



Joshua Eaton School

Parent and Student Handbook

2021-2022



CORE VALUES

Practice compassion,
Act responsibly,
Work towards success,
Show respect

Joshua Eaton Mission Statement:

The Joshua Eaton Elementary School is committed to developing a community of learners that are respectful of each other, our school culture, and our learning abilities, supportive of our social, emotional and physical needs and prepared to make a positive contribution to our school and the Reading Community.

The Joshua Eaton Elementary School fosters an environment that provides students with the skills required to work hard every day and achieve individual learning goals and challenges.

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Connect with us online: www.reading.k12.ma.us/joshuaeaton



<https://www.facebook.com/JoshuaEatonSchool>



@EatonJaguars

Core Values of the Joshua Eaton Elementary School

Pactice compassion
Act responsibly
Work toward success
Show respect



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SCHOOL DIRECTORY

District Contact Numbers		
Superintendent	Dr. Thomas Milschewski	(781) – 944-5800
Assistant Superintendent	Sarah Hardy	(781) – 944-5800
Director of Student Services	Jennifer Stys	(781) -942-9129
METCO Director	Kurtis Martin	(781) – 944-5800
District STEM Coordinator	Heather Leonard	(781) – 944-5800
District Humanities Coordinator	Allison Straker	(781) – 944-5800
Extended Day Coordinator	Chris Nelson	(781) – 944-5800
Joshua Eaton Contact Numbers		
Principal	Caitlin Shelburne	(781) 942-9161
Main Office	Amy Greco, Secretary	(781) 942-9161 ext. 161
Absentee Line	jeeabsences@reading.k12.ma.us by 8:25 am	(781) -942-9161 and press “1”
FAX Number		(781) 942-9053
School Nurse	Elmy Trevejo	(781) 942-9161 ext. 140
School Psychologist	Carolyn Maas	(781) 942-9161 ext. 139
JE Team Chairperson		(781) 942-9161
Cafeteria Manager	Roberta Ferrari	(781) 942-9161

The Eaton office personnel are available from 8:00am to 3:30pm.

Mission Statement

Reading Public School Mission Statement

The Reading Public Schools strive to ensure that all students will have common challenging, meaningful learning experiences in the academics, health and wellness, the arts, community service, co-curricular activities and athletics. We will lead and manage our school community to reflect the values and culture of the Reading Community, and guide and support our students to develop the appropriate skills, strategies, creativity, and knowledge necessary to be productive informed independent citizens in a global society.



School Entrance Requirements

To be eligible for admission to kindergarten, a child must have reached the age of 5 years on or before August 31st of the entering year.

Kindergarten Screening takes place each year. Upon entering school, each child is required to present:

1. A birth certificate;
2. A record of immunization from the health care provider showing compliance with current Massachusetts Department of Public Health requirements of immunization which includes a lead screening date;
3. A copy of a current physical exam by the child's health care provider; and
4. Proof of residency acceptable by the school district

Any questions regarding health requirements should be addressed to the school nurse

21-22 School Calendar: [RPS 2021-22 School Calendar.pdf \(reading.k12.ma.us\)](https://reading.k12.ma.us/RPS_2021-22_School_Calendar.pdf)

21-22 School Hours

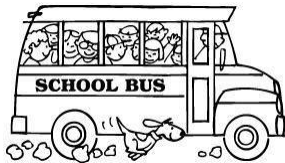
Parents are encouraged to plan their child's arrival to promptly coincide with the opening bell, which is at 8:15 AM. Before school supervision begins at 8:10 AM. All students will enter the building when they arrive with 6-foot distancing and wearing masks. **Joshua Eaton staff begin supervision of students at 8:10.** All doors will be locked during school hours for safety reasons.

Parents and visitors must use the Oak Street door buzzer to enter the building and then sign in at the office. Please do not ask teachers or children to let you in another entrance.

For **full day kindergarten** and 1st through 5th grade, school begins at 8:15 AM and ends at 2:45 PM each day except for remote Friday's when the school session ends at 11:00 am for the children. The early closing every Friday enables teachers to participate in various workshops, planning sessions, scheduling conferences, etc.

The **half day kindergarten** session begins arrival at 8:05 and class at 8:15 AM. The day ends at 11:30 AM. (M -TH) and 11:00 on Remote Fridays.

Bus Policy



The Town of Reading provides transportation to elementary children who live two miles or more from the school. All school-to-home measurements are taken from the nearest school entrance, over regularly used streets that are plowed in the winter, to the front of the home.

Vehicle Arrival Procedures

For the safety of the children, we ask that parents/guardians to follow the drop-off procedure as listed below:

ARRIVAL ON OAK STREET and SUMMER AVENUE

- Please do not park along Oak Street OR Summer Ave during the drop off times, 7:30 -8:30.
- Oak Street is a one way until 8:30. U –Turns are not allowed during the drop off time.
- Cars, except for those with handicap licensing, are not allowed into the school parking area during school hours. If you have a special circumstance, please communicate with the principal.
- Please drop students off at a designated spot on Oak Street or Summer Ave. Students should NOT exit the vehicle until they are at a spot. Students should only exit the car if there is a sidewalk for them to step onto.
- Students should not be let out on the left- hand side of the cars. This causes a safety concern for them to be walking in the street.
- Once your child is dropped off pull over to the left side of the street to let another car into your drop off spot.
- Any adult dropping off should remain in their car to support the flow of traffic and help us avoid traffic congestion. If you need assistance, please get the attention of the staff member that is outside.

WALKERS

- **Students arrival begins at 8:10.** That is the time when staff supervision begins.
- To avoid confusion inside the building, parents are not allowed to walk their child to the cafeteria or their classrooms.
- We will have staff members that will escort your child to their designated area.
- Please enter through the Oak Street door or Door 6/7 during inclement weather.
- The cafeteria door is not an entrance during inclement weather.

END OF DAY PROCEDURES

For the safety of our students, no cars are allowed in the Joshua Eaton Parking lot. Please walk or park in the surrounding neighborhood streets. When picking up your child(ren) for dismissal, please be aware and abide by the following procedure:

Kindergarten (Modular Classrooms) – Staff will meet families of the Kindergarten students in the modular at the area just outside the front of the modular.

Kindergarten (Within Joshua Eaton) – Staff will meet families at **Door 6** to dismiss all students.

Grades 1-5 – We will be dismissing from two locations. A dismissal form will be sent home via email or Google Doc. Please have this form completed on or before the first day of school. Families will indicate which door their child(ren) will be dismissed from at the end of the day. The choice of locations will either be Door #4 (Summer Avenue) or Door #7 (Playground). There will be Joshua Eaton staff supervising these locations as students are being dismissed in an orderly fashion. We encourage parents/guardians to establish a regular pickup area where you can meet your child each day. Student safety is of the utmost importance. Students must be picked up by a guardian listed on the dismissal form. **Written notification is required for all changes in dismissal plans.** We strongly encourage you to use our “Joshua Eaton Change in Dismissal Form” located on our website. Students attending afterschool programs (ex. JEEP or Extended

Day) will be dismissed from their classroom to the café where they will sign in for their afterschool activity. Student must have their families' approval to attend. Bus students will go directly to their buses and be checked in with our building bus monitors.

Idling of Motor Vehicles

- For the safety of staff and students school policies restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from prolonged idling of such vehicles on school grounds and violators may be subject to a fine.

Attendance Policy/Absentee Verification Procedure

All students are expected to attend school each day that school is in session, except in cases of illness or family emergency.

The School Committee has passed a policy that all schools will participate in the Absentee Verification Program. School personnel administer this program. All families are required to participate.

1. **When your child will be absent or late, please call the absentee line (781-942-9161 and press "1") before 8:00 AM, giving the information requested on the recording or email us at jeeabsences@reading.k12.ma.us.** Your call will be recorded.
2. The recorded messages will be compared to the school's absentee list for that day. ***In the event that your child's name is on the school's absentee list and a call or email has not been received, we will:***
 - (a) Call your home.
 - (b) If verification is not received from home, we will refer to the list of names you have supplied to the school on your child's emergency card and call the names in the order given to verify your child's absence.
 - (c) If verification is still not received after the above attempts have been made, we will call the Reading Police Department.

The absentee line is available 23 hours a day, including weekends and holidays. The line is not available between 8:30 AM and 9:30 AM when school is in session. (During this hour recorded messages are being taken from the tape.)

Absences due to a prolonged illness or a communicable disease should be cleared with the school nurse on re-admission. A written excuse is required for all students who have been absent, tardy, or dismissed. Children who have been absent should bring a note on the day they return. Notes for being tardy can arrive the following day.

The Reading Public Schools, pursuant to M.G.L. c. 76, § 1B, has a policy of notifying the parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. This policy requires that the school principal, or a designee, make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

Upon any further absences, the school may schedule a parent conference to discuss and/or investigate the issue further.

A "CRA" (Child Requiring Assistance) petition may be filed in court if a child between the ages of six and sixteen has, in accordance with the lawful and reasonable regulations of such child's school, willfully failed to attend school for more than 8 school days in a quarter or repeatedly fails to obey the lawful and reasonable regulations of the child's school. The Court's authority pursuant to a CHINS petition includes the power to place the child in the custody of the state agency known as the Department of Social Services.

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. So that all staff are aware of the signs of child abuse and neglect, and the Principal, on a yearly basis,

informs all professional staff of their obligations to report cases of child abuse and neglect as specified in M.G.L. Chapter 119, §51A-51F and M.G.L. Chapter 71, §37L.

Early Dismissal Policy

Any student being dismissed early should bring a note from home before dismissal time. In the case of an emergency situation, we will confirm a telephone request but will expect a note to follow. No child will be dismissed unescorted or with an unknown person.

