.
6. If warranted, the student may be suspended from school and referred for an evaluation to insure that the student does not pose a threat to the safety and well being of any member of the school community or to him/herself.
7. This evaluation report is reviewed by the building principal and a determination is made to readmit the student to the school.
8. The student's behavior will be reported immediately to the building administrator by the faculty or staff member who witnesses or becomes aware of the behavior.
9. The administrator meets with the student to investigate the report.
10. The parent or guardian is contacted, if appropriate.
11. The police are contacted, if appropriate.
12. A meeting with the principal, student, the parent or guardian, (the police), and the involved faculty or staff is scheduled to assess the severity of the threat and the appropriate level of intervention.
13. If warranted, the student may be suspended from school and referred for an evaluation to insure that the student does not pose a threat to the safety and well being of any member of the school community or to him/herself.
14. This evaluation report is reviewed by the building principal and a determination is made to readmit the student to the school.
15. The student's behavior will be reported immediately to the building administrator by the faculty or staff member who witnesses or becomes aware of the behavior.
16. The administrator meets with the student to investigate the report.
17. The parent or guardian is contacted, if appropriate.
18. The police are contacted, if appropriate.
19. A meeting with the principal, student, the parent or guardian, (the police), and the involved faculty or staff is scheduled to assess the severity of the threat and the appropriate level of intervention.
20. If warranted, the student may be suspended from school and referred for an evaluation to insure that the student does not pose a threat to the safety and well being of any member of the school community or to him/herself.
21. This evaluation report is reviewed by the building principal and a determination is made to readmit the student to the school.

This policy will be administered in full consideration of the regulations concerning the disciplining of students with special needs.

File EEAG: Student Transportation in Private Vehicles

School buses will be used for the transportation of students participating in co-curricular or extra curricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of schools.
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personnel liability insurance coverage on the vehicle in the amounts of \$250,000 - \$500,000 or more.
3. The parents of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

File JBA: Student-to-student Harassment

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

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

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

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

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

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

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

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

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

SOURCE: Massachusetts Association of School Committees (MASC)

LEGAL REF.: M.G.L. 151B:3A

Title VII, Section 703, Civil Rights Act of 1964 as amended
Board of Elementary and Secondary Education (BESE) 603 CMR 26.00

REFS: "Words that Hurt," American School Board Journal, September 1999 National Education Policy Bedford
Public Schools Bullying Prevention, File: JIC FB

File JICI: Weapons in School

Possessions and/or use of any dangerous weapon in school buildings on school grounds, in any school vehicle or at any school-sponsored activity is prohibited unless prior written approval has been obtained from the Superintendent or designee. Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun, slingshot, bludgeon, brass knuckles or artificial knuckles of any kind, knife having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially-opened position.

The possession or use of any such weapon will require that proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal.

LEG REF: 71:37H;71:37H1/2; Student Handbooks
Bedford Public Schools – approved June 15, 2004

File JICH: Drug and Alcohol Use by Students

In view of the fact that the use of illegal substances and alcohol can endanger the health and safety of the user, and recognizing the harmful effect the use of illegal substances and/or alcoholic beverages can have on the maintenance of general order and discipline, the School Committee prohibits the use of, serving of, or consumption of any alcoholic beverage and the use or possession of, or distributing illegal substances on school property or at any school function, regardless of the functions physical location.

Additionally, any student, regardless of age, who has been drinking alcoholic beverages or found to have been using illegal substances prior to attendance at, or participation in, a school sponsored activity, will be barred from that activity and subject to disciplinary action as defined in the student handbook.

LEGAL REF.: M.G.L. [272:40A](#)

CROSS REF.: [IHAMA](#), Teaching About Drugs, Alcohol, and Tobacco

[GBEC](#), Drug Free Workplace Policy

All Student Handbooks

Bedford Public Schools - approved June 15, 2004

File JICG: Smoking by Students

Smoking by Students

Massachusetts state law (M.G.L., C/ 71. Sec. 2A) prohibits the use of tobacco products by students enrolled in public schools in schools or on school grounds.

CROSS REFS. : IGAG, Teaching About Drugs, Alcohol and Tobacco
EEACC (also JFCC), Student conduct on School Busses

Bedford Public Schools –approved June 15, 2004

Massachusetts state law (M.G.L., c. 71, Sec. 2A) prohibits the use of tobacco products by students enrolled in public schools in schools or on school grounds.

CROSS REFS.: IGAG, Teaching About Drugs, Alcohol, and Tobacco

EEACC (also JFCC), Student Conduct on School Buses

JFCC, (also EACC), Student Conduct on School Buses

Bedford Public Schools - approved June 15, 2004

The "Official Version" of the school district's policies is maintained at the Office of the Superintendent of Schools. In the event of a conflict between an electronic text and the "official version", the "official version" shall prevail."

File JLF: Reporting Child Abuse

The Bedford Public Schools affirm its responsibility to provide for the safety and well-being of students. This responsibility extends to complying with the Massachusetts Child Abuse and Neglect Reporting Statute, Chapter 119, Section 51A. The Bedford Public Schools recognizes that because of its sustained contact with school-age children, school employees will actively carry out the letter and spirit of the law. It is expected then, that when any staff member in his/her professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering from the effects of any form of child abuse and neglect, that the staff member will report their concerns to the building Principal for consideration of reporting to the Department of Social Services.

LEGAL REF.: M.G.L. [119:51A](#)

District Crisis Manual

District Faculty Handbook

Bedford Public Schools - approved June 15, 2004

File: JF AND - Homeless Students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district liaison will carry out dispute resolution as provided by state rule.

Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the students' previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

LEGAL REFS.: Title I, Part C

No Child Left Behind Act, 2002

Bedford Public Schools - approved June 15, 2004

File JIH- Searches

Right to search students and inspect a student's property, or school property under the temporary control of a student, is inherent in the authority granted the School Committee and administrators. This authorization may be exercised as needed in the interest of protecting children and safeguarding their own, or school property.

Nevertheless, exercise of that authority by school officials places significant demands upon their judgment in an effort to protect the constitutional rights of the individual students while, at the same time, acting in the best interest of all students and the school system.

Searches of students, their possessions or lockers will be conducted in a way conducive to the preservation of individual rights and to an atmosphere supportive of the educational process.

Whenever a student search is conducted, the following shall apply:

- A. No search shall be conducted unless there is reasonable suspicion that a violation of law or school rules has occurred.
- B. Searches shall be conducted with at least two faculty members present, one of whom shall be the Principal or his/her or his/her designee.
- C. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. School officials may examine articles of clothing such as pockets, coats, book bags, etc.
- D. In recognition that right to privacy considerations intensify as a search becomes invasive, no school personnel shall ever conduct a "strip search" of a student.
- E. Should a student refuse to voluntarily comply with a request for a search, the student must be detained until parents and, if necessary, police, can arrive at school to assist, as appropriate, in the investigation.
- F. Should a search uncover any substances or contraband, such shall be turned over to the appropriate authorities or rightful owner, as appropriate, and suitable disciplinary action shall be taken.
- G. Parents will be notified prior to any student search whenever possible.

