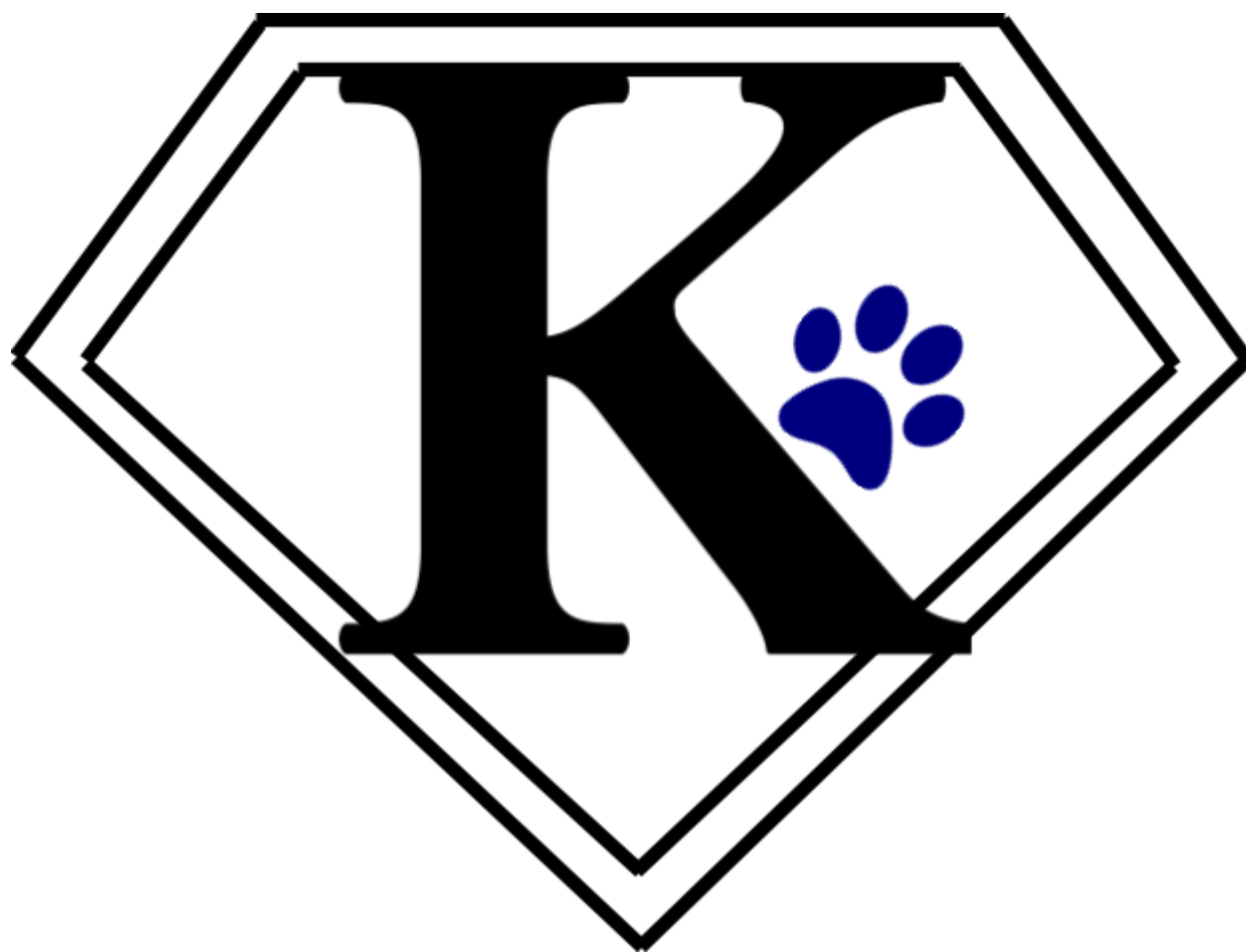


Kittredge Elementary School

Student and Family Handbook Pre-K-5

2021-2022



The Central Berkshire Regional School District does not discriminate on the basis of race, religion, color, age, gender, national origin, disability, homelessness, sexual orientation, gender identity or veteran status. Equal Opportunity Employer.

Dear Families,

Welcome back to Kittredge School! We've all had a summer to relax, renew and refresh, and now it's time to get back to the business of learning and growing. We hope that this year gets back to the 'new normal'. Communication and cooperation are important ingredients in your child's educational success. Only together can we accomplish the task of providing a well-rounded program of education for all of our children. The staff and I welcome your thoughts, ideas, questions or concerns as we move into a new school year full of opportunities for new growth and learning. This Student and Family Handbook is one way to bring the parents, students, and staff of Kittredge together. Please take a few moments to read through the Family Handbook with your family. It contains answers to many of the questions you may have moving into a new school year. If you need any more information please call the school at 655-2525. And as always, thank you for sharing your children.

Please note that district information is included in this handbook.

Sincerely,



KATHY

Kathy J. Buckley, Principal

CBRSD Mission

The mission of CBRSD is to ensure that every student meets the highest possible educational standards so that they may become responsible citizens able to meet the demands of a diverse and ever changing society.

Please note that the CBRSD website has been updated to provide you with even more helpful information in a format that is easier to use. Please visit the site at www.cbrsd.org. This website is frequently used to communicate important information. On the CBRSD website there is a Parent section: http://www.cbrsd.org/parents_community. Information such as bus routes, pre-payment of student meals online, asbestos notifications, etc are posted on the website. Please check this section frequently for updated information.

If you require a hard copy of information be sent home please contact your child's school to request hard copies of information to be sent.

In addition the full CBRSD Policy Manual can be found on the district website under the School Committee section.

On Fridays, I will be sending home weekly email updates using our School Messenger system. Those of you who prefer paper copies may have them sent as well.

Team Kittredge 2021-2022

413-655-2525

Principal - Kathy Buckley	Administrative Assistant to the Principal – Leslee Brennan
Pre-School – Amy Grallert Danielle Lummus	Library Paraprofessional – Cassie Cory
Kindergarten – Christine Verge	Physical Education/Health – Jennifer Brandi (T, Th)
Grade 1 – Gisel Dwyer	Music/Instrumental - Brianna Hull (M/)
Grade 2 – Brenda Bondini	
Grade 3 – Stephanie Friedman	Art - Sarah Clark (W)
Grade 4 – Melinda (Finnerty) Gowdey	SAC – Nicole Seyerlein (W, F and alternate M)
Grade 5 – Alison Bartels	Paraprofessionals – Pre-K - Brenda LaPlante, Jordan Keay Susie Ruiz, Carol Vella, Connie Southard, K - Fran Mirante, BT Mike Lamoureaux, Inc - Jodi Alpert, Janet Douglas, Missy Tarjick, Justine Goonan
Special Education – OT – Felicia Nevo, Ed Clark	
PT – Allison Betters	Cafeteria – Kelly Baldasaro, John Kearney
Title I Tutors - Stacey Whitney, Amanda Kilmer Math Interventionist - Liz Jackson	
Custodial Staff- Dave Oates-Head Custodian, Tom Castagna, Night Custodian	-
Sp/La - Renee Riley Lynn Archambault	School Nurse/Nurse Supervisor – Kellie Jean (Partridge) Galliher

New Staff highlighted in yellow

District Student Services are located at Kittredge. They can be reached at 655-0146

Director of Student Services – Nathan Loux **Special Education Coordinator - Jennifer Bell**
Administrative Assistant to the Director – Michelle Kasala **Administrative Assistant - Megan Padleford**
CFCE Coordinator – Wendy Provencher

All staff members can be reached via email by typing first initial, last name @cbrsd.org.

Kittredge Daily School Schedule

8:15-8:20	Buses will arrive
8:30	Once students have disembarked buses cars will be let into the parking lot to drop off students
8:40	Classes start. Students arriving in class after this time will be considered tardy.
8:45	Preschool arrival time 8:45
2:45	Preschool dismissal time 2:45/12:00 half day
2:55	Dismissal for walkers/pick ups
3:00	Dismissal for bus students

***Half day dismissals will be at 11:25/11:15 for Pre-K**

Lunch and Recess Schedule UPDATED

10:55-11:25 Recess	Pre-K
11:30-12:00 Lunch (in classroom)	Pre-K
11:55-12:25 Lunch	K, 1, 2
12:35-11:05 Recess	K, 1, 2
11:55-12:25 Recess	3,4, 5
12:35-1:05 Lunch	3,4, 5

Breakfast and Lunch Money - Pre-K-5

[Lunch pricing](#)

Important Dates

PTG (formerly PTO) meetings will be held on the first Monday of the month at 5:30pm. PTG meetings may continue to have a Zoom option as well.