Any child being dismissed must be met by a parent or other authorized person. The parent/guardian should call the main office when they arrive at Joshua Eaton and wait in their car. The school office will escort the student to the car and then the student will be signed out before leaving the parking space.

Any child dismissed on or before 11:30 AM will be marked absent for the day ~ except on Friday when a child will be marked absent if dismissed on or before 10:30 AM.

Tardiness Policy

Any student who arrives **after 8:25 AM** is considered late. Any student who is late must have a parent/guardian call the main office when they arrive at Joshua Eaton and wait in their car. The school office will escort the student into the building and the student will be signed in before leaving the parking space.

Being late for school hurts a child's learning. A student who is late 10 minutes every day will miss 30 hours of instruction during the year! Please make every effort to ensure that your child is on time to school every day.

Absences on Religious Holidays

Parents and students (if age appropriate) are encouraged to notify the school in advance when their child will not be attending school because of religious or ethnic observance. Further information can be found in School Committee Policy IMDA.

Vacations

Families are strongly urged to plan vacations during designated school breaks (December, February, and April) and not extend vacation periods. Consistent attendance is a key factor in academic success.

Should a parent choose to keep a student out of school for reasons other than illness or extenuating family circumstances, teachers will provide the normal range of assistance upon the student's return to school. However, it will be the responsibility of the student to ensure the make-up of all necessary work. Teachers are not required to provide advance assignments to students, and the school and individual teacher(s) are not required to assume responsibility for providing individual tutoring or extensive individual help for the student when he/she returns. The teacher will identify a reasonable timeframe during which the work must be made up. **Please make every effort to ensure your child will not be on vacation during MCAS testing. The schedule will be available on our website once dates are confirmed.**

School Closings and Delays

No School/Delay Policy

It is the policy in Reading to have school on all scheduled days and for parents/guardians to decide when conditions are such that it would be unwise for their child to attend.

However, when travel conditions are such that the school yards cannot be opened or other extraordinary conditions exist, school may be canceled for all schools or for the elementary schools only. It is also possible for the opening of school to be delayed. If a delay is announced, students should arrive at school no earlier than 15 minutes prior to the designated time. They will follow the schedule of the day and be dismissed at the regular time. The decision to cancel or delay opening will be made by the Superintendent of Schools. School cancellation announcements are made on the network television, and announced through Connect-ED®



Connect-ED®

Reading Public Schools utilizes a telephone messaging service called Connect-ED®. The Connect-ED® service enables the district to personally communicate with parents/guardians about emergency situations, school cancellations, school events and important issues impacting your child and our schools. It allows the district to send personalized voice messages to your family's home, work and/or cell phones. Essentially, a school principal can make one phone call and reach all of his or her students' families within minutes. Furthermore, it gives the Superintendent the ability to make one phone call to reach everyone in the entire district within minutes.

Weather Flag Days

During inclement weather, students may enter the school at 8:10 AM and go right into their classrooms through door 6 and 7. Please look for the blue weather flag in the Oak Street. Due to space limitations, parents will only be permitted to drop their child/ren at the door. Our staff will direct your children where to go.

Telephone Policy

The phone system and the office personnel are very busy during the day. Therefore, we do not, as a rule, allow students to use the phone except in the case of an emergency. Emergencies **do not** include things such as students phoning home to ask permission to visit a friend or to have a parent bring in homework or gym shoes for physical education classes. Students will need to make visiting arrangements before coming to school; they will need to bring required materials to school for all their classes.

Dropping Items off for Students or Staff

In an effort to protect instructional time and to minimize classroom disruptions, all visitors/parents **must call the main office when they arrive at Joshua Eaton and wait in their car. The school office will** go to the car to gather the item being dropped off. This includes homework, projects, lunches, etc. Office staff will contact the students or staff to pick up the items at a time that is convenient and does not disrupt instructional time. We thank you in advance for your cooperation with this.

Dress Standards

The School Committee policy states the following: "All pupils are expected to dress properly for school. The appearance of the student body is recognized as a major factor in the overall appearance of the school. Dress patterns may change with various style trends; however, unattractive, extreme and questionable fads have always been frowned upon. Clean, neat appropriate clothes, along with the basics of good grooming, are recommended to every student in order to maintain the high standards of the school."

Students are not allowed to wear hats in the building. For health and safety reasons, students should not wear "flip-flop" sandals, rollerblade sneakers, and beach attire.

Dress for Physical Education

For the safety of each child, we require that sneakers be worn during physical education classes. It is suggested that students wear appropriate and comfortable clothing on the days they are assigned to have physical education classes.

Homework

Aside from the immediate need to strengthen and reinforce academic learning, it is hoped that the long-range effect of homework will instill in the child the discipline, self-reliance, and responsibility of budgeting time for independent study.

As the children progress through the upper grades, the amount of homework increases accordingly. Since assignments are based on individual and specific needs, the amount and type will vary. Most homework is due the next day. Of course, there will be times, especially in upper grades, when long-term projects are required, such as researching a topic, writing a report, or reading a book.

Guidelines for Parents

- (a) Consider homework a top priority in organizing your child's time.
- (b) Provide a quiet, well-lit area free from distractions, such as television or radio.
- (c) Try to establish consistent routines such as a regular homework time and a designated area.
- (d) Take an active interest in the work your child is doing.
- (e) Provide the tools necessary to complete homework (pencils, paper, reference books, calculator, etc.).
- (f) Limit outside activities that involve a great deal of time during the school week.
- (g) Monitor students to ensure they are completing their homework and passing it in on time. In the case of long-term assignments, parents should help students manage their time.
- (h) Assist students with assignments by answering questions and encouraging them without doing their work for them. If your child is struggling, stop before frustration and share any concerns about homework with the classroom teacher.
- (i) Encourage regular visits to the library.
- (j) Encourage reading for enjoyment. Read aloud to your child and have older children read to younger ones.
- (k) Establish a location for the student to keep completed homework assignments so that they will remember to return them to school.

Help your children balance their homework and other activities in their daily routine. **These are the homework guidelines:**

Grade 1:

10 -15 minutes per day; additional reading time of 10-15 minutes daily is expected of all students.

Grade 2:

20 -30 minutes per day; additional reading time of 15-20 minutes daily is expected of all students.

Grade 3:

30 -40 minutes per day; additional reading time of 20-30 minutes daily is expected of all students.

Grade 4:

40 -50 minutes per day; additional reading time of 30 minutes daily is expected of all students.

Grade 5:

50 -60 minutes per day; additional reading time of 30 minutes daily is expected of all students.

Parents should recognize that the amount of time needed to complete homework varies among students. Any concerns about homework should be shared with the classroom teacher. The homework guidelines do not include independent reading time for the PTO sponsored Reading Incentive Program.

When you would like a teacher to send homework or study materials home due to illness of your child for more than one day, please make your request to the office by 12:00 PM. This will allow the teacher time to assemble the assignments and necessary materials and to get them to the office by the end of school. You can pick them up there before 3:30 PM, at which time the office personnel leave for the day. If a friend will be bringing the assignments home instead, please tell the office the child's name and the name of his or her homeroom teacher.

Students who are absent for several days should make arrangements with their teacher to complete any missed assignments and to receive any needed extra help.

McKinney-Vento Homeless Education Assistance Act

The federal McKinney-Vento Homeless Education Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency, as long as the student has been properly immunized. Information on lead screenings as well as immunization records may be transferred over the phone. Parents or Guardians intending to register students who are homeless should be aware of the following guidelines:

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
 2. Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. Transportation may not be provided once permanent housing is found;
 3. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;
- If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records;

A child who is homeless and attending any school served by the local educational agency is eligible for Title I services;

A child who is homeless and attending any school served by the local educational agency is eligible for the Free and Reduced Lunch Program.

For further information, please contact Ellie Marino, Coordinator for the Homeless, at (978) 374-5773 or on the following website: <http://www.doe.mass.edu/hssss/program/homeless.html>

Reporting Academic Progress

Parents are informed of their children's scholastic achievement, conduct and attendance three times a year (November, February, and June).

At the end of the first marking period in November, all parents are expected to attend a conference with the teacher. All grade levels will use the Conference Reporting form as a basis for the conference. A conference is not required at the end of the second and third marking periods; however, either teacher or parents are encouraged to schedule a conference whenever the need arises.

Care of Equipment and Supplies

The Reading Public Schools make every effort to supply students with supplies and materials they will need to learn in school. Students are encouraged to use them responsibly. Students who destroy or vandalize school property will be required to pay for losses or damages.

School Debts

"Students who owe the Reading Public Schools money for lost or damaged books, for vandalism damage or for any other reasons, will be expected to pay as promptly as possible. The parents of students owing money will be notified in writing. Bills unpaid three months after notification of parents will be turned over to a collection agency." (School Committee)

Conferences (Fall and Spring)

In November, parent teacher conferences are held to explain your child's academic progress for the first marking period. We encourage all parents to make every effort to attend the scheduled conference with their child's classroom teacher. The main advantage of the conference is that it gives parents an opportunity to discover firsthand how their child is progressing and, at the same time, it encourages involvement in their education.

For those parents who cannot attend a conference at a scheduled time, every effort will be made by the teacher to reschedule the conference to a more appropriate or convenient time. It must be emphasized here that parents should not always wait for a teacher to initiate a conference. Whenever a need arises or you have an immediate concern, do not hesitate to call the school to arrange a talk with one of the teachers.

How to Prepare

In order to get the most from your conference, come prepared. Confirm the appointment time and, if at all possible, try to arrange a time when both parents can attend. Think of what you want to learn about your child from the teacher and write down specific questions. Formulating your list of questions is the most important part of your planning. Be specific; ask your child if he/she has any questions they would like you to ask the teacher.