Nothing herein shall be constituted to limit the right of the School Committee or administration to make use of external detecting resources should these become necessary or desirable.

Bedford Public Schools – approved June 15, 2004

File JICFA: Hazing

The School Committee forbids hazing in any form. Should an alleged instance of hazing occur the provisions of M.G.L. Chapter 269 sections 17, 18, and 19 as described in JICFA-E shall be adhered to. In addition the Superintendent of schools and the School Committee chairman shall immediately be notified of the circumstances of the complaint and the actions taken.

Any student found guilty of a charge of hazing shall be subject to the following disciplinary action:

1st Offense - Suspension not to exceed five (5) days. Such suspension may be in-house at the discretion of the Principal.

2nd Offense - Suspension not to exceed ten (10) days.

3rd Offense - Suspension pending a hearing for expulsion.

Any employee found guilty of a charge of hazing shall be subject to the following disciplinary action:

1st Offense - Suspension without pay not to exceed five (5) days.

2nd Offense - Suspension for a thirty (30) day period and recommendation to the Superintendent relative to dismissal.

Any organization found guilty of a charge of hazing shall lose the privilege of using school facilities for a period of time as determined by the School Committee.

LEGAL REF,: M.G.L.. 269:17:269:18; 269:19

Bedford Public Schools – approved June 15, 2004

File: ACAB - SEXUAL HARASSMENT

All persons associated with the Bedford Public Schools including, but not necessarily limited to, the School Committee, the administration, the staff, and the student, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

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

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which the School Committee deems unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individuals.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer: Director of Curriculum and Instruction
Office of the Superintendent
97 McMahon Road
Bedford, MA 01730
781-275-7588

The School Committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with established procedures.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45

Federal Regulation 74676 issued by EEO Commission

Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)

Board of Education [603 CMR 26:00](#)

CROSS REF.: [JIC FB](#), Bullying

Bedford Public Schools - approved June 15, 2004

File: ACABA - HARASSMENT BY A STUDENT

Definition of Harassment

In General. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, the particular communication or conduct is viewed 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.

Complaints Made by Students or Staff Involving Harassment By A Student

Upon receiving a complaint, the Principal or Assistant Principal shall confer with the Complainant to gain an understanding and statement of the alleged facts. If it is determined that such facts, if true, would constitute harassment as defined above, the complaint officer shall take appropriate steps to investigate and/or resolve the complaint. Such steps may include, but are not limited to those listed below.

1. Meet with the person charged (such person is hereinafter referred to as "Respondent") to obtain a response to the complaint;
2. Conduct interviews of possible witnesses to the alleged events;
3. Report the matter to local police if criminal activity is involved (see Mass. Gen. Laws, c. 265, §43, which prohibits stalking);
4. Subject to the requirements of due process, take disciplinary action against Respondent, including without limitation, a letter of reprimand or warning or a suspension of one to ten days;
5. Refer Respondent to the Principal or Superintendent for further disciplinary action.

Retaliation

Respondent and his/her associates are prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Substantiated acts of retaliation will result in immediate disciplinary action, including, but not limited to suspension and/or recommendation to the Superintendent for further disciplinary action.

Bedford Public Schools - approved June 15, 2004

File: ACABB - HARASSMENT BY A STAFF MEMBER

Complaints Made by Students or Staff Involving Harassment by a Staff Member

Upon receiving a complaint, the Principal or Assistant Principal shall confer with the Complainant to gain an understanding and a statement of the alleged facts. As appropriate, the Principal or Assistant Principal may take steps 1 - 5 below. In addition, the complaint officer shall report suspected child abuse to the Department of Social Services as required by Mass. Gen. Laws, c. 119, §51A and shall take, as appropriate, the steps necessary for disciplinary action against the staff member pursuant to the applicable collective bargaining agreement and state and federal law.

1. Meet with the person charged (such person is hereinafter referred to as "Respondent") to obtain a response to the complaint;
2. Conduct interviews of possible witnesses to the alleged events;

3. Report the matter to local police if criminal activity is involved (see Mass. Gen. Laws, c. 265, §43, which prohibits stalking) The Department of Social Services will also be notified if the complaint of harassment involves a minor student;
4. Subject to the requirements of due process, take disciplinary action against Respondent, including without limitation, a letter of reprimand or warning or a suspension of one to ten days;
5. Refer Respondent to the Principal or Superintendent for further disciplinary action.

Retaliation

Respondent and his/her associates are prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Substantiated acts of retaliation will result in immediate disciplinary action, including, but not limited to suspension and/or recommendation to the Superintendent for further disciplinary action.

Bedford Public Schools - approved June 15, 2004

File AC: Non-Discrimination Policy

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

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.
- 7.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business: No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of race, color, sex, gender identity, religion, national origin, sexual orientation or disability, they should register their complaint with the Title IX compliance officer.

SOURCE: Massachusetts Association of School Committees (MASC)

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

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

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

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

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 2011

M.G.L. 76:16

Board of Elementary and Secondary Education (BESE) 603 CMR 26.00 Amended 2012

Board of Elementary and Secondary Education (BESE) regulations 603 CMR 28.00

CROSS REFS.: ACA – ACE Subcategories for Nondiscrimination

GBA, Equal Opportunity Employment

JB, Equal Educational Opportunities

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TITLE IX

Inquiries regarding compliance with Title IX may be directed to:

- Mr. Rob Ackerman, Principal, Lane School; 781-275-7606
- Dr. Tricia Clifford, Assistant Superintendent , 781-275-7588
- The Regional Center of the Department of Education;

- The Director of the Office for Civil Rights, Department of Health, Education and Welfare, J.W. McCormack P.O.C.H., Room 222, Boston, Massachusetts.

File AC: Right of Attendance

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.

File JHD: Exclusions and Exemptions from School Attendance

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

Graduation with a diploma from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Failure to meet the requirements of age, by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;

Having been expelled from this district or any district in the Commonwealth;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

LEGAL REFS.: M.G.L. 71:37h: 76:12: 76:12A 76:12B, 603 CMR 26:00

Bedford Public Schools – approved June 15, 2004

File JRA: Student Records

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.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L., 93-380, Amended, P.L. 103-382, 1994, M.G.L., 6610 71:34A, B,D,E,H, Board of Education Student Record Regulations adopted 2/10/77, June, 1995 as amended June 2002. 603 CMR : Dept. Of Education 23:00 through 23:12 also Mass Dept. of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995. CROSS REF: KDB Public's Right to Know

Bedford Public Schools – approved June 15, 2004

Appendix Suspension / Expulsion Pursuant to the Education Reform Act of 1993

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.

Section 37H

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

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

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

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

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

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

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his 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.

Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal Chapter 71, Section 37 H ½

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

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

File JKAA: Restraint of Students in the Bedford Public Schools

The Bedford Public Schools complies with the DESE restraint regulations, 603 CMR [46.00](#) (Amended for implementation beginning January 1, 2016), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. An overview of the Regulations is provided below.

Methods and Conditions for Implementation

Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

Staff Training: Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;

(c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;

(d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;

(e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

(f) Identification of program staff who have received in-depth training pursuant to 603 CMR [46.03](#)(3) in the use of physical restraint.