Kittredge Open House is planned September 22, 2021. Please watch for more information.

Parent Conferences November 10, afternoon and evening. You can sign up for a conference time at Open House.

MCAS

ELA test sessions	March 28–Apr 29
Mathematics test sessions	April 25–May 27

Labor Day	September 6, No School
Columbus Day	October 11, No School
Veteran's Day	November 11, No School
Thanksgiving Break	- November 24 ½ day, November 25, 26 No School
Holiday Vacation	December 24-January 1 (Schools Reopen January 3, 2022)
Martin Luther King Day	- January 17, No School
Winter Vacation	February- 21-25
Good Friday	April 15 (if there is a 6th snow day the District would make it up with a half day of school on Good Friday)
Spring Vacation	April 18-22
Memorial Day	May 30, No School
Last Day of School	June 14 (in a perfect world with no snow days) Add a day to June 14 for every snow day.

In-service Days

September 17 - Half Day Dismissal
 October 8 - No School
 December 3 - Half Day Dismissal
 March 4 - Half Day Dismissal
 May 20 - Half Day Dismissal

***Half day dismissals will be at 11:25, 11:15 for preschool**

Attendance:

Each school day is important to the education of your child. Research tells us that the best learning takes place during the interaction of the teacher, student and classmates. Simply making up the work does not take the place of actual class instruction and interaction. **Did you know?...**

Massachusetts General Law, Chapter 76, Sections 1 and 2, mandates that students attend school and that the responsibility for proper attendance is placed on the parents. The schools are responsible for enforcing this statute and notifying parents within a sixth month period is considered excessive and a referral to the appropriate state agency is encouraged.

Additionally, if your child accumulates 5 unexcused absences, a letter will be sent home suggesting a meeting to discuss ways to improve attendance.

After more than 10 unexcused absences a meeting will be scheduled with the Principal and the classroom teacher. The solution could be as simple as notifying the parent or guardian and working together to improve that student's attendance. ***However, in extreme cases, it may require the school to solicit assistance from the Court, by filing a Failure to Send or the Department of Children and Families, by filing a 51A (a report of suspected child abuse or neglect).***

- Each day that your child is going to be absent or tardy, **please call the school** (655-2525) between 8:00 a.m. and 8:40 a.m. If you have not called by this time, our office staff will be calling you as a precautionary measure. To leave a message before 8:00 a.m. call the school to access the appropriate mailbox. **If your child visits the Doctor or is triaged over the phone please ask for a note for the school to excuse your child's absence.**
- **Excused absences** include illness (*with a Dr. notes*), bereavement, religious holidays, time spent with family member home on Military leave, and court appearances. In addition, if your child is

dismissed by the school nurse for medical reasons and requests that you keep him or her home for an additional period of time, this will also count as an excused absence.

- **Unexcused absences** include vacation, absences due to illness without medical documentation.
- If you feel your child is missing school due to anxiety, or emotional causes please contact us so that we may be of help to you and your child. Your child's safety and success in school are our priorities.
 - School starts at 8:25 and students entering school after 8:40 will be considered tardy. Students who enter class tardy have a harder time settling into classroom routine, and may disrupt classroom instruction. Please make every attempt to schedule medical and other appointments after school hours whenever possible. We appreciate your efforts.
- If you need to have your **child dismissed before the end of the school day** you must send a **note with your child including the date and time of the dismissal and the name of the person who will be picking them up.** Adults must report to the office in order to sign out the child. Office staff will call down and have the child sent to the office. Please do not go to the child's classroom to pick them up. Individuals unknown to the office staff will be requested to produce a proper form of identification prior to releasing the child(ren). *For the safety of our school community all visitors must use the front entrance and ring the bell to be let into the building.*

Bus Transportation:

Please do not pass the school buses or make U-turns in the driveway.

Pre-K transportation

- If your child is attending the preschool as a peer partner you are responsible for your own transportation to and from school.
- Preschool staff will meet all children as they come to school and escort children to their rides at pick up time.

K-5

- Bus transportation is provided by the district to transport children between school and home, or a permanent childcare provider. The buses cannot be used for any other purpose, such as parties, visiting or meetings. Parents must arrange their own transportation for these occasions.
- If your child is scheduled to take a bus, but will be walking, or will be picked up by someone on a particular day, you must send a note to the child's teacher. This note will be passed on to the office, so that the appropriate people will be aware of the change in the routine. If this change will occur weekly -such as C.C.D., activities at the CRA, etc., one note dated for the duration of that activity will be sufficient.
- **Please note that there is no early drop off time for walkers. Walkers and students being dropped off must arrive at or after 8:30.**

Bus Rules:

The district provides bus transportation between school and home or school and a permanent childcare provider. The bus cannot be used for other purposes such as parties, visiting, or meetings. Parents must arrange their own transportation for these purposes. *Changes in the daily bus routine, or even changing the stop, cannot be honored.*

When riding to and from school on a bus, children's noise levels and behaviors can affect the driver's attention, and therefore, the safety of the children. We cannot compromise the driver's main task of safely driving by asking him/her to control children's behavior. There are no second chances where safety is concerned. Bus behavior is as follows:

1. **Students must sit in their assigned seats.**
2. **Students must wear masks while on the bus.**
3. Students may talk quietly to the people around them.
4. Students should always walk in front of the bus when getting on or off, never behind.
5. Students should always walk, never run, near the bus.

Preschool, Kindergarten and first grade students will not be dropped off unless an adult is waiting at the bus stop. If no one is present, they will be brought back to school.

Communication with Teachers:

Communication between parents and teachers is extremely important. If you wish to contact your child's teacher, please feel free to send a note with your child, email the teacher directly or call the school to leave a message on the teacher's voicemail. Please do not ask to speak to a teacher during instructional times. The teacher will call you back at his/her earliest convenience. Email for all staff at Kittredge is first initial/last name@cbrsd.org for example kbuckley@cbrsd.org.

Preschoolers will have a home-school notebook/folder in which you may write notes to the teacher and the teacher to you. Please check your child's backpack, notebooks and folders daily.

Counseling:

Kittredge has a School Adjustment Counselor, Nicole Seyerlein, who is certified by the Massachusetts Department of Education as a School Adjustment Counselor. Nicole will be at Kittredge all day Wednesday and Friday and alternate Mondays. It is the role of the school counselor to help students with their personal, social, emotional and academic concerns. The School Counselor meets with students individually and/or in small groups. The School Counselor also works with teachers, administration and parents to help all students be successful in school. The services provided by the School Counselor are a regular education service and a child does not have to be on an educational plan (IEP) to access these services.

Referrals to the School Counselor can be made in the following ways. School personnel i.e. Teachers, Principal and the Nurse all may refer a student if they believe he or she may benefit from this service. A parent may refer a student or may call for some information, advice, and suggestions or with concerns. Students can also request to meet with the School Counselor for assistance with various issues including academic, social or personal matters. The School Counselor provides a variety of services which include but are not limited to: individual or small group meetings with students, lunch groups, mediation and conflict resolution for students, crisis intervention, classroom activities (which include social skills and bullying prevention), transitional services for children leaving or entering Kittredge (either due to a move or due to grade change), and referrals services for outside assistance.