Questions You Might Want to Ask

- "Is my child doing as well as he/she should be in school?" "May I see some of his/her work?"
- "Does he/she display any particular aptitude or interests that I should encourage?"
- "What should I do at home to support my child's academics?"
- "How is he/she getting along in individual subjects?" "What kinds of books is he/she reading?"
- "Have you noticed any signs of initiative, originality, and responsibility in the classroom?"

At the Conference

Arrive promptly; do not stay any longer than the scheduled time. If you need to talk more, arrange for another conference. It is best to let the teacher take the lead; then at your first opportunity, let her/him know you have a list of questions. Keep the attention focused on your child's strengths, weaknesses, and study habits, and how you can assist both child and teacher. Discuss any family issues that could affect your child's school performance. Listen well, and be open to suggestions from the teacher, who sees your child as a student, and who also understands your intense interest in your child. Follow-up on the conference; check back in a few weeks to see how your child is progressing. Remember that parents and teachers are working together in an educational partnership.

OPEN HOUSE (Spring)

During Open House evenings, parents are invited to visit their child's classroom to greet the teacher, meet the parents of their child's friends, and see the work being done in the room. In order to meet all the parents, the teacher can spend only a few minutes with each family. These visits are not meant for discussion of problems; if there is a concern, which necessitates parent-teacher discussion, this is an excellent time to make an appointment for a conference.

Plus Portal App

Rediker, our Plus Portal host, has mobile apps available for **Android** and **iOS devices**. ParentPlus provides access to school announcements, alerts and the combined calendar. Most importantly, ParentPlus enables quick and secure access to all the information on your portal pages. The free app is available from the **iTunes App Store** and **Google Play**. Once downloaded, register by entering our School Name: **JoshuaEatonES**

If you have any questions, please contact the Instructional Technology Specialist for our Elementary Schools, Kathy Santilli: **Kathleen.Santilli@reading.k12.ma.us**.

District-Wide Curriculum Accommodation Plan

In accordance with M.G.L. c.71, §38Q1/2 and 603 CMR 28.03(3), the Reading Public Schools has developed and adopted a district-wide curriculum accommodation plan to meet the needs of diverse learners in the general education environment. Responsibility for implementation of this curriculum accommodation plan in each school building is the responsibility of the building principal. For more information regarding the specific services that may be available, please contact the guidance department or building principal.

Services and Accommodations for Students with Disabilities

Under the Individuals with Disabilities Education Act (“IDEA”) and M.G.L. c. 71B, some students with disabilities may be eligible for services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Special Education Department for an evaluation of eligibility for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Within forty-five (45) school days of receipt of the parent(s)’ consent, an evaluation will be conducted, and a TEAM meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” Title II of the Americans with Disabilities Act of 1990 (Title II) is a federal law that applies to public entities, including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met. Compliance with the IDEA is one means of complying with Section 504.

Additionally, the Reading Public Schools provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. The Reading Public Schools is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity. The Reading Public Schools’ administrators, in their discretion, may deny or limit a student’s access to co-curricular activities as a disciplinary sanction. For more information regarding the services available to students with disabilities please contact the Principal, Team Chairperson or the Reading Public Schools’ Director of Student Services at (781) 942-9129.

Gifts to School Personnel

PTO room parents will share information regarding gifts and the MA state law for conflict of interest for public employees. All donations are strictly voluntary. Ethics laws do not permit staff to accept gifts in excess of \$50.00. For more information, go to www.mass.gov/ethics

Photograph and Video Taping Permission

On occasion, students will be photographed or videotaped at school for the local newspaper, cable channel, the school website, or some other publication/social media. **Please indicate on the student emergency card your preference for having your child photographed or videotaped.**

Field Trips

Student trips are planned as a significant aspect of the ongoing educational program and are considered to be an educational learning activity. Before a child may go on a school field trip, parental permission must be granted. This ensures parental attention to such factors as the student's health, possible disruption of family schedule, etc.



Animal/Pet Policy

School Principals, in consultation with the Health Service Providers in each building, shall utilize the Department of Public Health publication "Guideline for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. In the case of the use of the service animal for a disability-related need, the Reading Public Schools will respond in a manner consistent with the applicable regulations of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Due to safety, allergies, and student comfort level with animals, non-approved animals/pets will not be permitted in a school building or on school property; this includes the school playground, and other public areas outside of a school. This includes a pet on a leash.

Please adhere to the school committee policy on student safety in relation to animals in and around schools.

Library

Your child will be able to check out books and magazines from the school library and take them home. We hope that you will read and enjoy these materials with your child. Please contact the Library Media Specialists if you are interested in volunteering in the Library/Media Center.



Computer and Internet Usage Guidelines

The Reading Public Schools use technology as a tool in education. Students use computers for word processing, collecting and disseminating data, and doing research. As more and more computers are being used in schools, it becomes necessary to identify the acceptable uses of technology. The Reading Public Schools Computer Network and Internet Acceptable Use Policy for Students is located on page 36.

"Acceptable Use Guidelines" are contained in a written agreement between the Reading Public Schools and its students and staff. They outline the appropriate uses for technology in the district as well as the consequences for failure to adhere to the guidelines. The guidelines are sent to every family at the beginning of each school year and are available for viewing at the school. Technology support is provided by a half-time technology assistant.

All families are encouraged to use our website for e-mail updates and pertinent information from school, PTO, School Advisory Council, and classrooms. This can be accessed through the district's home page. You will need a password from school to set up your account within the portal.

Website ~ District home page: <http://www.reading.k12.ma.us/>

Joshua Eaton's Home Page: <http://www.reading.k12.ma.us/joshuaeaton/>



As more and more computers are being used in schools, it becomes necessary to identify the appropriate uses of technology. Acceptable Use Guidelines are contained in a written agreement between the Reading Public Schools and its students and staff. They outline the appropriate uses for technology in the district as well as the consequences for failure to adhere to the guideline.

Appropriate Uses for Technology

Technology in the Reading Schools will be used in collaboration with curriculum. Computers and other technology equipment are tools used as part of the teaching and learning process. Their use is regarded as a privilege, not a right. Students and staff will be responsible for following all conditions and rules of technology use as presented by the Reading School District. Any violation of the conditions and rules may result in revocation of technology privileges.

Unacceptable Uses for Technology

- 1) Any activity that is immoral or against the standards of an educational setting.
- 2) Transferring, copying, downloading any obscene, immoral, or inappropriate images.
- 3) Any profane, harassing, or otherwise offensive language.
- 4) Any commercial use of the technology such as product advertising, or the promotion of political candidates.
- 5) Any violation of copyright or trademark laws.
- 6) Any attempt to disrupt or interfere with the use of technology, either on a single piece of equipment or network.
- 7) Any attempt to access information that the user does not have the right to access.

Network Etiquette

- 1) Be polite. No abusive messages should be sent to others.
- 2) Use appropriate language. The use of vulgarities and other offensive language should not be used.
- 3) Do not reveal your personal address or phone number or those of your friends and/or colleagues when using the network.
- 4) Refrain from any illegal activities. E-mail is not guaranteed to be private. Any unlawful activity will be reported to the authorities.
- 5) Use the network appropriately. Do not use it in a way that will disrupt others.



Security

- 1) Do not allow others to use your account. Protect your password. Do not change passwords of others or of the network system or individual machine.
- 2) If a security problem arises which allows user to access information for which they do not have the rights, you must notify a system administrator.
- 3) Attempts to log onto a network as the system administrator without permission may result in cancellation of user privileges.

Vandalism and Harassment

- 1) Vandalism, bullying, or harassment will result in cancellation of technology privileges.
- 2) Vandalism is defined as any malicious attempt to harm, modify, or destroy any data or equipment. This includes the uploading, downloading, or creation of computer viruses.
- 3) Harassment is defined as the persistent annoyance of another person using technology or

interfering with another's ability to do their work. Sending unwanted mail would be an example of harassment. (See Reading School Committee Harassment and Discrimination Policy) Bullying is defined under the Reading Public Schools' Bullying Prevention and Intervention Plan.

Consequences

Failure to adhere to the technology conditions and rules will result in the following consequences:

Level 1

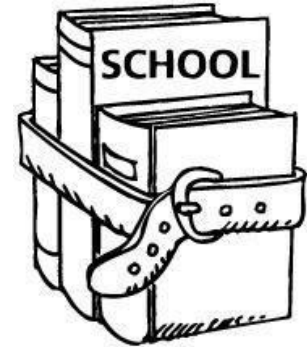
- Revocation of access to any computer in the building
- Revocation of network privileges
- Revocation of network access

Level 2

- Possible disciplinary action

Level 3

- Possible legal action



Disclaimer

The Reading School District makes no warranties of any kind for the technology services provided. The District will not be responsible for repair or replacement of equipment maliciously damaged by an individual. Protection of data is the responsibility of the user. The district will not be responsible for any loss in service or data. Use of all technology and networks is at your own risk. The District is not responsible for verifying the accuracy of any information obtained through the technology or network.

Transportation

Bicycle Policy

For safety reasons, **only students in grades 3, 4, and 5** are allowed to ride bicycles to and from school. Children are required to wear a helmet (state law) and to walk their bicycles at all times when on school grounds. A bicycle rack is provided at the rear of the building and children are instructed to securely lock their bicycles to the rack. Parents are encouraged to reinforce safe riding habits: riding on the right side of the road near the edge of the pavement, walking the bicycle across the street at marked crosswalks, wearing a helmet, not riding “double”, and reminding children to always walk the bicycle on the school grounds.



Skateboard and Rollerblade Policy

Skateboarding, roller-skating, and rollerblading will not be allowed in the parking lot, on the ramps, walkways, stairs, or railings of the school. Children wearing rollerblades or roller-skates must change into shoes before coming on school grounds when arriving to or departing school. Children wishing to use rollerblades or skateboards after school must stay on the hot top area behind the school and stay away from the stairs and loading dock area. The parking lot remains very active throughout the afternoon and evening hours, so caution and supervision are advised.