In-depth staff training in the use of physical restraint: At the beginning of each school year, the principal of each public education program or his or her designee shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. The Department recommends that such training be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter.

Definitions of Restraints: *Mechanical restraint* shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location. A physical escort is NOT considered a physical restraint, except in cases where the student requires a backwards escort or in cases where the student needs to be carried to the designated safe location through approved safety techniques.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR [46.04](#)(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for

the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR [46.02](#).

Restraints prohibited within Public Schools:

1. Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.
2. Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:
 - (a) The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
 - (b) All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
 - (c) There are no medical contraindications as documented by a licensed physician;
 - (d) There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
 - (e) The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR [46.03](#)(1)(b), and such use has been approved in writing by the principal; and,
 - (f) The program has documented 603 CMR [46.03](#)(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.
3. Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
4. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR [46.05](#).

Further, physical restraint shall not be used:

1. As a means of discipline or punishment;
2. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

3. As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
4. ***As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.***

Administration of Physical Restraints:

1. Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.
2. Safety requirements. Additional requirements for the use of physical restraint:
 - (a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
 - (b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
 - (c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal OR the principal's designee. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
 - (d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
 - (e) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Reporting Requirements and Follow-Up:

1. Program staff shall report the use of any physical restraint as specified in 603 CMR [46.06](#)(2).
2. Informing the principal. The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal or director or his/her designee shall maintain

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

3. Informing parents. The principal or director of the program or his/her designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

4. Contents of report. The written report required by 603 CMR [46.06](#)(2) and (3) shall include:

(a) The name of the student; the 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 principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR [46.05](#)(5)(c).

(b) 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 prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) 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.

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

(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student and any other related matter.

5. Individual student review. The principal OR designee shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted in accordance with 603 CMR [46.06](#) and any comments provided by the student and parent about such reports and the use of the restraints;

(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

6. Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

7. Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR [46.06](#)(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR [46.06](#)(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).

8. Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

Bedford Public Schools - approved by School Committee September 20, 2016

The "Official Version" of the school district's policies is maintained at the Office of the Superintendent of Schools. In the event of a conflict between an electronic text and the "official version", the "official version" shall prevail."

File ADF:Wellness Policy

The Bedford Public Schools are committed to providing a school environment that enhances learning and the development of lifelong wellness practices. The schools strive to meet the goals as set forth by the Massachusetts School Nutrition Task Force:

- To provide children with access to adequate and healthy food while at school.
- To promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program including education, health and food services.
- To provide children with access to appropriate nutrition services
- To establish this school-wide policy, involving input from a wide variety of representatives from the school community.

The goals of the Bedford Public Schools are to provide students with opportunities to learn and practice a variety of physical activities within the school curriculum and encourage the pursuit of physical activities for enjoyment and a life-long wellness.

Goals for Nutrition Education

Through Health Education, the goals of the Bedford Public Schools are to provide a basis for nutrition education, guided by the Massachusetts Comprehensive Health curriculum framework, and elaborated upon in Family and Consumer Sciences through connections with overall wellness and physical activity.

The Bedford Public Schools aim is to help students develop base knowledge about healthy food choices, and to affect behavior around foods. The Bedford Public Schools also emphasize the connection of physical activity, healthy food choices, and overall wellness. To realize these goals, the Bedford Public Schools will:

- Provide written Health Education curricula that guide educators in providing instruction in Nutrition for students.
- Include Nutrition Education in the schools' educational program grades K-12.
- Include Nutrition Education in Health classes with instruction on a food guidance system (e.g., MyPlate).
- Ensure that students learn to:
 - make healthy food choices for meals and snacks.
 - identify healthy food choices through nutrition labels.
 - identify healthy, high-energy foods to aid in participation in physical activity including extracurricular activities.
- recognize the relationship between food choices and diet and disease.
- prevent disease through proper food choices and nutrition.

Goals for Physical Activity

- The schools have written Physical Education curricula that guide physical educators in providing instruction and physical activity for students.
- All students grades K-12 receive physical education instruction each week for the full school year.
- State licensed physical educators teach all physical education classes.
- Physical education includes instruction in fitness concepts as well as physical activity that promotes fitness.
- Physical activity/exercise is not used as punishment. Physical activity is not withheld as punishment for inappropriate behavior in other classes. This does not preclude Physical Educators from having a student sit out from an activity for inappropriate behavior during the activity.
- Each school has a budget so as to provide equipment for students during physical activity.
- Students are given instruction in a variety of physical domains including recreational, competitive, and non-competitive activities to encourage life-long participation in health enhancing activities.
- Students in grades K-5 are given opportunities for physical activity during daily recess.

Goals for School -Based Activities that are Designed to Promote Student Wellness

- The schools have adequate facilities to provide extracurricular activities for all students who are interested without overcrowding or safety risks.

- The schools provide after school access to facilities for students to engage in physical activity outside of the school day when students are involved in appropriately supervised, school-sponsored events.
- In collaboration with the Recreation Department, the elementary schools provide after school recreational programs for students.
- The middle school provides an intramural program for students after school.
- The high school provides an extensive extracurricular athletic program for students after school.

Nutrition Guidelines for Foods Available at Schools During the School Day

The Bedford Public Schools will meet or exceed USDA guidelines and standards when ensuring nutritionally sound choices in all schools. School lunches must meet Federal nutrition requirements, but decisions about what specific foods to serve and how they are prepared are made by local school food authorities. The USDA regulations set forth nutrition standards for school lunch service.

In addition to food provided through the School Lunch Program, types of foods available during the school day may include:

- *A la carte* foods that are typically sold in the cafeteria by the school food service department. They are separately and individually priced and are not usually part of the National School Lunch Program.
- *Competitive foods* are foods and/or beverages sold or provided to students that compete with the school's operation of the National School Lunch Program. Items include those sold in vending machines, student stores, provided by parents, school staff, or an outside company or organizations.

The school day begins with the arrival of the first student at school and ends after the last scheduled instructional period. As specified in Massachusetts School Nutrition Standards for Competitive Foods and Beverages, any foods or beverages sold or provided 30 minutes before school begins through 30 minutes after school ends comply with the nutrition standards. Vending machines comply with the standards at all times. Healthy foods and beverages are provided in vending machines, school stores and other venues within the schools' control. The Bedford Public Schools follow guidelines that promote the availability of foods and beverages that contribute toward eating patterns that are consistent with the Dietary Guidelines for Americans, as articulated by Massachusetts Action for Healthy Kids.

Assurances

The Bedford Public Schools assure that the guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779), section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(ff)(s), 1766(a)0, and Massachusetts School Nutrition Standards for Competitive Foods and Beverages (MGL 111, section 223) as those regulations and guidance apply to schools.

Plan for Measuring, Implementing and Monitoring Policy

These guidelines will take effect August 1, 2012, and will be implemented with the start of school in September 2012. Principals, with assistance from the Program Director for Physical Education, Health, Family and Consumer Science and the Director of Food Services, will be responsible for the implementation and monitoring of the guidelines set forth in this policy.

Wellness Council

This policy was developed by the Bedford Public Schools with the advice and support of the Wellness Council.