The School Adjustment Counselor's office is located in room 4. You can reach her by phone at 655-2525 or by email at nseyerlein@cbrsd.org

Health and Wellness

Academic performance and quality of life issues are affected by the choice and availability of healthy foods in our schools. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability, improved self-esteem, and the ability to learn and perform better in school. In order to support wellness in our schools the following policy was recently adopted by CBRSD:

1. During school hours home-prepared products will not be allowed to be sold, distributed or shared.
2. All school sites will provide an environment where healthful eating behaviors are the norm and are modeled and reinforced.
3. The Central Berkshire Regional School District shall ensure that eating experiences and nutrition education are integrated into the core academic curriculum at all grade levels where appropriate. All cooking based instruction will follow nutritional guidelines.
4. CBRSD will strongly discourage students from sharing food or beverages from one another, given concerns about allergies and other restrictions on some children's diets.
5. Celebrations. The Central Berkshire Regional School District recognizes that class parties are a tradition in public education, but will limit celebrations that involve food during the school day to no more than one party per class per marking period. Each party should include no more than one food OR beverage that does not meet nutrition standards for foods and beverages. For the health and safety of all staff and students, all food and beverages brought from home for parties **MUST** be in sealed, store packaging with a clear list of ingredients and allergens. Homemade and unlabeled food is not allowed for classroom distribution.
6. **Healthy snacks** are encouraged during the school day. Snack is meant to be a HEALTHY, quick, independent activity requiring minimal clean up.

Ideally we hope that each student is able to maintain perfect attendance for the school year, but we know that this is not always possible. Children cannot do their best work if they do not feel well. If your child is ill, please keep him/her home.

- We suggest that a child have a normal temperature for at least 24 hours before coming back to school. It is unfair to the child, as well as to the other children to send him/her to school prematurely.
- If your child has been out with a virus or other infectious diseases, please let the school know so that we are aware of the possibility of other children contracting the same disease. We have to report any infectious diseases (such as chicken pox, etc.) to the Public Health Nurse.
- Each September, an **EMERGENCY CARD** is sent home for you to update emergency information. If your child has a chronic medical condition that school personnel should be aware of, you should indicate that condition each year. If such information were not included on your child's emergency card, we would assume that the condition no longer exists. Also, please make sure to update this information during the school year, if necessary. **Please note on the back of the emergency card an area for parental authorization, which needs to be checked and signed.** Our school physician has given written orders for administration of medications listed on the emergency card. **If your child needs a medication other than what is listed on the emergency card, it will be the parent's responsibility to obtain a written doctor's order and properly label medication so the school nurse may administer the medication. All medication to be given in school must be in a properly labeled container from the pharmacy or in the original over the counter container.**
- A weekly fluoride swish program will be available for students in Grades 1 through 5. This program has been proven to be very effective in preventing tooth decay. This is not a substitute for daily oral fluoride tablets. Parental permission is required for your child to participate.

Please call the school nurse if you have any questions or concerns.

Medications:

Under Massachusetts General Law, Chapter 112, Section 80B, a nurse is required to have a medication order to administer ANY medication, including over the counter drugs available without a prescription. Over the counter drugs include, but are not limited to aspirin, acetaminophen (brand name "Tylenol"), cough syrup, and the like. The order to the nurse can be written by a physician, dentist, nurse practitioner, or physician's assistant. A **WRITTEN PARENTAL AUTHORIZATION ALONE DOES NOT SUFFICE**. The medication is to be kept in the nurse's office at all times; students are not allowed to keep medication in their cubbies. Contact the school nurse should you have any specific comments or questions.

Student Health Insurance:

Applications for Student Health Insurance are available at our school office. The insurance company is Lester L. Burdick, Inc. 24 hour and school-time coverage are available. Free or low-cost health care insurance information is available from the school nurse.

Drugs and Alcohol Assistance, Prevention and Disciplinary Procedures:

6730: Drug/Alcohol Assistance, Prevention, & Disciplinary Procedures 6730.1 The Central Berkshire Regional School District is committed to provide an environment for students to reach their maximum potential. To this end, it is necessary for each school and each student to remain alcohol and drug free. 6730.2 The use or possession of drugs, alcohol or look-alike-drugs by any student on school property, in schools, or at school functions is prohibited. Students shall be barred from any school sponsored event if they have been using alcohol, drugs, or look-alike-drugs prior to their attendance at or participation in said school sponsored activity. 6730.3 Along with the above strong prohibition, the school committee recognizes that use of alcohol and drugs is a concern affecting the mental, emotional, and physical health of students. Therefore, it is the committee's belief that educational programs should be planned, designed and evaluated in order to afford students opportunities in making positive choices regarding their health. 6730.4 The school committee also recognizes that alcohol and drug abuse are part of a broader scope of problems involving the individual and society. These problems include a breakdown in confidence and communication between young people and adults. The committee has a responsibility to strengthen, promote and protect trust between people. 6730.5 Along with the educational programming for students, staff will be informed of district policies, procedures and protocols for prevention, intervention and follow-up in preventing and responding to substance use and abuse. Specific training will be provided to staff members responsible for screenings for substance use. 6730.6 Parents and Guardians will be notified of the policy through provision of school handbooks and posting of the policy on the district website. 6730.7 Should there be breaches of conduct concerning alcohol and drugs, the school committee supports the administration, principals and superintendent, in effecting the following procedures for disciplinary action to insure a positive and productive learning environment in its schools. Procedures for Screening for Risk for Substance Use Related Problems: a. The district will use a verbal screening tool to screen students annually at two different grade levels for substance use related problems. b. Qualified staff will be identified and trained to do the screening. c. Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, parent or guardian, except in cases of immediate medical emergency or where a disclosure is otherwise required by state law. d. The District will maintain a resource list for the network of services available through agencies in the area. e. Parents will be notified in advance of the screenings and of the right to opt out. f. Students in treatment or absent as part of their recovery will be supported in reintegrating to school. Procedures for Disciplinary Action: Definition of Terms: Alcoholic Beverage. Alcohol spirits, liquor, wine, beer, and every liquid or solid containing alcohol spirits, wine, or beer in which contains half of 1% or more of alcohol by volume which is fit for beverage purposes either alone or when diluted, mixed, or combined with other substances. Controlled Substance. A controlled substance includes any substance defined in this section or identified as such under the law. Drug. As defined in Chapter 94, Section C of the Massachusetts General Laws, stimulants, amphetamines, depressants, tranquilizers, narcotics, relaxants, and hallucinogens or any other controlled substance regulated by the FDA and not administered as a properly prescribed medication.

Electronic Cigarettes. Handheld electronic device that creates an aerosol by heating a liquid. Use of E-Cigarettes is sometimes called vaping. Please refer to Policy 6760, which further defines smoking products not permitted on school grounds. Look-Alike-Drug. A substance or combination of substances, liquid or solid, which simulate, appear like, or are intended to be drugs. (Examples are dry spices in cigarette wrappers and over the counter prescription drugs passed off as controlled substances.) Use. The ingestion, inhalation, or injection of an alcoholic beverage, drug, or look-alike-drug. Possession. Having an alcoholic beverage, drug, or look-alike-drug or drug paraphernalia (a) on one's person, or (b) among one's personal possessions such as a locker, motor vehicle, book bag or purse, or (c) within the, reasonable immediate vicinity of one's person. Parent. Father, mother, or guardian. As principals and the superintendent choose courses of disciplinary action, they will distinguish between and among alcohol, look-alike-drugs, and drugs which are controlled substances. As principals and the superintendent choose courses of disciplinary action, they will distinguish between and among alcohol, look-alike-drugs, and drugs which are controlled substances. Controlled Substances A. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance is subject to expulsion suspension or exclusion from the school. B. Any student who is charged with a violation of section 6730.6 above, 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. C. The principal may remove a student who has committed a disciplinary offense under M.G.L c. 71 Section 37H or 37H ½ for more than 90 days in a school year. The school district will maintain a School Wide Education Service plan that includes a list of services available to any student suspended or excluded from school for more than 10 days. D. Any student who has been issued a long-term suspension from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The student shall have ten days from the date of being issued the suspension in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The hearing will be conducted in accordance with M.G.L c.71 Section 37 H ¾. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension. E. If a student is suspended from school, the student will be referred to a community-based substance abuse prevention or treatment agency or a school-based program. Alcohol, Drugs and Look-Alike-Drugs A. If a student is suspected of being under the influence of an alcoholic beverage or in possession of or under the influence of a look-alike-drug: 1. The principal and superintendent shall be immediately notified. 2. The student shall be immediately examined by a school nurse if available. In addition, if deemed appropriate by the administrator, any one or more of the following may be undertaken. a. The student will be sent to a physician for examination. b. The school will notify the student's parents. c. The administration will assist the student in arranging for a community-based substance abuse educator or counseling service. d. The administration will notify the local police. B. If a student is found to be using or in possession of an alcoholic beverage, drug or a look-alike drug: 1. First Offense -- The student will be suspended from school, generally for a period of up to three days. In addition: a. The parent will be notified of the offense. b. The local police department will be notified of the offense. Any contraband will be turned over to the police. c. The principal will refer the student to a community-based substance abuse educator or treatment agency and the school guidance department. d. A follow up plan will be recommended for the individual student by the substance abuse educator and/or the school based mental health provider. 2. Second Offense -- The student will be suspended from school, generally for a period of not less than three days. In addition: a. The parent will be notified that the student has committed a second offense. b. The local police department will be notified of the offense. Any contraband will be turned over to the police department. c. The principal will refer the student to a community-based substance abuse educator or treatment and the school guidance department. A plan will be revisited for the student. 3. Third and subsequent offenses -- The student will be suspended from school and expelled long-term suspension may be considered. In addition, the course of action outlined for a second offense may be invoked. C. A student who is found distributing or selling alcohol or a look-alike-drug or in possession of a quantity of alcohol or a look-alike-drug: 1. First and subsequent offenses -- The student shall be suspended from school for a period of up to ten days. In addition: a. The parent will be notified. b. The local police department will be notified of the offense. Any contraband will be turned over to the police department. c. The principal will refer the student to a