Idling of Motor Vehicles

For the safety of staff and students said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from prolonged idling of such vehicles on school grounds and violators may be subject to a fine

Before and After School Programs

Extended Day Programs

Reading Public Schools offers before and after school programming located at Joshua Eaton. Please contact Chris Nelson at 781-942-9136 or chris.nelson@reading.k12.ma.us

Additional before and after school activities can be arranged by directly contacting the Burbank YMCA; 781-944-9622. After school care programs that pick up at Joshua Eaton include: Burbank YMCA, 781-944-9622; and Little Treasures Schoolhouse, 781-944-7907.

Enrichment Program

JEEP (Joshua Eaton Enrichment Program) is an enrichment program after school hours at Joshua Eaton School. This program will be organized by the Reading Extended Day Program. These activities are designed to stretch students' minds and often offer experiences not offered elsewhere in the curriculum. Classes are offered in a variety of areas. Each program runs for several weeks and there is a nominal fee for each one. A flyer will be sent home providing more detailed information about these programs after the school year begins.

Student Council

Student Council is a program for 5th grade students that are eager to be involved in their school community by participating in programs and finding ways to improve the school community. Things students may take part in on student council are developing spirit week ideas, running a food drive, and other community service opportunities. Students will also have opportunities to speak in front of your classmates and other members of our school. Student Council members are expected to show PAWS behavior at all times and be role models for our younger students.

*Student Council meetings will be held once a month typically from 7:30-8:10. These are mandatory meetings, so please consider this when applying to become a Student Council member.

Morning Math

Morning tutoring program in Math is for our fourth and fifth graders. The program was initiated several years ago, and it has been very successful. The Morning Math program typically meets at 7:30 a.m. to 8:10 a.m. on Tuesdays and Fridays. The tutoring groups typically consist of 6-8 students. There is a fee for six weeks of small group tutoring. A notice is sent to families to sign up. Activities will include:
Basic skills practice or enrichment/challenge work (based on need)
Preview and/or review of current classroom work
Problem solving
Math games

Math Olympiad

Goals:

- To stimulate enthusiasm and a love for Mathematics
- To introduce important Mathematical concepts
- To teach major strategies for problem solving
- To develop Mathematical flexibility in solving problems
- To strengthen Mathematical intuition
- To foster Mathematical creativity and ingenuity
- To provide for the satisfaction, joy, and thrill of meeting challenges

Volunteers and Parent Involvement

Parent Teacher Organization

The purposes of the Parent Teacher Organization (PTO) shall be to foster a closer relationship and increase cooperation between the home and the school, thereby enriching the experiences of all children enrolled. The objectives of the PTO are to work toward enhancing communication between parents and school personnel, to complement the activities and policies of the school whenever possible, and to provide financial support for school programs.

The PTO will engage in fund-raising activities approved by the PTO Board to accomplish its objectives and to cover ordinary expenses. Some of these fund-raising activities may include book fairs, theme fairs, dues, bake sales, direct donations, walk-a-thons, silent auctions, and the like.

The money raised may be applied toward field trips, enrichment assemblies, classroom equipment, technology, class parties, coordinating the volunteer program, library books, safety programs, open house evenings, teacher appreciation activities, the school's PTO Newsletter, and other activities as well.

School Advisory Council (SAC)

As part of the Massachusetts Education Reform Act of 1993 the Reading Public Schools have developed a School Council in each school. This representative group is comprised of an equal number of teachers and parents/guardians with children in the school, the principal, and a member of the community who does not have children at the school. The School Council is an advisory group, which has the responsibilities of identifying the educational needs of our students, developing educational goals for the school, formulating a School Improvement Plan, and reviewing the annual school budget. All meetings are open to the public. The following is the developed mission of the Joshua Eaton School Advisory Council:

- Promote and facilitate improvements to Joshua Eaton
- Identify strengths and needs
- Take appropriate action
- Communicate to administration, staff, parents, and other school groups
- Oversee implementation of the district's Nutrition and Physical Activity Guidelines



School Volunteers

Parent volunteers are valued members of the Joshua Eaton Community. They provide support in and out of the classroom, enhancing the education of the student, and assisting the classroom teacher.

Parents may assist in some of the following activities:

At the school:

- Listening to children read aloud
- Working with small groups of children
- Performing simple clerical tasks
- Assisting with the publishing room
- Assisting with the writing process
- Helping with plays and musicals
- Monitoring children in the cafeteria and at recess
- Assisting with technology
- Sharing a special talent or expertise

At home:

- Stapling
- Cut and paste activities
- Organizing classroom projects.

Please let your classroom teacher know if you are interested in volunteering within the school. Volunteers must also complete a CORI form through the office prior to volunteering within the school.

As volunteers and parent representatives, it is important to maintain **a high level of confidentiality** in and out of the school environment. All volunteers and visitors to the building are required to sign in at the office, wear a visitor badge, and sign-out upon leaving.

SEPAC - Reading Special Education Parent Advisory Council

The mission of the Reading Special Education Parent Advisory Council (SEPAC) is to work for the understanding of, respect for, and support of, all children with special needs in the community. To that end, they will work to:

- Promote a network of parents of children with special needs, and provide a forum to share information
- Advise the Director of Student Services, School Committee, and Superintendent on special education programs and policies, and parent and teacher training needs
- Promote communication and sharing of information between SEPAC members, local, state and national organizations, councils and groups, as well as within the community to encourage understanding, acceptance and inclusion of students with special needs
- Provide informational workshops to parents, educators, students and professionals

Understanding Disabilities

This program is designed to provide children with the knowledge and insight to understand and be sensitive to the needs of those with disabilities whom they will meet throughout their lives in an integrated world. The program seeks to banish fear and misunderstanding through helping children understand what it might be like to have a disability and through discussions of ways to be helpful to someone who may have to do things in a different way. The program emphasizes the similarities between all people.

Understanding Disabilities is divided into six units: Allergy; Blindness/Visual Impairments; Deafness/Hearing Impairments; Physical Disabilities; Developmental Disabilities; and Learning Disabilities. The units are taught by volunteers from the community who are trained through workshops and classroom observation. The program is taught in grades 1 through 4.

If you would like to learn about ways you can assist when we visit your child's classroom, or about other ways to help with the program, please contact the PTO.

METCO

The Metropolitan Council of Educational Opportunity, Inc. (METCO), founded in 1966, is a private non-profit organization that places minority students (African-American, Asian, and Hispanic) from Boston in various suburban schools.

METCO is funded through the Commonwealth of Massachusetts under the Racial Imbalance Act and is the nation's oldest voluntary school desegregation program. Its mission is to provide students with educational opportunities to enrich their academic, personal and interpersonal experiences. Its purpose is three-fold: to provide educational opportunity for students of color, to provide a new learning 21

experience for suburban children, and to promote closer understanding and cooperation between urban and suburban parents.

A key component of METCO is the ***Partner Parent Program***. This bridges the cultural gap between the two communities and provides Boston students with of means a participating in after school activities. Ideally, it is best to match Reading students with METCO students in the same grade, however, other options are considered.

If you would like more information about the Boston/Reading METCO Program, please contact the Director, Grant Hightower, at 781-670-2853.

Visitation Policy

Joshua Eaton School welcomes visitors. Anyone wishing to visit the school is encouraged to make an appointment through the office. Prior arrangements to observe classrooms must be made with the Principal at least 48 hours in advance of arriving at the building. This way, someone can be available to show you around and teachers can be notified so that student learning will not be unduly interrupted.

When you come to visit the school, even briefly, please first introduce yourself at the office, sign-in and obtain a red visitor's badge. Visitors must obtain a badge that will be displayed visibly during their visit. This practice will ensure that only properly identified and approved visitors will be admitted to classrooms where they may have direct or incidental contact with students. If visitors do not have a badge, they will be stopped and asked to report to the office. This process helps to ensure the safety of the children while at school. Please return the badge and sign-out before leaving the building.

Please schedule appointments to meet with school staff as well. The teachers have numerous demands each day on their time, so we respectfully ask that you do not "drop in" to talk during the school day.

Criminal Offender Record Information (CORI) Requirements

All employees, volunteers, chaperones, as well as contractors working on school property are subject to a CORI check by the school department. Any information on the CORI report other than "no record found" will result in the individual being denied employment, volunteering, chaperoning school activities or working on school property. Parents wishing to volunteer at the school or at any school event or activity are required to complete the CORI check every three years. Forms may be obtained in the main office.

Joshua Eaton Safety Drill Procedures

To support the safety and well-being of our Joshua Eaton staff and students, we practice several different types of safety drills each year so that our staff and students are well prepared in case of an actual emergency. Below are the different types of safety drills that we conduct.

Fire Drill (Minimum of Four Times Per Year)

Fire drills are conducted with the support of the Reading Fire Department a minimum of four times per year, as required by state law. These drills are usually unannounced. During the first day of school, teachers explain the proper procedure of evacuating the building in the event of fire or another emergency. Fire drill procedures are posted in every classroom. Every student should become familiar with the primary and secondary routes and exits to be used in each class. Students should remember to walk out of the building quickly and **without talking**. Visitors in the school building or outside on the school grounds should join the nearest class group and remain with this group until the fire marshal delivers the signal to re-enter the building.

Shelter-in-Place (Minimum of Once/Year)

Shelter in Place Drills are practiced at least once/year and provide refuge for occupants within the school building during an incident. It is used when it is safer inside the building than outside; for example, in weather emergencies, medical emergencies, or if other activities are happening outside the building.

Shelter-in-Place may be also be used to simply stop movement in the building (in case of a one student medical emergency). In addition, students and staff may be directed to designated safe areas chosen for the specific incident; for example: gymnasiums, hallways, auditoriums, or classrooms.