Approved: May 23, 2006

Revised: May 8, 2012

File IJNDBA: Acceptable Technology Use Policy for Students

Student use of technology in the Bedford Public Schools is solely for the enhancement of teaching and learning. All students are expected to read this Acceptable Use Policy and are required to sign the Acceptable Use Policy Agreement Form. Adherence to this policy is a condition for a student's use of technology.

Acceptable Uses - Including but not limited to:

Students must:

- Identify themselves in Internet communications
- Post/send only useful and appropriate information
- Only access their own account and keep their passwords private
- Only alter their own work, unless they have permission from the owner
- Only use the e-mail account provided by the Bedford Schools while on the school network (Bedford email accounts may also be accessed at any time from outside the school network.)

Students should:

- Check email frequently and delete old mail
- Take care in using humor, avoid sarcasm, and don't unreasonably criticize, or "flame" others
- Credit the original author when quoting someone else's work
- Remove their old files when they are no longer needed

Students must not:

- Engage in harassment, libel, or slander of any kind
- Use the Internet for commercial or political purposes
- Use the Internet to access sexually explicit or pornographic materials
- Use the Internet for illegal activities including, but not limited to, copyright violations and illegal distribution of software
- Give out their own or another individual personal information such as address or phone number
- Post audio, video or any material of or created by another student or faculty member without that individuals permission
- Engage in spamming (sending massive, inappropriate and unsolicited information) or flooding (transferring data without intent of meaningful communication)
- Use equipment without permission
- Alter the configuration of school technology, except as educationally appropriate
- Download or install software of any kind
- Illegally copy software

Sanctions

Network access is a privilege, not a right. The Bedford Public Schools will review alleged violations of this Acceptable Use Policy. Violations could result in the following:

- Loss of access privileges
- Additional disciplinary action at the building level in accordance with the discipline code in the student handbooks.
- Referral to appropriate law enforcement agencies

Disclaimer of Liability

The Bedford Public School system denies responsibility for the accuracy or quality of information obtained from the Internet. The Bedford Public School system cannot guarantee that access will always be available and is not responsible for any damage a user suffers or for the loss of data obtained via the Internet.

Privacy

Users should not have an expectation of privacy or confidentiality in the context of electronic communications or of other files sent, received and/or stored on the district's network. The Bedford Public School System also reserves the right to examine all data sent, received and/or stored on the district's network. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. Electronic communications may be archived for a period of up to three years.

File IJNDC: Web Page Policy

The District's Web Page Policy is as follows:

1. District Website

- A. The district will establish a web site. Materials appropriate for placement on the district web site may include: district information, school information, teacher or class information, student projects, and student extracurricular organization information. All published pages and corresponding links stored on the school department servers must be related to Bedford's educational goals and objectives or related to school-sponsored activities. Personal, non-educationally related information will not be allowed on the district web site.
- B. All material must also be approved by the building principal and/or the appropriate administrator or their designee prior to publication on the web server.

2. Curriculum Web Pages

Teachers may establish web pages for teaching and learning purposes, such as use with class activities or to provide a resource for other teachers. Teachers will be responsible for maintaining their class educational resource sites. Such pages will be subject to the approval, consistency, content, and procedural requirements as described in sections 1, 4, and 5 of this policy.

3. Extracurricular Organization Web Pages

- A. With the approval of the building principal, extracurricular organizations may establish web pages. Material presented on the organization's web page must relate specifically to school organization activities.
- B. Organization web pages must include the following notice: "This is an extracurricular organization web page. Opinions expressed on this page shall not be attributed to the Bedford Public Schools."

4. Web Page Requirements

- A. All District Acceptable Technology Use Policy provisions will govern material placed on the Internet.
- B. Web Pages shall not:
 - i. Contain the address, or phone number of students.
 - ii. Display materials such as photographs, audio or videos of any identifiable individual(s) without a signed release and without permission from the identifiable individual(s). Releases for students under the age of 18 must be signed by their parent or guardian and be kept on file.
 - iii. Contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a website is within the fair use exemption.
- C. First names or first names and the first letter of the last name may be used where appropriate for grades K-5. Students grades 6-12 may be identified by their full name.
- D. Material placed on the web site is expected to meet academic standards of proper spelling, grammar, and accuracy of information.
- E. Students may retain the copyright on the material they create that is posted on the Internet. District employees may retain the copyright on material they create and post if appropriate under district policies.
- F. It will not be considered a violation of free speech to require removal of material that fails to meet established educational objectives or that is in violation of any provision of the Acceptable Technology Use Policy (attached).

5. Content Standards

The intended audience of the school and/or district web site is primarily members of the school community, citizens of Bedford, and people interested in moving to the area. All subject matter on the school web pages shall relate to curriculum, instruction, and school-authorized activities and general information of interest to the intended audience. Pages should include, but not be limited to, factual information about the school or school population, philosophy or vision statement and staff listing.

6. Concerns

Concerns about the content of any pages created by staff should be directed to the building administrator.

Revised: May 12, 2009

JICFB - Bullying Prevention

The Bedford Public Schools, in accordance with MGL: Chapter [92](#) of the Acts of 2010, and Section 370, endeavor to maintain a safe learning environment where students can achieve the highest academic standard. The Bedford Public Schools are committed to creating an environment in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in a school setting. The Bedford Public Schools will endeavor to maintain a learning and working environment free of bullying. The Bedford Public Schools shall not tolerate bullying.

Definitions

"Bullying" is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:

- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying.

"Cyber-bullying" means 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 the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in 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 the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying or cyber-bullying.

"Bullying a Class." By the Department of Elementary and Secondary Education's definition, if a teacher is accused of bullying his or her class, then the District must implement the same investigation procedures that it would use if, as the law states, an allegation is made that an individual has been targeted.

"Retaliation" is any form of intimidation, reprisal or harassment by a current student or former student under the age of 21 directed against a person in response to an action that person has taken or knowledge that person has.

Prohibitions

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;

- At school-sponsored or school-related activities;
 - At functions or programs whether on or off school grounds;
 - At school bus stops;
 - On school buses or other vehicles owned, leased or used by the school district; or,
 - Through the use of technology or an electronic device owned, leased or used by the Bedford Public Schools.
- Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Bedford Public School district if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially. The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students who believe that they are a victim of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The victim shall not, however, be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

Any member of a school staff shall immediately report any instance of bullying the staff member witnessed or became aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a report, shall promptly contact the parents or guardians of a student who has been the alleged victim or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-Bullying Report Form which may include interviewing the alleged victim, alleged perpetrator, staff members, students and/or witnesses.

Staff shall assess an alleged victim's needs for protection and respond as needed to restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within a timely manner. The parents or guardians shall be contacted upon completion of the investigation and informed of the results. The report provided to parents or guardians shall

include whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. The Principal or his/her designee shall contact the parents or guardians as to the status of the investigation.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Victim Assistance

The Bedford Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both victims and perpetrators, affected by bullying, as necessary.

Training and Assessment

Training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for K-12 students.

Communication with Other School Districts

If an incident of bullying or retaliation involves students from more than one school district, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, the school district or school informed of the bullying or retaliation shall contact law enforcement.

Special Education

Whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Bedford Public Schools website.