community-based substance abuse educator of treatment agency the school guidance department.
Adopted: June 27, 1985 (Replaced previous policy #6730 -- "Drug Education and Drug Abuse.") Revised:
June 26, 1986 Revised: August 18, 1994 (Written to conform with the Education Reform Act, Chapter 7,
Section 37H of the Massachusetts General Laws. Also replaced policies numbered #6730 and #6710.)
Revised: July 27, 2017 (Written to conform with Chapter 52 of the Acts of 2016.

Immunization Requirements Pre-K-5

According to state regulation (102 CMR 7.09 and 105 CMR 220.00) students must be on an immunization schedule before they enter school. The CBRSD requires that students have immunizations that are up to date for school entry at the time they enter school. Records will be given to the school nurse for verification and record keeping purposes. Immunization requirements vary by grade. Please contact your child's school nurse if you have questions. Kellie Jean Galliher 655-2525, kgalliher@cbrsd.org

Physical Examinations Pre-K-5

Under state law students new to the school system must present results of a comprehensive physical examination within six months of enrollment and at intervals of either three or four years thereafter. Please provide a physical exam record to the school at the beginning of kindergarten, first, fourth, seventh and ninth grade. If your child had a physical exam during the school year, please provide the school nurse with a copy of the updated record.

Health and Sex Education

Parental Notification Relative to Sex Education

In accordance with General Laws Chapter 71, Section 32A, the Central Berkshire Regional School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues for the school in which their child/ward is in attendance.

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

- Inspect and review program instructional materials for these curricula.
- Instructional materials for these curricula.
- Arrange with the principal to review the materials at the school, or may arrange to review them with the Superintendent of Schools.
- Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy will be given an alternative assignment.

Decisions as to the applicability of curricula under this policy shall be decided in conformance with Policy 5520 of the Central Berkshire Regional School Committee.

Any parent/guardian who is still dissatisfied after the process described in Policy 5520 may send a written request to the Commissioner of Education for review of the issue.

The Superintendent of Schools will distribute a copy of this policy to each principal by September 1st of each year.

Procedures to be used

1. Each year the Superintendent of Schools will send a copy of the policy and these procedures to each building principal, or program director in the case of such a program. Said principals or directors shall be responsible for implementation of said policy.
2. Each principal or director shall have a brief but specific description prepared for parents/guardians of each curricula in his building applicable to this policy. In the event that a specific course is problematic to this policy, the principal or director shall discuss the appropriateness of the curricula to the policy with the Superintendent of Schools for the applicability of the curricula to this policy.
3. If there is a curriculum change during the school year, to the extent practicable, the parents/guardians will be notified of this fact in a timely manner before implementation.

4. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. This responsibility shall be either the school principal or his designee.
5. A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may request of the Superintendent a review of the issue. The Superintendent shall follow the procedures set out in Policy 5520 for determination of the matter.

Homework

Grades K-2:

Nightly Reading

Reading is a life skill and is not considered "homework". Students should read or be read to at home every day. Being immersed in books is one of the best ways for students to become better readers, learners, and thinkers.

Finishing Work Started at School

Occasionally work that could not be completed by your child during the school day will be sent home to be finished. We appreciate your support with this.

Grades 3-5:

Nightly Reading

Reading is a life skill and is not considered "homework". Students should read at home every day. Being immersed in books is one of the best ways for students to become better readers, learners, and thinkers.

Finishing Work Started at School

Occasionally work that could not be completed by your child during the school day will be sent home to be finished. We appreciate your support with this.

If additional homework is assigned it will be in increments of no more than ten minutes per grade level. For example, 30 minutes for grade 3, 40 minutes for grade 4 and 50 minutes for grade 5.

Homework free times will occur district-wide for all grade levels: Nov., Thanksgiving break, Dec., Holiday break, Feb. vacation, April vacation.

Invitations: Kittredge is an inclusive community. Please do not send party invitations to be passed out at school unless the whole class is invited. Many teachers compile a list of telephone numbers and addresses of classmates to be used to set up playdates and for party invitations. You may also request a class list (names only). Thank you for your support.

Personal Items: Please do not send any personal items to school at this time unless directed to by the classroom teacher.

Toys, expensive equipment or favorite treasures that could be accidentally broken **should not be brought to school. Special circumstances may come up at the teacher's discretion.** If your child must carry a cell phone to and from school it must be turned off during school hours. Students may use school phones to contact parents if necessary during the school day. **The following items should also be left at home:** money-other than lunch money, gum, dangerous items and any item that could be used as a weapon (including toy guns and swords), hardballs and bats. Sports equipment is limited to soft balls, such as Nerf balls or tennis balls. The use of all sports equipment is subject to the approval of the Playground Supervisor(s).

Physical Education K-5

- Students are required to wear play clothes, socks and sneakers. Sneakers are required in all Physical Education classes as being the best foot apparel for strenuous activity. All sneakers must have laces or Velcro and be fastened securely to the feet at all times. Rubber sole shoes are not made for the strenuous activity that sneakers are meant to take and do not allow optimum freedom of movement.
- Excused participation from class: It is expected that all children participate in Physical Education classes. If it is necessary to be excused from a class, a note from the parent is required. Any child who is to be excused for more than two consecutive class periods must have a written note from his/her doctor stating the duration of time to be excused and the reason.

Playground: Recess activities will be adapted to follow current health and safety protocols.

All children are expected to play safely on the playground. Classroom teachers and playground supervisors will review rules with all students frequently. All students must listen to and follow the instructions of any adult who is supervising them. There will be no rough play, and no hard balls, bats, etc. Children will **NOT** be allowed to take snacks outdoors during lunch recess time. **No adult, other than supervisors, and approved volunteers are allowed on the playground during recess.** Parents/guardians should not call to students at the playground or attempt to approach students while they play on the front playground. If you come to school during this time to pick up your child, please come to the office as usual and we will send appropriate personnel to get your child.

Preschool recess will be in the center courtyard playground, weather permitting, or in the gym for gross motor activities in the case of inclement weather.



Safe School Plan:

While we cannot anticipate every situation, Kittredge has developed a comprehensive plan to address a number of crises that could arise in and around our school and community. Should we ever need to evacuate students and staff from our building and grounds, we will walk to a predetermined location. We will attempt to reach parents by phone so that they can pick up their child(ren) from that site. **(Please ensure that the contact information on your child(ren)'s school Emergency Card(s) is kept up to date.)** Information will also be provided to area radio stations to inform as many parents as possible. **Do not attempt to pick up the children at school or en route.** We will release children in an organized manner. Be assured that the safety of your child(ren) is always our primary concern.

Safe School Drills: We will continue to have fired drills. Administrators will continue to meet with the District Safe School Team including local Police and Fire officials.