A.L.I.C.E. Protocol (Minimum of Twice/Year)

The A.L.I.C.E. protocol is a research-based protocol that has been in place in the Reading Public Schools for the past five years. This protocol is used in the event of an active shooter or intruder in a school. Depending on the situation, there are several ways to enhance a lockdown to empower individuals to take common sense actions critical to their safety. These may include: 1) barricading the door using available furniture and other objects; 2) distracting or countering the assailant, and 3) self-evacuation. These actions are often based on the response strategies of Alert

– Lockdown – Inform – Counter – Evacuate (A.L.I.C.E.)

Any safety drill requires proper training and practice for all staff and students and educating parents on its benefits. Our goal is always student and staff safety.

Student Services

Lunch Programs

Nutritionally balanced lunches are available to all children at a reasonable cost. If preferred, a well-marked bag lunch may be brought to school; milk may be purchased separately. The current prices are as follows: hot lunch including milk is \$2.75; milk is \$.55. Menus for the month are published in the Reading Chronicle and Reading Advocate. Menus are also posted in each classroom and available on our website and weekly Jaguar Tracks newsletter. If your child forgets to bring his/her lunch to school and does not have money, they will be permitted to charge their lunch for that day. Lunch charges are the exception and should be paid within 24 hours. To access the online account for school lunch:

<https://www.myschoolbucks.com/ver2/login/getmain?requestAction=home>



Lunch Tickets – Point of Sale System

The lunch program uses a “point of sale” (POS) system allowing parents to pay money into a student account which can be used as a debit system to purchase lunch. All students are assigned a 4-digit PIN code which protects the safety and confidentiality of student information and finances. To add money to your child’s account, send a check, made out to Town of Reading, in with your child in a sealed envelope. In the memo section of the check, note your child’s name and room number. Further information on the POS system is available on the district website under Food Services. You may also add money via the Food Service website at MySchoolBucks.com. We encourage all families to set up accounts.

Free and Reduced-Price Lunches

In September, forms concerning eligibility criteria for free milk, free meals and reduced-price meals are issued to every child. Completed forms are to be returned to the office. All information is treated in a strictly confidential manner.

Rules for using the cafeteria

- Respect the space, feelings, and belongings of others so that everyone can enjoy his/her lunch. This includes using an indoor voice, kind words, appropriate language, and no “put downs”.
- Walk at all times. Please follow the traffic pattern of the cafeteria.
- Remain seated at all times until instructed by an adult to throw away trash and to be dismissed for recess.
- Raise your hand if you need assistance.
- Eat the lunch that you brought, not something from another student.
- Do not give or lend money to other students.
- Finish eating your lunch before you have dessert.
- Pick up all trash on, under, and around your seat.
- Raise your hand to get permission before using the bathroom. Remember to sign out before using the bathroom.
- Remember the *Stop, Look, and Listen* signal and give your complete attention to any adult speaking to the group.

Recess

Fresh air and exercise are also important for children's development and learning. Therefore, students will go outside for a brief recess at lunch time and may at the discretion of the teacher go out for another short time, about 15 minutes, during the day. This makes it important that students come to school with clothing appropriate for the outside weather conditions. This is especially true during the colder months, when a warm hat, mittens or gloves and an insulated jacket or coat are needed. Students may also go outside to take a break, to interact socially with one another, and to get some fresh air and exercise. To ensure that everyone can have a safe and enjoyable recess period, we expect students to follow the rules listed below.

Recess Rules

1. Use equipment & structures safely
2. Have a safe body
3. Show Sportsmanship & use teamwork
4. Stay in the boundaries & let nature be
5. Line up at 2 whistle blows & clean up equipment

Whistle Blows

1 Whistle= Students freeze and listen for instruction

- Use when it is necessary to redirect students with expectations & rules
- Use to give quick directions to students

2 Whistles= Students clean up equipment and line up quickly

Playground Expectations

Practice Compassion	Act Responsibly	Work Towards Success	Show Respect
<ul style="list-style-type: none">• Show sportsmanship• Use teamwork• Include others	<ul style="list-style-type: none">• Line up quickly when you hear 2 whistles• Clean up equipment• Follow playground rules	<ul style="list-style-type: none">• Use equipment & structures safely• Try new activities & sports• Make new friends	<ul style="list-style-type: none">• Stay in boundaries• Let nature be• Use friendly language

Objective: Students will engage in a positive and safe atmosphere while out at recess

If you notice a safety hazard or need assistance with something that occurs during recess, speak directly to an adult supervising the playground.

Lost and Found

The Lost & Found container is located across from the cafeteria. Small objects, which have been found, are kept in a box in the office. Once a month the unclaimed items will be donated to charities.

Families will be given notice to check the lost and found before the items are donated.

Parents are encouraged to come in and look through the articles in the lost and found box at any time, after first checking in at the office. **It would aid us greatly if you could mark your child's name on the inside of lunch boxes, bags, rain coats, jackets, hats, boots, and other small articles of clothing with your child's name and grade.**

The school is not responsible for lost items of any kind. It is the parents and students' responsibility to check the Lost and Found for any missing items.

Personal Possessions

We work hard to make the Joshua Eaton School a safe and secure environment. We urge children to leave toys and items such as iPods, headphones, hand held electronic games, cell phones, skateboards, rollerblades, aluminum or wooden baseball bats, sport/entertain cards, jewelry, and other valuable possessions at home. **Cell phones are not permitted to be used during the school day.** If a child uses a cell phone at school, it will be held in the office until a parent or guardian retrieves it from the office. Having these things at school can sometimes interfere with the learning in the class or can lead to conflicts on the playground. Toys representing weapons or violence are not to be brought to school unless a teacher gives specific permission. Students who bring valuable items to school do so at their own risk.

Student Behavior

Discipline

One of the most important lessons education should teach is discipline. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

With an understanding of the purposes of discipline in a school, the child forms a correct attitude toward it and does his/her part in making school an effective place of learning and, at the same time, develops the habit of self-restraint which will make him/her a better person.

Goals

- To teach children that they are responsible and accountable for their behavior
- To teach children how to make decisions
- To teach children to distinguish appropriate from inappropriate behavior
- To give children an opportunity to develop a sense of self-discipline and responsibility for their actions
- To create a positive and non-threatening atmosphere conducive to the learning process
- To foster cooperation between parents and teachers by keeping lines of communication open between school and home
- We will promote the 3Rs through a clear behavioral support plan with an emphasis on positive reinforcement and teaching positive replacement behaviors.
- Students will Practice Compassion, Act Responsibly, Work Toward Success, and Show Respect.

Expectations

It is expected that the students of Joshua Eaton Elementary will demonstrate role model behaviors while in school. There are clear expectations for all areas of the school that students are expected to demonstrate. These are outlined in the behavioral matrix below. The staff of Joshua Eaton will be taking time over the first 6 days of school to teach and model these behaviors for students. It is our goal that taking time at the beginning of the year to focus on behavior will create a learning environment that is safe and respectful for all learners.



		Classroom/ Specialists/ Assemblies	Hallways	Playground/School Grounds	Cafeteria	Bathroom
P	Practice Compassion	*Compliments others * Support others learning *Including others *Helping others	*Smile and wave to others silently *Help others hold the door.	* Include everyone *Be honest *Use friendly language *Report only "DD" behaviors	* Help clean up *Include others *Use kind language	*Tell adults if someone needs help • Tell an adult if there is a mess (paper towel, soap)
A	Act Responsibly	*Stay On-Task *Be prepared *Take care of classroom and peer materials *Be calm *Keep your desk and classroom organized *Be honest	* Walk silently in a line *Pick up trash and belongings *Calm, safe body *Keep neat and organized lockers	*Line up quickly and quietly when you hear the whistle *Return equipment *Dress properly *Follow playground rules	* Clean up your space *Have materials needed *Be careful of allergies	*Proper use of paper towels / toilet paper *Put trash in trash can *Wash your hands *Flush the toilet *Keep calm bodies
W	Works Toward Success	*Trying even when its hard *Do your best *Actively participate	*Peace and quiet	*Try new sports and activities *Have fun *Make new friends	* Enjoy your lunch *Eat your lunch	
S	Show Respect	*Raise your hand *Use school listening look *Ask permission *Wait your turn *Use kind and polite words	*Use silent voices *Give everyone their own personal space	* Follow adult directions *Be a good sport *Let nature be *Use and share equipment appropriately	*Use table manners *Speak in a quiet voice *Follow adult directions *Raise your hand for help *Stay in seat	*Give others privacy *Use a quiet voice *Use the bathroom properly *Ask permission

Physical Restraint

Prevention of Physical Restraint:

The Reading Public Schools recognizes that on occasion physical restraint is required to protect the safety of school community members from serious, imminent physical harm. Physical restraint may be used only as 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 appropriate under the circumstances.

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. Physical restraint shall not be used: (a) as a means of discipline or punishment; (b) 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; (c) 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 (d) 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. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Nothing in this policy, or the applicable regulations, prohibits: (a) the right of any individual to report to appropriate authorities a crime committed by a student or other individual; (b) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or (c) the exercise of an individual's responsibilities as a mandated reporter pursuant to MGL c. 119, § 51A. The Reading Public Schools complies with the requirements of Massachusetts regulations governing the use and reporting of physical restraint in schools, 603 CMR 46.00.

Health Program

The school nurse, Mrs. Elmy Trevejo, may be reached at (781) 942-9161 x140.

Please refer to the following information regarding the health programs of the Reading Public Schools. In addition, you may also call the school nurse with questions relating to your child's health. The nurse will work with the School Health Committee to implement the district's Nutrition and Physical Activity Guidelines.