REFERENCES: MA Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFERENCES: Title VII, Section 703 Civil Rights Act of 1964 as amended

Federal Regulation 74696 issued by EEO Commission

Title IX of the Education Amendments of 1972

[603 CMR 26.00](#)

M.G.L. [71:37O](#)

M.G.L. [265:43](#), [43A](#)

M.G.L. [268:13B](#)

M.G.L. [269:14A](#)

MGL c.[71, 370](#) as amended by Sections 72-74 of Chapter 38 of the Acts of 2013

CROSS REFERENCES: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

[JBA](#), Student-to-Student Harassment

[JICFA](#), Prohibition of Hazing

[JK](#), Student Discipline Regulations

Approved: October 12, 2010

Revised: November 12, 2010

Approved & Revised: October 22, 2013

Approved & Revised: June 6, 2017

File JH: Student Attendance

Every pupil, who is not present in the schoolroom at the appointed time for the opening session of school, shall be marked tardy unless the pupil can demonstrate that he/she was engaged with a member of the educational staff at, or just prior to, the appointed time.

In every case of absence or tardiness by the pupil, the school shall require a reason, verbal or written, to be made by the parent or guardian. No pupil shall be dismissed from school before the close of the session, except 1) in case of illness, 2) other emergency, or 3) by request of his/her parent or guardian, made in person or in writing. All cases of dismissal shall be recorded. Pupils may not leave the building until the person receiving the pupil has been properly identified in person or by telephone if the call is verified.

Legal Ref.: M.G.L. [76:1](#); [76:16A](#); [76:2](#); [76.3](#); [76.4](#)

Bedford Public Schools – approved June 15, 2004; Revised: May 8, 2012

File EEAJ: Motor Vehicle Idling on School Grounds File

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term “school grounds” shall mean in, on or within 100 feet of the real property (building footprint) of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Bedford Public Schools has determined that alternative locations block traffic, impair student safety or are not cost effective.

Legal References: M.G.L. C. 90, § 16B AND 540 CMR 27.00

M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

File JB: Equal Educational Opportunities File

It is the policy of the Bedford Public Schools not to discriminate on the basis of sex, race, religion, color, disability, sexual orientation and national origin in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971. Inquiries regarding compliance with Title IX may be directed to the Office of the Superintendent, the Department of Education or to the Director of the Office for Civil Rights, Boston, Massachusetts.

LEGAL REFS.: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375 Title IX, Education Amendments of 1972 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971) Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78 Bedford Public Schools - approved June 15, 2004

File JICC: Student Conduct on School Buses File

The School Committee and its staff share with students and parents/guardians 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 the 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.

Bedford Public Schools –approved June 15, 2004

Appendix : McKinney Vento Act

(Bedford's Homeless Liaison is Dr. Tricia Clifford, Assistant Superintendent of Schools)

The McKinney Vento Act requires homeless student liaisons to provide public notice of the education rights of homeless students disseminated in places where homeless students receive services under the McKinney Vento Act. 42 U.S.C. & 11432(g)(6).

- The National Center for Homeless Students (funded by the Department of Education) has created posters (in black and white or color, in English or in Spanish, for parents or for students) that can be ordered on their website: <http://www.serve.org/nche/Products.htm>

Appendix: Procedures for Disciplining Students with Special Needs

All students are expected to meet the requirements for behavior as set forth in the student handbook. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires 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 Individualized Educational Plan (IEP). The following additional requirements apply to the discipline of special needs students.

1. The Principal or Assistant Principal will notify the Director of Special Education in writing of the suspendable offense of a special needs student and a record will be kept of such notices in the Pupil Personnel Services office.

2. When it is known, or is probable, that the suspension(s) of a special needs student will accumulate to ten days in a school year, the Principal shall consult with the Director of Special Education, (781.275.7588). The Principal (Team Chairperson) will convene the team to review the student's IEP to determine if the student's misconduct is related to his/her special needs; if the IEP is appropriate; or if the IEP has been fully implemented.

A. If the TEAM determines that any of those three conditions apply, the suspension cannot occur. Instead the TEAM will take immediate steps to ensure that either the IEP is fully implemented or will modify the IEP to reflect a new program designed to meet the student's needs. Any modification to the IEP must be agreed upon by the student's parents before it can be implemented.

B. If the TEAM concludes that the student's misconduct was not related to the student's special need, and that the IEP was appropriate to meet the student's needs, and that the IEP had been fully implemented, then the student may be suspended, provided that an amendment to the IEP is developed to describe the manner in which the student will continue to receive his/her special education program during the period of suspension

3. If a special needs student is found in possession of a weapon or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school or at a school function, the student may be placed in an interim alternative educational setting for the same amount of time that a student without special needs would be subjected to discipline, but for not more than 45 days, without parental consent.

4. If the suspension will result in an exclusion of more than 10 days in a school year, immediate written notification of the suspension and request for approval of the alternative plan must be made to the Division of Special Education, with a copy to the student's parents. A copy of the alternative plan must be included, and the request for approval must be completed by the Principal (Team Chairperson) and forwarded to the Department of Education by the Director of Special Education.

Although all students are expected to meet the requirements for behavior as set forth in this handbook, the Federal and state laws governing the provision of special education services requires that additional provisions must be made for those students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Education Plan (IEP). Those additional requirements are described in #3.

Appendix: District Curriculum Accommodation Plan

What is a District Curriculum Accommodation Plan? Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process for determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools. Massachusetts General Laws, Chapter 71, Section 38Q1/2

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

The BEDFORD Public Schools DCAP has four main objectives:

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners
- To increase, through the DCAP’s articulation, support services and instructional delivery options available within general education settings
- To recommend instructional interventions for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development, and coaching Bedford Public Schools believe and expect that all students can learn. The following statements represent this belief system:
 - Students have different rates and styles of learning
 - Students are diverse in their cognitive, physical, linguistic, social and emotional development
 - Students differ in their ability to work and study independently
 - At various times, students experience different reactions and responses to curriculum and instructional task demands
 - Students require different amounts of supervision and instruction.

It is with these statements in mind that this DCAP was designed. It provides an accounting of resources and accommodations available to students and classroom teachers. The DCAP provides a process that each school follows in order to support struggling learners. All staff may provide individual accommodations to students on an as-needed basis and specific to the content of the situation. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs. Please note: “The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education team to consider when determining if the student is eligible for special education.” (Excerpted from “Is Special Education the Right Service? A Technical Assistance Guide”, MA DOE, March 2001)

Appendix: Harassment Reporting/Investigating Procedures

The Bedford Public Schools are committed to maintaining a school environment free of harassment based on gender. Sexual harassment by administrators, certified support personnel, students, vendors and other individuals in the school environment is prohibited.

Sexual, racial or religious harassment occurs between students and adults whenever any hurtful verbal or physical communication occurs that the victim is powerless to stop. Some specific behaviors that will not be tolerated are:

1. Unwanted racial, sexual or religious comments.
2. Spreading racial, sexual or religious gossip.
3. Unwanted physical contact of a racial, sexual or religious nature.
4. “Bullying” which is verbal or physical threats intended to intimidate another person.
5. Name calling.