Announced and unannounced drills are conducted throughout the year to familiarize students with proper evacuation procedures. Fire, playground, evacuation, lock down and severe weather drills occur to acquaint students with the procedures to access a safe area within and outside of the building. **In the event of a real emergency, parents should not attempt to remove their child(ren) from the school setting as greater confusion would occur. Parents should listen to local T.V. and radio stations to obtain information particularly during lockdown or evacuation situations.** See the school's website for important information regarding the Safe School Plan.

Safe School Policy:

The State of Massachusetts requires all public schools to comply with the following:

- (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 defined in Chapter 94-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 or her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b); provided, however, that any principal who decides that said student should be suspended shall state in writing to the school committee his or her reasons for choosing the suspension instead of expulsion as the most appropriate remedy. In this statement, the principal shall represent that, in his or her opinion, the continued presence of this student in the school will not pose a threat to the safety, security, and welfare of the other students and staff in the school.

School Closings:

There will be a robocall to all families when the decision to close school is made. We will make every attempt to notify you as soon as we can after the decision is made.

All local radio stations listed below have information on the cancellation of school due to inclement weather. Because we are a regional district that includes the towns of Dalton, Hinsdale, Cummington, Peru, Washington, Windsor and Becket, the district could close due to the weather in any one of the towns.

Please note other stations may be added.

Radio Stations:

WUHN/WHOOPEE/WBEC/LIVE 105, 1110AM, 95.9FM, 1420AM/105.5FM, WBRK/WRCZ/Z101, Pittsfield, 1340 AM/101.7 FM, WHMP, Northampton, 1400AM/99.3FM, WHYN, Springfield, 6AM/93.1 FM/97.9FM, WNAW, North Adams, 1230 AM/100.1 FM, WFLY / Fly 92, WGY / 810, WRVE / The River

Television Stations:

WWLP 22; Springfield, Capital News 9, WNYT TV 13, WRGB TV 6, WTEN TV 10, WXXA TV Fox 23, WGGB 40

Volunteers and Visitors:

For the safety of all of our students we will lock the doors between 8:25 and 3:05. In order to enter the building you will need to press the button to the right of the door, identify yourself and be buzzed in by the office staff. **Volunteers/Visitors (anyone not on staff at Kittredge) are required to sign-in at the main office and obtain a badge prior to moving about the building.**

Parent volunteers are a critical component of the education of Kittredge's children. There are many opportunities throughout the year for parents to volunteer in our schools. PTO, School Council, volunteering for PTO events such as, Halloween Dance, movie nights, draft nights, volunteering for field trips, classroom events, Library.

Additional opportunities for Preschool Parents include the monthly Coordinated Family and Community Council Meetings,

If you are interested in volunteering at Kittredge, please fill out and return the volunteer request form that is sent home to every family in the fall.

Please be aware that the Massachusetts State Law requires every volunteer to fill out a CORI before he or she can participate in our volunteer programs, classroom activities or field trips. Along with the volunteer form, we will be sending a CORI (Criminal Offender Record Information) and a SORI (Sexual Offender Record Information). Please fill them out and return it to the main office if you plan on volunteering so that we can have it processed. You will need to show a valid MA driver's license with your application. All volunteers will be asked to read and sign a confidentiality agreement.

A CORI and SORI must be completed every two years. You may fill one out at Open House. You will need a valid driver's license to do so.



Websites

In addition to this handbook, the [CBRSD website](#), the [Kittredge Website](#), and individual classroom websites are sources of up to date, important information. Bus routes, school closings, calendars, forms, online payment of student meals, meeting schedules and agendas, as well as the full CBRSD Policy Manual, can all be accessed through the District website <http://www.cbrsd.org/>.

You can access the Kittredge School website and individual teacher websites through the district site, or at <http://cbrsdkittredge.ss10.sharpschool.com/>

CBRSD Information

Becket Washington School

Becket and Washington, Grades Pre- K-5
Principal: Mary Kay McCloskey
413-623-8757

Kittredge School

413-655-0146
Hinsdale and Peru, Grades Pre-K-5
Principal: Kathy Buckley
413-655-2525

Nessacus Regional Middle School

Principal: John Vosburgh
Asst. Principal: Gary Campbell, Jr.
413-684-0780

Craneville School

Dalton, Windsor, and Cummington, Grades K-5
Principal: Annie Leonard
Asst. Principal: Arrin Barnes
413-684-0209

Wahconah Regional High School

Principal: Aaron Robb
Asst. Principal: Steve Messina
413-684-1330

Administration

Central Office: 254 Hinsdale Rd Dalton, Ma

Superintendent

Leslie Blake Davis
413-684-0320 ext. 2
Michelle PH White (Administrative Assistant)

Assistant Superintendent

Debbie White
413-684-0320

Assistant Superintendent of Finance and Personnel

Greg Boino
413-684-0320 ext. 3

Special Education Department

Located at Kittredge Elementary School

Director of Student Services

Nathan Loux

Special Education Coordinator

Jenn Bell

Central Berkshire Regional School Committee

Becket

Barbara Craft-Reiss Chair
Art Alpert

Dalton

John Bartels
Robert DiFazio
Richard Lacatell
Ellen Lattizzori
Nicole Tucker
Jake Eberwein
Amy Gelinas

Hinsdale

Rich Peters (Vice Chair)
David Stuart

Cummington

Todd Emerson

Peru

Bonny DiTomasso

Washington

Michael Case

Windsor

Elizabeth Lounsbury

School Committee meetings are held on the 2nd and 4th Thursday of the month during the school year. Meetings are held once per month in July, August, November and December. Locations of the meetings rotate between the six school buildings. Meeting time, dates, locations and agendas are posted 48 hours in advance of a meeting on the school website cbrsd.org.

Anti-Bullying, Harassment and Discrimination

The CBRSD does not tolerate harassment or discrimination based on race, color, national origin, disability, sex, gender or sexual orientation under M.G.L c. 76 s. 5 and school committee policies. All complaints of harassment or discrimination will be fully investigated and necessary steps will be taken to remedy the situation. Contacts for complaints or concerns are included in the handbook.

Anti-Bullying

The Central Berkshire Regional School District developed and adopted an **Anti-Bullying Policy** (Policy 5770) that is embedded in district-wide approaches to promoting a positive, pro-social culture for all students and staff. Bullying, including cyber-bullying, and retaliation are not acceptable conduct and are prohibited within the Central Berkshire Regional School District. Leadership and other staff will endeavor to maintain learning and working environments free of bullying. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information

is prohibited. Any student or staff member who engages in conduct that constitutes bullying or retaliation shall be subject to a range of disciplinary consequences.

Definitions of Key Terms:

Bullying:

- The repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that causes physical or emotional harm to the target or damage to the target's property;
- that places the target in reasonable fear of harm to himself/herself or of damage to his/her property;
- that creates a hostile environment at school for the target or infringes on the rights of the target at school; or that materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying. (Definition based on M.G.L. c.71, 370)

The following checklist is used when investigating bullying:

- _____ Is it fair?
- _____ Is it one sided?
- _____ Is someone using power in a hurtful way?

(Steps to Respect Program)

- _____ Is it an aggressive behavior that involves unwanted, negative actions?
- _____ Does it involve a pattern of behavior repeated over time?
- _____ Does it involve an imbalance of power or strength? (Olweus)

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

Aggressor: A student or school employee who engages in bullying, cyberbullying, or retaliation.

Target: A student against whom bullying, cyberbullying, or retaliation is directed.

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

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:

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

The full text of the Central Berkshire Regional School District Anti-Bullying Policy is available at [CBRSD updated Bullying Prevention and Intervention Plan](#)

I. DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district:

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others. Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise. Procedural requirements applied to students not yet determined to be eligible for special education.
 1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of

behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Questions regarding the district plan for the prevention of bullying can be directed to Leslie Blake Davis at 413-684-0320 or lcasna@cbrsd.org .

Sexual Harassment

The CBRSD prohibits sexual harassment in any form on school grounds, at school sponsored events or activities, or while traveling to and from school or school sponsored events or activities. Students may file a complaint regarding sexual harassment with a school administrator or Title IX contact person (Aaron Robb or Leslie Blake Davis).