Health Services

The "Nurse's Office" is located in the main office and our nurse is always in the building or on call. In addition, first aid supplies are available in the Nurse's Office, and someone in the office will administer first aid when and if it is needed. Should a student suffer any kind of injury, or if he/she simply does not feel well, the student should report to the Nurse's Office. We have Band-Aids, antiseptic, and, if necessary, a place for students to lie down.

Medication Policy

If any medication is to be administered by school personnel, the following requirements must be met. This includes over the counter medications such as aspirin, cough medicine, or cough drops. The administration of medication in schools are subject to the provisions of 105 C.M.R. § 210.006 and School Committee Policy JLCD. The requirements include:

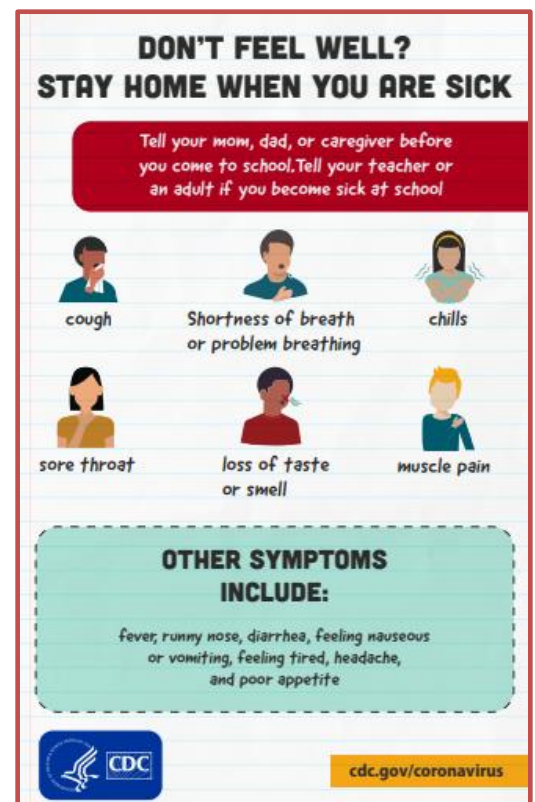
- Written medical orders by a physician, including diagnosis, name of drug, dosage, time to be administered and possible side effects.
- Written permission from parent or guardian for school personnel to administer the medication.
- Medication must be in the original prescription container, clearly labeled with the child's name, the name of the drug, and prescribed dosage.
- No child may transport medications to or from school. It must be brought to the office at the opening of the school day by the parent/guardian or designated adult.

Illness

If a child demonstrates symptoms of an illness requiring dismissal from school, the parent or responsible party shall be notified. Parents are expected to make the necessary arrangements to have their child picked-up from school on the occasion their child is ill.

Children should stay home from school if:

- they have had a fever greater than 100.4 in the past 24 hours. They should remain home from school until fever free for 24 hours without the use of fever-reducing medications (Tylenol, Motrin).
- Children should stay home from school if they have vomited or had diarrhea in the past 24 hours.
- Children who have been diagnosed with strep throat should stay home from school until they have been on antibiotics for at least 24 hours.



Pediculosis (head lice)

The School Committee has adopted a "no-nit" policy for Reading's school system.

Tutoring while absent

If your child will be absent for more than 14 days for medical reasons, contact the school nurse or principal to discuss the procedures for obtaining tutorial service.

Screening

In accordance with state mandates, vision and hearing screenings are conducted annually. Parents are notified of problems detected by the school nurse. Students are weighed and measured each year. Postural screening is conducted for students in Grade 5. The purpose of this program is to find early signs of possible spinal problems. It is not a diagnostic service but a program to identify children who should have further medical evaluation.

Health History

Interval health history is sent to the parents of children in Grade 4. Please complete the health history form and return it to the school nurse. Your cooperation is greatly appreciated.

Food in School

In an effort to maintain a safe and healthy environment for all students, snacks for an entire class are not allowed. During times when there are whole class celebrations students are to provide their own snack for that celebration. We follow the [Reading Public Schools Allergy Guidelines](#).

Insurance

Student insurance is offered in the early fall. Information concerning the program is sent home with each child. All the information envelopes must be signed and returned to the school whether or not the insurance is taken. This insurance is offered at a very reasonable cost and it is considered to be a good investment by most parents. Please use the following link for more information:

www.isi1959.com/student_accident.html

All accidents covered by the plan are reported to the school nurse or principal, who will supply the necessary claim forms. From this point on, all negotiations are between parents and the company or representative.

Drug and Alcohol Policy

Any pupil bringing, drinking, in possession or under the influence of alcoholic beverages in a public school or on school grounds or on a school bus shall automatically be suspended from school. Parents will be notified by phone and/or letter. A conference will be held with the parents, student and the principal. The student is subject to possible exclusion or expulsion from school by the building principal.

Any pupil bringing, carrying, taking or under the influence of illegal and/or harmful drugs or narcotics in a public school or on school grounds or on a school bus shall automatically be suspended from school and is subject to possible exclusion or expulsion from school by the building principal.

Disciplinary Due Process

Definitions

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. ** Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.*

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

Due Process

In-School Suspension: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent. On or before the day of the In-School Suspension, the principal will deliver written notice to the parent of the basis for and length of the in-school suspension and inviting the parent to meet to discuss the student's behavior if such a meeting has not already occurred.

Out-of-School Suspension: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension. Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and shall inform the parent and student of the right to interpreter services if necessary to participate in the hearing. Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the student's right to legal representation (at private expense), the right to present and examine witnesses, the right to review the student record and documents that may be relied upon by the Principal, and the right to request that the hearing be audiotaped.

For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto prior to the Principal's imposition of a short-term/interim suspension ten (10) consecutive school days or less pending formal disciplinary proceedings. Upon imposition of a short term or interim suspension or an interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of any formal disciplinary proceedings.

Principal's Hearing:

Short-Term Suspension:

At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Long-Term Suspension:

In addition to the rights afforded a student in a short-term suspension hearing, the student will have the following rights:

- the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not
- the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident;
- the right to cross-examine witnesses presented by the school district; and
- the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request.

Principal's Decision:

Based on the evidence presented at the hearing, the Principal will determine whether the student committed the disciplinary offense and the remedy or consequences to be imposed. The Principal shall exercise discretion in deciding the consequence for the offense and, in cases not involving possession of a controlled substance, a weapon, an assault on staff or felony charges, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. If the Principal decides to suspend or expel the student, written notice of the Principal's decision will be sent to the student and parents in English and the primary language of the home identifying the disciplinary offense, the factual basis for the Principal's decision, the beginning and end dates of the suspension or expulsion, and the process for appeal. The Principal will also notify the student and parent of the student's opportunity to make academic progress during the period of removal from school in accordance with M.G.L. c. 76, §21.

Appeals:

Where the student is excluded in accordance with M.G.L. c.71 §37H, the student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the superintendent of schools. For exclusions imposed pursuant to M.G.L. c.71 §37H1/2, the student shall have five (5) school days from the effective date of the exclusion to file a written appeal with the superintendent. And for exclusions imposed pursuant to M.G.L. c.71, §37H3/4, the Student shall have five (5) calendar days from the effective date of the suspension imposed by the Principal but shall be granted an extension of seven (7) calendar days upon request.

Academic Progress:

Any student who is serving short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, in accordance with the school's education service plan. M.G.L. c.76, §21.

Discipline of Students with Disabilities

The following procedures apply to suspension of students with disabilities when suspensions exceed 10 consecutive school's days or when a pattern has developed for suspensions exceeding 10 cumulative days. These procedures include the responsibilities of the team and the responsibilities of the district.

- a. A suspension of longer than 10 consecutive school days or a series of short term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a disciplinary change in placement.
- b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.
- c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year.
- d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
- e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:
 - 1) The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;
 - 2) The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
 - 3) The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
 - 4) The student inflicted serious bodily injury to another at school or at school-sponsored events.

The interim alternative setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP. The interim alternative setting must also provide services and modifications designed to address the

behavior giving rise to the removal and to prevent the behavior from reoccurring. At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.

If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury. In such a case, the school may remove the student to an interim alternative setting for 45 days only:

1) with parental consent *or*

2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from the court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

The parent shall have the right to appeal the manifestation Team's determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Massachusetts Statutes Related to Discipline M.G.L. c. 71, § 37H

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

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

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

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

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

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

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

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall

investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Massachusetts General Law on Discipline

MGL 71, §37H1/2 - Felony Complaints and Felony Convictions:

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

- 1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.
- 2) 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.
- 3) The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing for his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
- 4) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new

district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

M.G.L. c.71, §37H3/4 - Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H1/2

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

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

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

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

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

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

- (f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.
- (g) Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

M.G.L. c.76, §21 - Opportunity for academic progress for suspended students; education service plans

Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10

consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

M.G.L. c.71, §37L - Notification to school personnel of reporting requirements for child abuse and neglect and fires; reports of students possessing or using dangerous weapons on school premises;

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

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

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

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

Policy on Hazing:

The Reading Public Schools prohibits hazing. If hazing occurs and is verified by the building Principal following regular due process procedures, those deemed leaders of the hazing shall be suspended and/or subject to expulsion. Students deemed as participants in hazing shall be suspended from school. (See School Committee Policy JP)

M.G.L. c. 269, S. 17 Hazing Law:

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be

available as a defense to any prosecution under this action. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

Ch. 269, S. 18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

Ch. 269, S. 19. Hazing Statutes To Be Provided:

Statement of Compliance and Discipline Policy Required

Each institution of secondary education and each public and private institution of post- secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and section seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post- secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full- time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post- secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

Student Information

Parental Rights Policy

Each school year in the fall, the “Parental Rights Policy” is sent home with every child in the school system. This policy alerts the parents to their rights as they pertain to their child’s education.