If a student is a victim of one of these behaviors, he/she or his/her parent or guardian should talk to an adult in the school as soon as possible (refer to the Grievance Procedures). Begin with the person closest to the problem. For example, if harassment occurs in the classroom, talk to the teacher. If it occurs during an after school activity, speak to the faculty advisor or the coach. You cannot solve this problem alone. The adult will communicate your concerns to an administrator. He/she will have a meeting with the student, and the other student, and if you wish, the adult you reported to and/or your counselor as soon as possible. The purpose of this meeting will be to determine if harassment has occurred. Often such discussions can resolve the misunderstanding that caused the incident. If the incident is more serious or becomes a pattern of behavior, more serious action may be taken, such as an apology, counseling, detention or suspension. Each incident will be handled individually with as much confidentiality as possible.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature when:

- Submission is made either explicitly or implicitly a term or condition of an individual’s employment or educational benefits; or
- Submission to, or rejection of, such conduct by an individual is used as the basis for an employment decision affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile, or offensive working/educational environment.
- The range of behaviors include, but are not limited to, unsolicited remarks, gestures, display or circulation of written materials or pictures, or writing placed on school property, which are derogatory to a gender; learning; spreading sexual gossip; unwelcome physical contact (e.g., pinching or patting; and pressure for sexual activity).

Harassment by a Student—Complaint Made by Students or Staff Involving Harassment by a Student

Upon receiving a complaint, the complaint manager shall confer with the Complainant to gain an understanding and statement of the alleged facts. If it is determined that such facts would constitute sexual harassment as defined above, the complaint officer shall take appropriate steps to investigate and/or resolve the complaint. Such steps may include, but are not limited to those listed below:

1. Meet with the person charged (such person is hereinafter referred to as “Respondent”) to obtain a response to the complaint;
2. Conduct interviews of possible witnesses to the alleged events;
3. Report the matter to local police if criminal activity is involved. See Mass. General Laws, c.265,43, which prohibits stalking;
4. Subject to the requirements of due process, take disciplinary action against Respondent, including without limitation, a letter of reprimand or warning or a suspension of one to ten days;
5. Refer Respondent to the Principal or Superintendent for further disciplinary action.

Harassment by a Staff Member—Complaints Made by Student or Staff Involving Harassment by a Staff Member

Upon receiving a complaint, the principal or assistant principal shall confer with the Complainant to gain an understanding and statement of the alleged facts. As appropriate, the principal or assistant principal may take steps 1-5 above. In addition, the principal / assistant principal or his / her designee shall report suspected child abuse to the Department of Social Services as required by Mass. Gen. Laws, c.119, 51A and shall take, as appropriate, the steps necessary for disciplinary action against the staff member pursuant to the applicable collective bargaining agreement and state and federal law. Persons who engage in sexual harassment may be subject to discipline, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by school administration and/or School Committee.

GRIEVANCE PROCEDURES FOR HARASSMENT AND / OR DISCRIMINATION COMPLAINTS

I. WHERE TO FILE A COMPLAINT:

Any student or employee who believes that The Lane School has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the principal. If the principal is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with Assistant Superintendent of the Bedford Public Schools. These individuals are listed below and are hereinafter referred to as “Grievance Administrators.”

Principal, Lane School 781-275-7606 ext.4889

Assistant Superintendent, Bedford Public Schools – 781-275-7588

- **COMPLAINTS OF HARASSMENT BY PEERS:** In the event the complaint consists of a student’s allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with a complaint manager (hereinafter referred to as “Building Complaint Manager”). The names of the Building Complaint Manager(s) are listed below:

Principal, Lane School,
781-275-7606

Assistant Principal, Lane School
781-275-7606

Counselor/School Psychologist, Lane School
781-275-7606

- **COMPLAINTS OF DISCRIMINATION BASED UPON DISABILITY:** A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs to is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 28, and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education's *Parents' Rights Brochure* rather than this Grievance Procedure. A copy of the brochure is available from the following individual:

Assistant Superintendent
781-275-7588

LANE SCHOOL GRIEVANCE PROCEDURES

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

II. CONTENTS OF COMPLAINTS AND TIMELINES FOR FILING

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator or any person of the grievant's choosing may assist the grievant with filing the complaint. The written complaint must include the following information:

- The name and school (or address and telephone number if not a student or employee) of the grievant.
- The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
- The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
- A description, in as much detail as possible, of the alleged discrimination or harassment. The date(s) of the alleged discrimination or harassment.
- The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
- A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

III. INVESTIGATION AND RESOLUTION OF THE COMPLAINT

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom she/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated at the Davis School involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment.) Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievances/respondents and witnesses will be maintained, to the extent consistent with the Davis School’s obligations relating to investigation of complaints and the due process rights of individuals affected. Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

IV. APPEALS

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition the Superintendent, as follows:

Superintendent
781-275-7588
Bedford Public Schools
97 McMahon Road
Bedford, MA 01730

The Superintendent will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

A grievant may file a complaint with the U.S. Department of Education, Office for Civil Rights, JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617)223-9662, TTY (617)223-9695 as follows:

1. within 180 calendar days of alleged discrimination of harassment, or
2. within 60 calendar days of receiving notice of the Bedford Public School’s final disposition on a complaint filed through the Bedford Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals or,
4. instead of filing a complaint within the Bedford Public Schools.

RETALIATION

Respondent and his/her associates are prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Acts of retaliation may result in disciplinary action, including, but not limited to suspension and or recommendation to the Superintendent for further disciplinary action.

Appendix D Internet Publishing Policy For Students Grades K-5

The Bedford Public Schools embrace the use of technology to promote 21st century learning skills. During the school year, students will be engaged in various technology projects that may include publishing on the Internet for the purpose of communication and collaboration.

We need your permission to publish your child's work, image or first name and last initial. This would include postings in school publications such as school newsletters or school websites. Student addresses and/or phone numbers will not be published on the Internet at any time. You will have the following choices for permission at no cost to the district:

1. Full Permission

- You agree to allow your child's work to be posted on the Internet including his or her image and first name and last initial.

OR

2. Partial Permission

- **No Images:** You agree to allow your child's work to be posted on the Internet but do not allow his or her image to be posted.

AND/OR

- **No Name:** You agree to allow your child's work to be posted on the Internet but do not allow his or her name to be posted.

OR

3. No Permission

- You do not agree to allow your child's work to be posted on the Internet.

Further, we authorize the use of his or her images and/or work for an indefinite length of time or until a written request to remove such material is made to the Superintendent.

We understand that our permission waives any liability to the Bedford Public Schools for displaying his or her images and/or work, and we agree not to bring any claims against the Bedford Public Schools or those associated with them for, or on account of, such display.

Please fill out the Parent Consent Form which indicates your preferences. Be sure to discuss these choices with your child so he or she is aware of your decision while completing school assignments that involve students posting on the Internet.