Community Use of Facilities:

The school Community investment in physical plant and facilities has for its first priority the education of children in the district. Organized citizens groups within the district who wish to use the district facilities for educational or other beneficial social events are required by school district policy to apply, in writing, through the principal of the building they wish to use. These applications should be made one month or more in advance of the interested use. Any overtime incurred by the custodians and/or cafeteria staff for Community Use of Facilities will be charged back to the group using the facility. For more information refer to Policy 7520 or contact the Central Office at 413-684-0320.

Directory Information

CBRSD, pursuant to the United States General Education Provisions Act, declares the following as 'directory information' as provided in said act and that information relating to students may be made public if said information is in any of the following categories:

1. Student's name, address, telephone listing
2. Date and place of birth
3. Major field of study
4. Participation in officially recognized activities and sports
5. Weight and height of members of the athletic teams
6. Dates of attendance
7. Degrees and awards received
8. Most recent previous educational agency or institution attended
9. School-related photographs for use in yearbooks

If you do not want any information about your child released to the press or any other source, or if you wish to prohibit release or use of your child's image to the press, on a school website, or in any other manner, then you must complete and return the enclosed form to your youngest child's school within 30 days. This form is also available on the school website in the parent section. Please note that information on how you may withhold authorization from Wahconah Regional High School to release

student directory information to military recruiters, which CBRSD must otherwise do by federal law (see School Committee Policy 6340.2), will be provided to parents or guardians of high school students directly by WRHS.

English Language Learner Education

A student whose home language is not English, as shown on the district home language survey, after consultation with the family is administered an English language proficiency assessment. If deemed necessary based on the assessment results, the student receives ELL services.

Parents have the option to request a waiver to attend mainstream classes without ELL support/sheltered instruction. Information regarding this process can be obtained by contacting the ELL Coordinator.

Students are eligible to exit the ELL program once state and local assessments indicate that a transitional level of English proficiency has been achieved. Upon exiting, students are monitored for two years to ensure appropriate transition into the mainstream classroom setting. Should the student demonstrate a need for English language support, s/he may be accepted back into the ELL program.

For information regarding the ELL program, translation of written material, scheduling a translator for a meeting, entrance and exiting procedures, and the rights of families of English Language Learner students, please call the ELL Coordinator Superintendent Laurie Casna at (413) 684-0320.

Physical Restraints:

In compliance with M.G.L 603 CMR 46.00 The CBRSD ensures that every student participating in CBRSD educational programs will be free from unreasonable use of physical restraint. Physical restraint shall only be used only in emergency situations after less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. 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. Required training is done for all staff at the start of the school year and for new employees hired after the school year begins within a month of their employment. In each school building there are identified staff with advanced training in Crisis Prevention Intervention with in depth training on physical restraint. Only school personnel who have received training pursuant to 603 CMR 46 shall administer physical restraint on students. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent serious, physical harm. All reporting requirements of 603 CMR 46.06(2) shall be complied with in the event a restraint occurs.

CBRSD POLICIES & MASSACHUSETTS STATE LAW	FREE EXPRESSION
<p>GUIDELINES CONCERNING STUDENT RIGHTS AND RESPONSIBILITIES</p> <p>INTRODUCTION</p> <p>In order to prepare our students for life in a democratic society, it is necessary that students fully understand their basic rights. Equally important is the need for students to fulfill their basic responsibilities. The information that follows is an effort to clearly and concisely describe the rights and responsibilities of students in the Central Berkshire Regional School District.</p> <p>AIDS</p> <p>The State has provided all school systems with a policy on AIDS. The Central Berkshire Regional School District has developed additional guidelines and procedures. Copies of these guidelines are available from the</p>	<p>Students have the right to express themselves and to disseminate their views through speech, writing, publications, pictures, posters, buttons, insignia, armbands, and all other media of communications, subject to reasonable regulations as to the use of school materials and equipment and the time and manner of distribution of materials. Students have the responsibility to declare authorship of materials, to refrain from libel and slander, to refrain from incitements to crime or violations of law or lawful regulation, and to refrain from the use of obscenities or obscene material (circulation of petitions, circulars, newspapers, and other printed matter). Students shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter subject to the following specific limitations:</p> <p>a. Time: The time of distribution shall be agreed to by the principal so as to prevent interference with individual class programs.</p>

Principal upon request.

ALTERNATIVE EDUCATIONAL PROGRAMS

1. Special Needs Programs for students in need of special education are available. Information about such programs may be obtained from the Director of Special Need or the principal.

DUE PROCESS

Students have the right to fair and consistent disciplinary actions by teachers and administrators. Students have the right to due process in disciplinary proceedings; that is, students shall be informed of the specific policy or regulation which has been violated; and shall be given an opportunity to present his or her side of the issue before being proceeded against. In cases where serious penalties are recommended, the principal or superintendent of schools may invoke more formalized hearing procedures. (See Appendix 1 for procedure to be followed in suspension and expulsion cases). Students shall not be held accountable by school officials for any behavior outside school time or off school property, except during school sponsored activities or as indicated in the Athletic Training Code or when under the jurisdiction of the school as noted in 6510 in this booklet. Students have the right to make up work missed during absences for disciplinary reasons in the same manner as provided students who are absent for other reasons. Students have the responsibility to make up missed work within a reasonable period of time, as determined by the principal. Nothing contained in this statement on Student Rights and Responsibilities shall be construed to abrogate the authority vested by law in the school committee or to be construed to delegate that authority to others.

the imminent commission of unlawful acts on school premises or of the violation of lawful school regulations or of the disruption of the orderly operation of the school. In January 1988 the Supreme Court decision in the case of Hazelwood School District vs. Kuhlmeier the court concluded that the school authorities do not violate the first amendment rights of students in expressing control with the style and content of student speech in school sponsored expressive activities, as long as their actions are reasonably related to legitimate educational concerns.

RIGHT TO AN EDUCATION

Students have the right to an education and to equal educational opportunities through high school graduation. Students have the responsibility to attend school and classes regularly and to refrain from any disruption of the educational program.

RULES AND REGULATIONS

Students have the right to know the rules and regulations to which they are expected to conform.

b. Manner: The manner of distribution shall be such that:

- coercion is not used to induce students to accept printed matter or to sign petitions;
- funds or donations are not collected for the materials distributed;
- leaflets and printed material to be distributed shall be submitted to the principal prior to such distribution (approval or disapproval of such distribution shall be within a reasonable time and the principal may limit the number of students or group of students who may distribute materials in any one day--as in similar circumstances an appeal of the principal's negative decision may be made to the superintendent); materials are not left undistributed or stacked for pickup while unattended at any place in the school or school grounds;
- the distributor must be a student of the school involved (a non-student must have the principal's written permission);
- student distributors have the responsibility of cleaning up any litter that may result; and,
- the distribution of materials shall not hinder the normal flow of traffic within the school.

LIMITATIONS ON RIGHT TO EXERCISE FREE EXPRESSION

In the exercise of the student rights described above, no person shall speak or distribute materials, wear buttons, or make other displays or post notices or other materials which are obscene according to current legal definitions; are libelous or slanderous according to current legal definitions; express or advocate racial, ethnic or religious prejudice; incite students so as to create a clear and present danger of government that they may adopt for themselves, as long as it is elective with offices, elections open to all students, and a constitution is made available to all students. Within any such democratic government, students have the responsibility to participate in the development of programs and regulations beneficial to student life within the school.

STUDENT ORGANIZATIONS

Students have the right to form and participate in student organizations of their choice, and these organizations have the right to peacefully assemble and to conduct programs that do not endanger the health or safety, damage property, or disrupt the activities of others. Participants in student organizations have the responsibility to give timely notice to the principal of plans to assemble and to conduct such programs and in so doing, to respect the health, safety, property, rights and activities of others.

Students have the responsibility to abide by all published school and school committee policies and regulations. Students have the right to seek changes in policies and regulations by all appropriate means.