Student Records

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

The Massachusetts Student Record regulations and the Family Educational Rights and Privacy Act (FERPA) apply to all information kept by a school on a student in a manner such that he or she may be individually identified. The regulations divide the record into the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student’s educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty (60) years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school system about the student. This may include such things as standardized test results, class rank, school sponsored extra-curricular activities, and evaluations and comments by teachers, counselors, and other persons. The temporary record is destroyed no later than seven (7) years after the student leaves the school system.

The following is a summary of major parent and student rights regarding their student records:

Inspection of Record: A parent, or a student who has entered the ninth grade or is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within ten (10) days of the request, unless the parent or student consents to a delay. In the event the parent/student requests copies of a student record, the District may charge the parents/student for said copies at the District rate. 36

Confidentiality of Record:

With a few exceptions, no individuals or organizations but the parent, student, and authorized school personnel are allowed to have access to information in the student record without specific, informed, written consent of the parent or the student.

Amendment of Record:

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information of the record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Directory Information:

Federal law requires that the District release the names, addresses and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the District may release the following directory information about a student without prior consent: a student’s name, address, telephone listing, date and place of birth, major fields 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, post-high school plans and directory information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying their school building office in writing by the end of September of each school year.

Destruction of Records:

The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.

Transfer of Records:

It is the practice of the Reading Public Schools to forward the student record of any student who intends or seeks to transfer to another school.

Non-Custodial Parents:

Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public-school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c.71, §34H, 603 CMR 23.07.

Third Party Access:

Authorized school personnel, to include: (a) school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the school committee or under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the Evaluation Team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.

Complaints:

A parent or eligible student has a right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5901, (202) 260-3887 or with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148, 781-338-3300. If you have any questions regarding this notice or would like more information and/or a copy of the Massachusetts Department of Education Student Record Regulations, please contact the building principal.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") political affiliations or beliefs of the student or student's parent; Mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.
 2. Receive notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening 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; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
 3. Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum.
- These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Reading Public Schools will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE; and any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

Bullying Prevention Plan Overview for Families

Bullying Prevention and Intervention

The Joshua Eaton Elementary School is committed to providing a safe, positive, and productive learning environment for *all*—and to discourage any behavior that interferes with that goal. Accordingly, the Joshua Eaton Elementary School complies the Reading School Committee Policy regarding Bullying Prevention and Intervention summarized below. A complete copy of the Bullying Prevention and Intervention Plan is available on the Reading Public Schools' website as is a Bullying Reporting Form which may be submitted online at <http://reading.k12.ma.us/Bullying/BullyingReport.htm>

Definition-Bullying Prohibited - Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result, no student or employee shall be subjected to harassment, intimidation, bullying, or cyber-bullying in a public educational institute: "Bullying" means the repeated use by one or more students or by a member of 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 an unwelcome written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- 1) causes physical or emotional harm to the target or damage the target's property; student or employee,
- 2) places the target in reasonable fear of harm to himself or of damage to his property;
- 3) creates a hostile environment at school for the target;
- 4) infringes on the rights of the target at school; or
- 5) 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.

The behavior must interfere with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges: (a) that are being offered through the school district; or during any education program or activity; or while in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, at school-sanctioned events; or "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, photoelectronic or photo optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communication.

Cyber-bullying shall also include:

(i) knowing impersonation of another person as the author of posted content or messages, if the creator or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or persons. Cyber-bullying may occur through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute. As used in this Section, "electronic communication" also means any communication through an electronic device including, but not limited to a telephone, cellular phone, computer or pager.

"Aggressor" is a student or 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 who engages in bullying, cyber-bullying, or retaliation.

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

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 Reading 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 Reading 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 disrupts the education process or the orderly operation of a school.

The following procedures are based on the requirements of M.G.L. c. 71, § 37O. In addition to the requirements of M.G.L. c. 71, § 37O, where the alleged conduct is on the basis of race, color, national origin, age, gender, gender identity or expression, sexual orientation, disability or religion, the district should also consider whether the conduct constitutes a hostile environment based on those protected classes, consistent with its Discrimination and Harassment Grievance Procedures.

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 will 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, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will:

- 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians;
- 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and
- 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

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

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 Others

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. 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.

In determining the steps necessary to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents, the principal or designee shall consider that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

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

Investigation

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

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

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

At any point after receipt of a report of bullying or retaliation, including after an investigation, the principal shall notify the Reading Police Department and School Resource Officer if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice shall be consistent with the requirements of 603 CMR 49.00 and established agreements with the local law enforcement agency. The principal shall document the reasons for his or her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to a law enforcement agency in situations in which bullying, and retaliation can be handled appropriately within the school district or school.

Determinations

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

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

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

Notice of Investigative Findings - Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents or guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parents of a target or aggressor prior to completion of the principal's investigation. This communication will be done in the primary language of the home.

In notifying the parents of a target or aggressor of an investigation or the principal's findings thereon, the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents to whom the notice is provided. The principal shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

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 Plan and with the school's or district's code of conduct.

Possible consequences to serious incidents of bullying include suspension and expulsion from school.

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.

Notice of Non-discrimination

The Reading Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Reading Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, age, or sexual orientation and ensures that all

students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study. Additionally, the Reading Public Schools does not discriminate against individuals on the basis of homelessness in a manner consistent with the McKinney-Vento Act.

Grievance Procedures/Policy on Harassment and Discrimination:

The Reading Public School system is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability.

Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Reading Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definitions

For the purposes of this procedure:

- A. A "Complaint" is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.
- B. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the school.
- C. "Harassment" means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

- D. “Sexual Harassment” means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term “sexual harassment” may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment and Retaliation in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Reading Public Schools. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

How to make a complaint

Any student who believes that he/she has been discriminated against or harassed should report their concern promptly to any teacher, guidance counselor, nurse, building administrator, or central office administrator. The school staff member should then report the concern to the school principal or Civil Rights Coordinator. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

Any employee or other person who believes that he/she has been discriminated against or harassed should report the incident to the building principal, assistant principal, his/her department chair or his/her supervisor. Additionally, the employee may, if applicable, request union/association representation to assist him/her through the complaint process. Employees may also file complaints directly to the Human Resources Administrator.

District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

Complaint Handling and Investigation

The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.

- A. When a complaint of discrimination or harassment is alleged, the person making the allegations will be encouraged to write out a description of the allegations and the impact the alleged conduct has had on him or her. If the complainant or reporter is a student and the student choose not to fill out a written report, the person accepting the complaint shall listen to the student and complete the complaint or reporter form for the student.
- B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or the Civil Rights Coordinator. The investigator will gather evidence to determine whether, by a preponderance of the evidence, discrimination against or harassment has occurred. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.

- 1. The Complainant shall have the opportunity to identify witnesses and provide other relevant evidence to the investigator.
- 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
- 3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
- 4. The investigator will keep a written record of the investigation process.
- 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
- 6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
- 7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
- 8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
- 9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

- D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and determining what corrective and/or remedial steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate.

The investigator will inform the alleged target of the discrimination and/or harassment and the person(s) who was the subject of the complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within fifteen (15) school days of receipt of the Complaint, unless the investigation is extended under the provisions described above. This notice of the outcome of the investigation must inform the complainant as to whether or not the investigation determined that the conduct occurred, any individual remedies offered or provided to the complainant or any sanctions imposed on the perpetrator that directly relate to the complainant (e.g., stay away order or no contact order), and other steps the school has taken to eliminate the hostile environment, if one has been found to exist, and prevent recurrence. The perpetrator should not be notified of the individual remedies offered or provided to the complainant (e.g., counseling; alternative classes, etc.).

If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designees' determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further written appeal to the Superintendent within five (5) days of receipt of the decision of the Civil Rights Coordinator.

Reading Public School's Civil Rights Coordinators

E. The District's Civil Rights Coordinators are

For Employees:

Assistant Superintendent for Finance and Administration

Reading Public Schools
62 Oakland Road
Reading, Massachusetts 01867
781-944-5800

The Human Resources Administrator

Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800

Director of Student Services

Reading Public Schools
62 Oakland Road
Reading, Massachusetts 01867
781-942 -9129

For Students:

Title VI (race, color, national origin),

Title IX (gender), the Age Act, and for claims related to religion, gender, gender identity and/or sexual orientation:

Dr. Jennifer Stys
Director of Student Services
Reading Public Schools
62 Oakland Road
Reading, Massachusetts 01867
781-942-9129

Section 504 Coordinator (disability-related claims):

Dr. Jennifer Stys
Director of Student Services
Reading Public Schools
62 Oakland Road
Reading, Massachusetts 01867
781-942-9129

Title IX Regulations

Title IX of the Education Amendments of 1972

The Reading Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of sex. The Reading Public Schools is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or pregnancy status. The Reading Public Schools' policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Reading or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the *District's Title IX Sexual Harassment Grievance Procedures*, available at: <https://www.reading.k12.ma.us/district-information/>. Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the *District's Title IX Sexual Harassment Grievance Procedure* and may, if dismissed under that procedure, be investigated in accordance with the *District's Civil Rights Grievance Procedures*, available at: <https://www.reading.k12.ma.us/district-information/>.

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

The District's Title IX Coordinator(s) are:

Dr. Jennifer Stys, Director of Student Services (Jennifer.stys@reading.k12.ma.us)

Reading Public Schools

Computer Network and Internet Acceptable Use Policy For Students of the Reading Public Schools

The Internet is a worldwide network of computers that provides an opportunity for users to communicate with each other, no matter how far apart they are geographically. The Internet provides an almost limitless amount of information that can be used for educational purposes, but the potentially limitless amount of information available on the Internet creates the potential for the posting or retrieval, intentionally or unintentionally, of inappropriate or harmful material. It is the purpose of these guidelines to assist all users of the Reading Public Schools Computer Network to use this resource safely and appropriately.