Revised Form 4/2009

Appendix : C.O.R.I. Requirements

It shall be the policy of the Bedford Public Schools to obtain all available Criminal Offender Record Information (C.O.R.I.) from the Criminal History Systems Board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I. data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall require a new form annually to obtain all available Criminal Offender Record Information from the criminal history systems board on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education C.O.R.I. Law Advisory dated February 17, 2003, “‘Direct and unmonitored contact with children’ means contact with a child when no other C.O.R.I. cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available C.O.R.I. data from the criminal history systems board. In the event that a current employee has questions concerning the signing of the request form, he/she may meet with the Principal or Superintendent; however, failure to sign the C.O.R.I. request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

C.O.R.I. is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. C.O.R.I. may be shared with the individual to whom it pertains, upon his or her request, and in the event of an inaccurate report the individual should contact the criminal history systems board.

Access to C.O.R.I. material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, C.O.R.I. material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law, reserves the exclusive right concerning any employment decision made pursuant to Chapter 385 of the Acts of 2002. The employer may consider the following factors when reviewing C.O.R.I.: the type and nature of the offense; the date of the offense and whether the individual has been subsequently arrested, as well as any other factors the employer deems relevant. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on C.O.R.I. checks will be made consistent with this policy and any applicable law or regulations.

If a criminal record is received from the Criminal History Systems Board (CHSB), the Superintendent will closely compare the record provided by CHSB with the information on the C.O.R.I. request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

If the district is inclined to make an adverse decision based on the results of the C.O.R.I. check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the district's C.O.R.I. policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the C.O.R.I. record.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides school related transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records (see attachment) which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests, criminal court appearances or convictions. An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all the legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

As soon as possible after the district obtains the certification from the criminal history systems board to receive C.O.R.I. data, the Superintendent shall obtain such data for any person then providing volunteer service, as a condition of continued service.

LEGAL REF: M.G.L.71:38R, 151B, 276, §.100A, St.2002, c.385
MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003)
803 CMR 3.05 (Chapter 149 of the Acts of 2004)

CROSS REF: File: ADDA-R C.O.R.I. Requirements
 File: ADDA-E C.O.R.I. Requirements

Appendix : Protection of Pupil Rights Amendments

The Bedford Public Schools adheres to the Protection of Pupil Rights Amendment (PPRA),^{2/a} a federal law that affords parents and eligible students (those who have reached the age of 18) certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. An overview of these rights follows:

A. Consent to federally funded surveys concerning “protected information.” Schools must obtain written consent of the parent or eligible student prior to requiring the student to participate in a survey that is funded in whole or in part by a program of the United States Department of Education (USDOE) if the survey concerns one or more of the following protected areas of information (“protected information survey”):

1. Political affiliations or beliefs of the student or student’s parent
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or

B. Opt out of certain surveys and exams even if not federally funded. Parents and eligible students must receive notice of any of the following activities and have the right to opt out of them.

1. Any protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;^{3/}
3. Activities involving collection, disclosure, or use of personal information/ obtained from students for the purposes of marketing or selling or otherwise distributing the information to others.^{5/}

^{3/} Mass. Gen. Laws §71, §57 requires schools to conduct physical examinations [of students] “to ascertain defects in sight or hearing, postural or other physical defects tending to prevent his receiving the full benefits of his school work and to ascertain physical defects of the feet which might unfavorably influence the child’s health or physical efficiency.”

^{4/} Personal information is defined as individually identifiable information including a student or parent’s first
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C. Inspect certain materials. Upon request, parents and eligible students have the right to inspect the following before the school district administers or uses them:

1. Protected information surveys of students;
2. Surveys created by a third party.
3. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
4. Instructional materials/ used as part of the educational curriculum.

D. Receive notification of the district’s policies on the PPRA. After consultation with parents, the Bedford Public Schools has adopted the following policies to implement the PPRA:

Notice of Rights: The Superintendent will arrange for direct notice to parents and eligible students of this policy at the beginning of each school year, either through the U.S. Mail or e-mail, and will provide updates

within a reasonable time period after any substantive changes. The Superintendent may also include notice of this policy along with other routine legal notices in one or more local newspapers.

Notice of Activities: The Superintendent will arrange for direct notice to parents/eligible students at least annually at the beginning of the school year of the activities or surveys identified in the PPRA that the Bedford Public Schools anticipates conducting. The Superintendent will provide parents/eligible students with consent forms or the opportunity to opt a child out of activities, if applicable.

Inspection of Materials: Parents or eligible students who wish to exercise their right to inspect surveys and instructional materials as identified in the PPRA may do so by sending written notice to the [Superintendent of Schools or the School Principal]. The [Superintendent/Principal] will respond to requests within ten calendar days. Opportunity for inspection of applicable materials will be provided at the school or district administrative offices.

Protections of Student Privacy: The Superintendent will ensure that procedures are in place to protect student privacy in the administration of protected information surveys and in the collection, disclosure or use of personal information for marketing, selling or other distribution purposes.

Parents or eligible students who believe their rights under the PPRA have been violated may file a complaint within the district by contacting the Superintendent of Schools. Complaints may also be filed with: and last name; home address; telephone number; or social security number. 20 USC §1232h (c)(6)(E).

5/ The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following: college or other postsecondary education recruitment, or military recruitment; book clubs, magazines, and programs providing access to low-cost literacy products; curriculum and instructional materials used by elementary schools and secondary schools; tests and assessments used by elementary schools and secondary schools to provide formative, evaluative, diagnostic, clinical, aptitude, or achievement information about student; the sale by students of products or services to raise funds for school-related or educational-related activities; student recognition programs.

6/ The term “instructional materials” is defined as instructional material that is provided to the student, regardless of format, including printed or representational materials, audio visual materials (such as materials accessible through the internet.) The term does not include academic tests or academic assessments. USC §1232h(c)(6)(A).

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605 RB\POLICY\N-POLICY-PPA-03-08-12

Federal Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting their building principal.

- a. The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H (“Section 37H”) law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal.
- b. The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- c. The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Bedford Public Schools and who need access to a record in order to fulfill their duties. The Bedford Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by federal law, the Bedford Public Schools routinely releases the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the High School Principal. Absent receipt of a written objection for the parent or eligible student by October 1st (initial notification sent September 2005), this information will be released without further notice or consent.

- a. The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

Appendix: Residency Procedure

The Bedford Public School Committee has adopted a policy regarding the residency and admission of students. The staff is directed to ensure that all forms and regulations are fully executed and conforms to this policy (attached).

RESIDENCY (Legal Reference: M.G.L. Chapter 776, Section 5) In order to attend the Bedford Public Schools, a student must actually reside in Bedford, unless an exception as noted in the School Committee policy applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child's parent or legal guardian having physical custody of the child. A student's actual residence is considered to be the place where he or she lives permanently. In determining residency, Bedford Public Schools (BPS) retains the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Bedford renders the student ineligible to enroll in Bedford Public Schools or, if the student is already enrolled in the Bedford Public Schools, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18) who is aggrieved by a determination of residency, may appeal the determination to the Superintendent of Schools, whose decision shall be final.