SCHOOL RECORDS

Students have the right to inspect their school records in accordance with the provisions of the "Students Records Regulation" approved by the Massachusetts Board of Education on January 28, 1975, and as amended in Ch.71, 34D and E in the 1981 statutes, Ch. 460, 1 and 2, a copy of which can be obtained from the building principal. Students have the responsibility to abide by said regulations.

SEARCH AND SEIZURE

Students shall be free from searches and seizures of their persons, papers, and personal effects with two exceptions:

- (1) articles in the possession of students in violation of school regulations may be seized if in plain view or as provided in the 1985 Supreme Court decision: "New Jersey vs. TLO" (This decision gives flexibility to school officials and teachers to conduct reasonable warrant less searches of students.)
- (2) The student's lockers, belonging to the school and supplied for student convenience, may be searched by a school official provided that the official has a reasonable basis to believe that articles are kept therein in violation of law or of school regulations.

STUDENT GOVERNMENT

Within each secondary school, and at the discretion of the building principal in each elementary school, students have the right to establish and select any oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district has made a variety of reporting resources available to the school community including, but not limited to, the CBRSD Incident Reporting Form available on the district website and a point of person of contact in each building.

Use of an Incident Reporting Form is not required as a condition of making a report. CBRSD schools will: 1) provide a copy of the Incident Reporting Form on the school website; 2) make it available in the school's main office. The Incident Reporting Form will be made available in the language(s) of origin of students and parents or guardians upon request.

BULLYING-POLICIES & PROCEDURES FOR REPORTING & RESPONDING TO BULLYING & RETALIATION

The CBRSD Bullying Prevention Policy (5770) can be found on the district website

<http://www.cbrsd.org/CentralOffice/PolicyManual.pdf>.

The language regarding reporting is copied below:

- CBRSD Policy states, "Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying."
- Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.
- Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.
- Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.
- A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be reports of bullying incidents. The data is reported to DESE annually based on requirements.

Responding to a report of bullying or retaliation.

d. 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

<p>a. <u>Reporting by Staff</u> 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.</p> <p>b. <u>Reporting by Students, Parents or Guardians, and Others</u> 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.</p> <p>c. <u>Reporting to DESE</u> The district keeps records of all</p> <p>a. or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.</p> <p>b. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the</p>	<p>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.</p> <p>2. 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.</p> <p>3. <u>Obligations to Notify Others</u></p> <p>a. Notice to parents or guardians. Upon an allegation of bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.</p> <p>b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal</p> <p>retaliation is strictly prohibited and will result in disciplinary action.</p> <p>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. The principal or designee will maintain a written record of the investigation.</p> <p>Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.</p> <p><u>d. Determinations.</u> The principal or designee will make a</p>
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local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

c. Investigation.

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

e. Responses to Bullying.

A flow-chart outlining the Central Berkshire Regional School District follow-up for both the aggressor and the target is presented in Appendix C. The specific steps for responses to bullying are described in the paragraphs below. An example of a conduct plan for the aggressor is presented in Appendix D.

determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy

- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to

<p>i. Teaching Appropriate Behavior Through Skills-building</p> <p>Upon the principal or designee determining that bullying or retaliation has occurred, the school shall use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:</p> <ul style="list-style-type: none"> • offering individualized skill-building sessions based on the school's/district's anti-bullying curricula; • providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel; <p>consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. An example of a support plan for the target is presented in Appendix E. The plan includes various options and strategies including but not limited to increasing adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.</p> <p>Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive</p>	<p>include a focus on developing specific social skills; and</p> <ul style="list-style-type: none"> • making a referral for evaluation. <p>li. Taking Disciplinary Action</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>iii. Promoting Safety for the Target and Others</p> <p>The principal or designee will</p> <p>a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and</p> <p>(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.</p> <p>Retaliation against a person who reports bullying, provides information during an investigation of</p>
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measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

COLLABORATION WITH FAMILIES

- A. Parent education and resources. CBRSD schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, and other appropriate school/community organizations.
- B. Notification requirements. Each year CBRSD schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) of parents or guardians, upon request. The schools will post the Plan and related information on its website and those plans will be mirrored on the district website.

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at

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

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches,

bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

DEFINITIONS

Aggressor is a student or a member of a school staff including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to an educator, administrator school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

SCHOOL COMMITTEE POLICIES & STATE LAW RELATIVE TO DISCIPLINE

RESPONSIBILITIES OF STUDENTS

1. Students must treat teachers and other students with respect, regardless of sex, race, color, creed, ethnic background, socio-economic status, or minority group membership.
2. Students must refrain from impairing the educational process or depriving students or teachers of their right.
3. Students must respect the personal property of other students and teachers.
4. Students must refrain from acts endangering students or teachers, or impairing the condition or maintenance of school buildings or grounds.
5. Students must recognize the authority of the teacher and of duly commissioned non-teaching

advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

jurisdiction of the school as defined in Policy 6510.

3. The following specific regulations are established by the school committee with reference to student conduct. Each student shall:

- a. Attend school regularly in accordance with guidelines set out by the Massachusetts Board of Education and the school committee.
- b. Account for absence (and tardiness) in the manner prescribed by each school.
- c. Behave in a non-disruptive manner with due regard to the rights and privileges of others.
- d. Be subject to applicable provisions of state law and local ordinances.
- e. Know and follow the specific safety rules and procedures of the school.

personnel anywhere in the school buildings or grounds.

6. Students must refrain from rude language or conduct.
7. Students must adhere to school rules and attempt to institute change through legally acceptable channels.
8. Students must apply their best efforts in studying and learning in each subject and class.
9. Students must keep their parents and or/guardians informed of all important school matters and events.
10. Students must respect the rights of all other students, teachers, administrators, counselors, nurses, paraprofessionals, custodians, secretaries, cafeteria employees, bus drivers, and guests.
11. Students must respect the individual right of each human being to differ and be different from them.

REGULATIONS FOR THE CONDUCT OF STUDENTS

(As required by General Laws, Chapter 71, Section 37H)

1. The school committee employs a superintendent to have "the care and supervision of the public schools". The superintendent, in the day-to-day operation of the school, delegates "the care and supervision" of the schools to the principals, teachers, and other staff. It is the responsibility of the principals, teachers, and other staff to publicize and enforce these regulations as well as to take the appropriate steps to formulate more detailed rules as necessary to support these regulations.
2. School committee regulations (and supporting rules) for the conduct of students are applicable when the students are under the
5. Written acknowledgement of the receipt of the student handbook shall be obtained from each person receiving the same.
6. These regulations, along with certification indicating their availability as provided in paragraph 4, have been filed with the commissioner of education.

CHAPTER 227: AN ACT PROVIDING FOR DRUG FREE SCHOOL ZONES

Effective July 11, 1989, anyone convicted of dealing drugs within one thousand feet of an elementary, vocational or secondary school will face a two year mandatory prison sentence. It will not matter whether the dealer knew he was near a school, whether it is a public or private school, or in session. The law will pertain to drug distributors, manufacturers or persons possessing a controlled substance with intent to distribute it. A fine of up to ten thousand dollars may