The Reading Public Schools Computer Network, which includes World Wide Web access and electronic mail capability, exists solely for educational purposes, which are defined as classroom activities, research projects directly related to class assignments, career and professional development, and high quality self-discovery activities of an educational nature. The Reading Public Schools computer network is not intended for use as a public forum or for any purpose that is not directly related to the delivery of educational services.

Members of the Reading Public Schools community are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network may reach larger audiences than face to face conversations or telephone discussions. General school rules for behavior and communication apply. Access to network services will be provided to those who act in a considerate and responsible manner.

The Reading Public Schools believes that the benefits to students from access to information resources and opportunity for collaboration available through the Internet exceed the potential disadvantages. However, the parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Reading Public Schools respects each family's right to decide whether or not their child will have independent access to the World Wide Web and an individual email account at school. In making this decision, families should be aware that the Reading Public Schools intends to incorporate network use, Web access, and email in schools according to grade level as follows:

a. Grades kindergarten through four: Students at these grade levels will not have individual computer network passwords or email accounts. During school time, teachers of students in grades kindergarten through two will guide them toward appropriate materials. Web access at these grade levels will be limited to teacher-directed and teacher demonstrated use. Students will not be conducting independent research on the world wide web, nor will they be sending or receiving electronic mail independently.

b. Grades five through twelve: Students in grades five through twelve may be given individual access passwords and receive individual Reading Public School student email accounts. They may have the opportunity to access the Web and conduct independent, self-directed research, both during classroom instruction and outside of classroom instruction, under the supervision of a teacher or other staff member.

For students to be permitted to gain independent access to the web or individual email accounts, they must agree to and abide by the rules set out below. For students under 18, parents must provide written permission forms before students will be permitted to gain independent access to the web or individual email accounts. If the Reading Public Schools does not receive a signed user agreement and, if applicable, a

signed parental permission form, students will not gain independent access to the web or individual email accounts, but they may still have exposure to the Internet during classroom instruction or library research exercises.

The Reading Public Schools will make every reasonable effort to minimize the risk that users will encounter objectionable material on the Internet. However, there is no absolute guarantee that this will not happen. The Reading Public Schools intends to utilize any blocking or filtering safeguards required by law. With these measures, in addition to user education, implementation of this policy and grade-appropriate supervision, the Reading Public Schools believes that the Internet can be used safely to enhance the delivery of educational services.

Rules:

Network access is a privilege, not a right. The use of the network must be consistent with, and directly related to, the educational objectives of the Reading Public Schools. A violation of the terms of this Acceptable Use Policy may result in suspension or termination of network access privileges (other than directly supervised access during classroom instruction) and may also result in other disciplinary action consistent with the disciplinary policies of the Reading Public Schools and could also result in criminal prosecution where applicable. The Reading Public Schools will cooperate fully with law enforcement officials in any investigation relating to misuse of the Reading Public Schools computer network.

Violations of this Acceptable Use Policy include, but are not limited to, the following conduct:

a. Cyberbullying, which is the repeated use by one or more students of an electronic expression (including 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, the electronic mail, the internet communications, instant messages or facsimile communications, creation of web pages or blogs in which the creator assumes the identity of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution of communications to more than one person or the posting of material on an electronic medium that be me accessed by one or more persons), alone or in combination with any written or verbal expressions or physical acts or gestures, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or damage to his property, (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of the school. See Massachusetts General Laws, Chapter 71, Section 37O.

b. Using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.

c. Sending messages or posting information that would likely result in the loss of a recipient's work or system.

d. Sending "chain letters" or "broadcast" messages to lists or individuals, subscribing to "listserves" or "newsgroups" without prior permission, or using the Internet access for any other personal use, without prior permission.

e. Participating in other types of use which would cause congestion of the network or interfere with the work of others.

f. Using the network in a manner that would violate any U.S. or state law. This includes, but is not limited to, copyrighted material, threatening material and spreading of computer viruses.

- g. Accessing or transmitting materials that are obscene, sexually explicit, or without redeeming educational value.
- h. Accessing any prohibited sites on the Internet.
- i. Revealing the personal address or telephone number or oneself or another person.
- j. Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network.
- k. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override, or to encourage others to override, any firewalls established on the network.
- l. Attempting to harm, modify or destroy data of another user.
- m. Exhibiting any other action, whatsoever which would in any way subject the user or the Reading Public Schools to any civil or criminal action.
- n. Discussing highly sensitive or confidential school department information in e-mail communications.
- o. Using the Reading Public Schools technology network to buy, sell or advertise anything.
- p. Using social networking sites, discussion groups, chat rooms, instant messaging, or other forms of online conversation unless authorized in advance by the teacher and directly tied to a school assignment or classroom project.
- q. Using the Reading Public Schools technology network for gambling.
- r. Using the Reading Public Schools technology network for political campaigning purposes, including attempts to influence ballot questions or to promote or oppose a candidate for public office.
- s. Failing to log off the computer network at the conclusion of a work session or at the request of system administrators.
- t. Using the computer network for recreational purposes or activities relating to personal hobbies.

3. The Reading Public Schools assumes no responsibility for:

- i. Any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.
 - ii. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
 - iii. Any cost, liability or damages caused by a user's violation of these guidelines.
 - iv. Any information or materials that are transferred through the network.
4. The Reading Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The Reading Public Schools shall not be liable for any loss or corruption of data resulting while using the network.
5. All messages and information created, sent or retrieved on the network are the property of the Reading Public Schools. Electronic mail messages and other use of electronic resources by students and staff, including accessing web pages, should not be considered confidential. Copies of all information created, sent or retrieved, including but not limited to web sites visited (cache files), are stored on the computer network's back-up files. While the Reading Public Schools does not plan to review cache files or back-up files on a regular basis, it reserves the right to access and monitor all messages and files on the computer system, including web pages accessed, as it deems necessary and appropriate in the ordinary course of its business for purposes including, but not limited to, ensuring proper use of resources, investigating allegations of improper use and conducting routine

network maintenance. By participating in the school district's computer network, users are indicating their consent to such monitoring and access. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.

6. Any users caught illegally obtaining software or transferring such software through the network, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In such event, the user's network access will be limited to directly supervised use during classroom instruction. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment.

7. Because of size, many kinds of materials eventually find their way to the network. If a user finds materials that are inappropriate while using the Reading Public Schools technology network, s/he shall refrain from downloading this material and shall not identify or share the material. It should be understood that the transfer of certain kinds of materials is illegal and punishable by fine or imprisonment.

8. Should a user, while using the Reading Public Schools Technology Network, encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members or the property of the Reading Public Schools, that user is obligated to report his/her discovery of such material to a teacher or to his/her principal.

9. Cyberbullying that either (a) is committed through the use of technology or devices that are owned, leased or used by the school district or (b)(i) is committed using technology or devices not owned leased or used by the school, and (ii) 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 orderly operation of the school, should be reported by following the school district's Bullying Prevention and Intervention Plan and Procedures. See Massachusetts General Laws, Chapter 71, Section 37O.

10. The Reading Public Schools administration reserves the right to amend this policy at any time without prior notice.

11. The Reading Public Schools reserves the right to seek restitution from any user for costs incurred by the district, including legal fees, due to such user's inappropriate use of electronic resources.

Reading Public Schools
Computer Network, Internet and E-Mail Acceptable Use Policy for Students
User Contract for Grades K-5
19-20

All technology use at the elementary level in the Reading Public Schools is under the supervision of a teacher, staff member and/or other designated adult. In order for a student to use the Reading Public Schools technology, a student and his/her parent/guardian must be aware that its use is for educational purposes only. The student must read and agree to the following rules, or, if needed, have them read and explained to him/her by a parent/guardian.

Rules for Technology Use:

- I will use the computer as instructed by my teachers.
- I may use the Internet and World Wide Web only when a teacher, staff member or other designated adult is present, and I have permission to do so.
- I will never give out personal information about others or myself over the Internet.
- I will not use my full name if I am doing project work over the internet.
- I will inform my teacher immediately if I find materials or sites that are inappropriate and have no educational value.
- I will be polite and only use language that is acceptable in my school when I am working on the computer.
- I will not harass or bully other students through the use of the computer.

Check statements above before signing this contract.

The student does not have permission to use technology in school unless this contract is signed by the student and parent/guardian. Please return signed page to your classroom teacher.

School (Print Name) Grade of Student

Student Name (Print Name) Student Signature Date

Parent/Guardian Name (Print Name) Parent/Guardian Signature Date

<i>"If you would like this document translated, please call 781-670-2883"</i>	
Mandarin	如果你希望这份文件加以翻译，请致电告知。781-670-2883
Portuguese	"se você quiser este documento traduzido, por favor ligue" 781-670-2883
Spanish	Si quiere que se traduzca este documento, por favor, llame.781-670-2883
Luganda	Oba oyagala ekiwandiko kino kivvuunulwe, tukubire essimu" 781-670-2883
Kiswahili	Ukipenda hati hi itafsiriwe, tunapenda otupigie simu 781-670-2883
Korean	이 서류의 번역본을 원하시면 전화로 연락해 주세요 781-670-2883
Arabic	المرجو الاتصال بنا اذا أردتم ترجمة هذه الوثيقة 781-670-2883
Vietnamese	" Nếu ông muốn tài liệu này được dịch sang Việt ngữ xin hãy gọi" 781-670-2883
Hindi	अगर आप इस दस्तावेज का अनुवाद करना चाहते हो तो कृपया फोन कीजिये 781-670-2883
Creole	si ou swete yo tradwi dokiman sa a, rele souple 781-670-2883
Sinhalese	ඔබ මෙම ලේඛනය පරිවර්තනය කරවා ගැනීමට කැමති නම්, කරුණාකර අප අමතන්න 781-670-2883