VERIFICATION OF RESIDENCY

Before any student is enrolled in Bedford Public Schools, his or her parent or legal guardian must provide:

- A signed Statement/Affidavit of Occupancy or Residency
- Proof of Residency in Bedford (3 documents from chart below)

All applicants for enrollment must submit at least one document each from Column A, B, and C and any other documents that may be requested, including but not limited to those from Column A, B, or C. *(See Chart on next page)* A Bedford High School student whose lives on base with his/her parent or guardian may use Column D in lieu of Column B. A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Form E.1(July 2010)

COLUMN A	COLUMN B	COLUMN C
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Evidence of Residency	Evidence of Occupancy	Evidence of Identification (Photo I.D.)
Record of recent mortgage payment and/or property tax bill	Gas/Oil Bill, Electric Bill, Home (not cell) Telephone Bill, Cable Bill, Water Bill (<i>note: Bill must be dated within the past 45 days and address and name must be stated</i>)	Valid MA Driver's License
Fully signed and executed Lease and/or Rental Agreement (<i>Must be executed by both parties</i>)	Recent bill dated within the past 45 days showing Bedford address and name (<i>Note: A Residency Statement/ Affidavit is required with this option.</i>)	Valid MA Photo I.D. Card
Landlord/Owner of Property Affidavit (see <i>Residency Statement/Affidavit form</i>)	Occupancy Statement/ Affidavit must be notarized if a bill cannot be provided prior to student's enrollment	Valid Passport
Fully signed and executed Purchase and Sale (P&S Agreement (<i>provided occupancy date occurs within 30 days of enrollment</i>))		Other Government issued Photo I.D.
Section 8 Agreement		

Residency Procedure

The principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents/Guardians are required to notify the school of any changes of their address or the address of the student within five business days of the change.

ENFORCEMENT

Should a question arise concerning any student's residency elsewhere while attending the Bedford Public Schools, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to Bedford Public Schools because of an invalid or unknown address, or other grounds.

Form E.1(July 2010)
Residency Procedure

The Superintendent may request additional documentation, may use the assistance of the School's Resource Officer (SRO), and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The SRO will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than Bedford, the student's enrollment in Bedford Public Schools shall be terminated immediately.

PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law (M.G.L. Chapter 76, Section 5), the Bedford Public Schools reserves the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

EXCEPTION

The Residency Requirements shall not apply to the following:

- Students who are entitled to attend the Bedford Public Schools under the McKinney-Vento Homeless Assistance Act.
- Seniors already enrolled in the Bedford Public Schools who move out during their senior year as stipulated in the Residency Policy, provided they have made the Superintendent of Schools aware of the change of residence within 5 business days of the actual move.
- Students whose parents divorce or separate and share physical custody, provided one custodial parent remains a resident of Bedford and the student **sleeps at least 4 out of 7 nights** with the parent who resides in Bedford. (Legal documentation must be provided to the school office.)

POTENTIAL WAIVER WHEN RESIDENCY IS IN TRANSITION

For students whose residency is in transition, the following exceptions to the general policy may apply, with prior written approval from the Superintendent of Schools:

- Pending purchase of a Dwelling The children of families who have signed and accepted a Purchase and Sale Agreement to purchase and reside in a dwelling in the Town of Bedford may be enrolled up to 30 calendar days in advance of the time actual physical residence occurs.
- Construction of a New Dwelling Children of families that are building a primary residence in Bedford may enroll in the Schools at the beginning of the school year if they have obtained a certificate of occupancy from the Town.

The schools of Bedford are open to those students who qualify as residents under the laws of the State of Massachusetts and in accordance with the prevailing common rule. A pupil who lives within the system permanently, or with no present intention of removal, whether with a guardian, one who stands in loco parentis, or an emancipated minor is entitled to all school privileges as a resident of the system. Students who do not actually reside in the Town of Bedford will be excluded unless the superintendent or designee allows attendance due to special circumstances.

The Superintendent may allow attendance of those students for their senior year of high school who have been previously a student in the Bedford Senior High School, based on actual residency, since 9 grade.th

The Superintendent may admit students to the Bedford Schools upon presentation of evidence of intent to become a resident of Bedford within a reasonable time. This evidence may be a rental agreement, property lease, contract to build a house, or such other evidence as clearly indicates intent. If residency does not occur, even after such evidence is presented, in a reasonable time frame, the admittance shall be revoked.

The Superintendent, upon request, may also allow students to finish a school year even though a change of residence has taken place. Such a request will require the approval of the Principal where the child attends school.

In special cases, the Superintendent may allow students to attend school if they are not actual residents of the town.

LEGAL Ref.: M.G.L. 71:6; 71:6A; 74:8; 76.6; 776:12; 76

NOTICE OF NON-DISCRIMINATION

The Bedford Public Schools provides Equal Education Opportunity without regard to race, religion, color, national origin, sex marital status disability, age, homelessness or sexual orientation.

The School District complies with all applicable Federal and State Laws, including but not limited to: Title VI and VII (race, color, national origin discrimination), Title IX (gender discrimination), the Americans with Disabilities Act (ADA) (disability discrimination, Section 504 of the Rehabilitation Act of 1973 (disability discrimination), and Massachusetts General Laws, c.151B, and c151C (race, color, creed, national origin, ancestry, sex discrimination, c.76, 5 (race, color, sex, national orientation, creed, and sexual orientation discrimination), and c.71B (disability discrimination).

The School District has duly appointed individuals responsible for the overall monitoring, auditing, and ensuring compliance with this policy.

For compliance issues regarding Lane School, students or parents should contact: Mr. Rob Ackerman at Lt. Job Lane School, 66 Sweetwater Avenue, Bedford, MA 01730 or by phone at (781) 275-7606. Individuals who believe they have been discriminated against in any of the District's educational activities can file a written grievance with the appropriate office. You may also contact Phil Conrad's Office, Superintendent of the Bedford Public Schools at (781) 275-7588.

Bedford Public School's Contacts

BEDFORD PUBLIC SCHOOLS

Bedford, Massachusetts

In the interest of clarifying communications within the community, please note the following personnel and their role within the Bedford Public Schools.

Superintendent of Schools	Phil Conrad	781-275-7588
Assistant Superintendent	Tricia Clifford	781-275-7588
Title VI/IX Coordinator:	Assistant Superintendent	781-275-7588
Section 504 Coordinators:	Assistant Superintendent	
System-Wide	Assistant Superintendent	781-275-7588
Lt. Eleazer Davis School	Beth Benoit, Principal Jessica Colby, Asst. Principal	781-275-6804
Lt. Job Lane School	Robert Ackerman, Principal Keith Kinney, Asst. Principal	781-275-7606
John Glenn Middle School	Jonathan Hartunian, Principal Nicholas Bacigalupi, Asst. Principal	781-275-3201
Bedford High School	Heather Galante, Principal Thomas Casey, Asst. Principal Daniel Hudder , Asst. Principal	781-275-1700

Complaints Procedures – The grievance may be appealed as follows:

504	Report to:	-Principal -Assistant Superintendent -Superintendent
28	Report to:	-Special Education Team/Principal -Principal -Department of Education
Harassment (Student to Student)	Report to:	-Complaint Managers (Guidance, Asst. Principal) -Principal -Assistant Superintendent -Superintendent
Harassment (Adult to Adult)	Report to:	-Principal -Assistant Superintendent -Superintendent
Harassment (Student to Adult) (Adult to Student)	Report to:	-Assistant Principal -Principal -Assistant Superintendent -Superintendent