<p>f. Know and follow the specific rules and procedures related to fire and other emergency drills.</p> <p>g. Refrain from smoking and possessing, using, buying or selling alcohol or illegal drugs.</p> <p>h. A student may not be barred from participating in any school program, including athletic teams, musical groups or other clubs sponsored by the school because of hair or clothing style as long as the style does not endanger his/her health or safety or the health and safety of other students, or create a disruption of the educational process.</p> <p>i. All students shall refrain from hazing as defined in Chapter 536 of the Acts of 1985. Students violating Chapter 536 may be disciplined pursuant to school Committee Regulations (and supporting rules) for the Conduct of Students. A copy of Chapter 536 of the Acts of 1985 shall be reproduced in the Student Handbook. A copy shall be given to each secondary school student and employee involved with supervision of such students. Written acknowledgement of the receipt of the student handbook shall be obtained from each person receiving the same.</p> <p>4. The principal of each school will make copies of this policy available in the school's regular student, teacher, and parent notices and handbooks. Copies of these regulations will be made available from the principal of each building to any person on request and without cost.</p> <p>Education for the purpose of receiving complaints pursuant to these regulations.</p> <p>B. The Bureau of Equal Educational Opportunity shall, pursuant to a complaint received, conduct reviews to insure compliance. The School Committee and the specific school(s) involved shall cooperate to the fullest extent with such review.</p> <p>C. In the event of non-compliance, the Board of Education may take such action as it sees fit including, but not limited to, withholding of funds or referral to the office of the Attorney General for appropriate legal action.</p> <p>STATE LAW AND REGULATIONS REGARDING THE DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS</p> <p>With respect to removal of students with special needs from public school, Massachusetts General Laws, Chapter 71B, section 3 states: "No school committee shall refuse a school age child with special needs</p>	<p>also be imposed but not in lieu of the two-year term of imprisonment.</p> <p>CHAPTER 622: TITLE IX GRIEVANCE PROCEDURES</p> <p>Provisions Related to the Initiation of Grievances</p> <p>A. Any parent, guardian, student or other person or group who believes that Title IX, Chapter 622 regulations have been violated may grieve that violation.</p> <p>B. All grievances or questions should be made known to the Chapter 622 Coordinator c/o Central Office, 254 Hinsdale Road, Dalton MA or by telephone (413) 684-0320.</p> <p>C. The coordinator will follow all necessary steps to accomplish an amicable resolution and to reduce confrontation. All grievances at this level will be kept confidential and every effort will be made to reduce the sometimes-sensitive issues discreetly and without further embarrassment and/or harassment.</p> <p>D. If the coordinator is unable to resolve the grievance to the satisfaction of those concerned, then the grievance will be brought to the Personnel Sub-committee for review who in turn will make a recommendation to the full School Committee. A copy of the grievance will also be sent to the Bureau of Equal Educational Opportunity.</p> <p>E. The School Committee will have thirty (30) days in which to respond in writing to the complaining party. A copy of this response will be sent to the Bureau of Equal Educational Opportunity</p> <p>Provisions Related to the Processing of Grievance</p> <p>A. The Bureau of Equal Opportunity shall act as the representative of the Board of</p> <p>Harassment on the basis of race, color, sex, religion, national origin, age, sexual orientation, disability or homeless/unaccompanied status in any form will not be tolerated. Such harassment includes unwelcome remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or handicap individuals or groups.</p> <p>COMPLAINT PROCEDURE:</p> <p>1. Any member of the school community who believes that he/she has been subjected to harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.</p> <p>2. The grievance officer will attempt to resolve the problem in an informal manner through the</p>
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admission to or continued attendance in public school without the prior written approval of the Department (of Education). No child who is so refused shall be denied an alternative form of education approved by the Department..." For purposes of this statute, the Department of Education has developed procedures that protect students with special needs from suspensions of more than ten (10) cumulative days in a school year. However, nothing in these procedures is intended to limit the provisions of Section 331 of the Chapter 766 Regulations for emergency evaluation and placement in "...instances of dangerously assaultive or self-abusive behavior..."

**COMPLAINT PROCEDURE FOR ALLEGED
DISCRIMINATORY OR HARASSING CONDITION
(5760)**

The Central Berkshire Regional School District is committed to equal employment and educational opportunity for all employees and applicants, students, and members of the school community without regard to race, color, sex, religion, national origin, age, sexual orientation, disability or homeless/unaccompanied status in all aspects of employment and education. The members of the school community include the School Committee, administration, staff, students, and volunteers working in the schools, while they work and study subject to school authorities.

The Central Berkshire Regional School District is committed to maintaining a school and work environment free from harassment based on race, color, sex, religion, national origin, age, sexual orientation, disability or homeless/unaccompanied status. The Central Berkshire Regional School District expects all employees, students and other members of the school community to conduct themselves in an appropriate and professional manner.

**DRUG/ALCOHOL ASSISTANCE, PREVENTION AND
DISCIPLINARY PROCEDURES (6730)**

6730: Drug/Alcohol Assistance, Prevention, & Disciplinary Procedures

6730.1 The Central Berkshire Regional School District is committed to provide an environment for students to reach their maximum potential. To this end, it is necessary for each school and each student to remain alcohol and drug free.

6730.2 The use or possession of drugs, alcohol or look-alike-drugs by any student on school property, in schools, or at school functions is prohibited. Students shall be barred from any school sponsored event if they have been using alcohol, drugs, or look-alike-drugs prior to their attendance at or participation in said school sponsored activity.

following process:

- a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview witnesses.
- b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.
- c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
- d. On the basis of the grievance officer's perception of the situation he/she may:
 - Attempt to resolve the matter informally through reconciliation.
 - Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.

After reviewing the record made by the grievance officer, the Superintendent or designee may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, the district will act promptly to eliminate the offending conduct.

4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.
 - grade levels for substance use related problems.
- b. Qualified staff will be identified and trained to do the screening.
- c. Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, parent or guardian, except in cases of immediate medical emergency or where a disclosure is otherwise required by state law.
- d. The District will maintain a resource list for the network of services available through agencies in the area.
- e. Parents will be notified in advance of the screenings and of the right to opt out.

6730.3 Along with the above strong prohibition, the school committee recognizes that use of alcohol and drugs is a concern affecting the mental, emotional, and physical health of students. Therefore, it is the committee's belief that educational programs should be planned, designed and evaluated in order to afford students opportunities in making positive choices regarding their health.

6730.4 The school committee also recognizes that alcohol and drug abuse are part of a broader scope of problems involving the individual and society. These problems include a breakdown in confidence and communication between young people and adults. The committee has a responsibility to strengthen, promote and protect trust between people.

6730.5 Along with the educational programming for students, staff will be informed of district policies, procedures and protocols for prevention, intervention and follow-up in preventing and responding to substance use and abuse. Specific training will be provided to staff members responsible for screenings for substance use.

6730.6 Parents and Guardians will be notified of the policy through provision of school handbooks and posting of the policy on the district website.

6730.7 Should there be breaches of conduct concerning alcohol and drugs, the school committee supports the administration, principals and superintendent, in effecting the following procedures for disciplinary action to insure a positive and productive learning environment in its schools.

Procedures for Screening for Risk for Substance Use Related Problems:

- a. The district will use a verbal screening tool to screen students annually at two different time within the, reasonable immediate vicinity of one's person. Parent, Father, mother, or guardian.

As principals and the superintendent choose courses of disciplinary action, they will distinguish between and among alcohol, look-alike-drugs, and drugs which are controlled substances.

As principals and the superintendent choose courses of disciplinary action, they will distinguish between and among alcohol, look-alike-drugs, and drugs which are controlled substances.

Controlled Substances

A. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance

- f. Students in treatment or absent as part of their recovery will be supported in reintegrating to school.

PROCEDURES FOR DISCIPLINARY ACTION

Definition of Terms:

Alcoholic Beverage. Alcohol spirits, liquor, wine, beer, and every liquid or solid containing alcohol spirits, wine, or beer in which contains half of 1% or more of alcohol by volume which is fit for beverage purposes either alone or when diluted, mixed, or combined with other substances.

Controlled Substance. A controlled substance includes any substance defined in this section or identified as such under the law.

Drug. As defined in Chapter 94, Section C of the Massachusetts General Laws, stimulants, amphetamines, depressants, tranquilizers, narcotics, relaxants, and hallucinogens or any other controlled substance regulated by the FDA and not administered as a properly prescribed medication.

Electronic Cigarettes. Handheld electronic device that creates an aerosol by heating a liquid. Use of E-Cigarettes is sometimes called vaping. Please refer to Policy 6760, which further defines smoking products not permitted on school grounds.

Look-Alike-Drug. A substance or combination of substances, liquid or solid, which simulate, appear like, or are intended to be drugs. (Examples are dry spices in cigarette wrappers and over the counter prescription drugs passed off as controlled substances.)

Use. The ingestion, inhalation, or injection of an alcoholic beverage, drug, or look-alike-drug.

Possession. Having an alcoholic beverage, drug, or look-alike-drug or drug paraphernalia (a) on one's person, or (b) among one's personal possessions such as a locker, motor vehicle, book bag or purse, or (c)

1. The principal and superintendent shall be immediately notified.
2. The student shall be immediately examined by a school nurse if available. In addition, if deemed appropriate by the administrator, any one or more of the following may be undertaken.

- a. The student will be sent to a physician for examination.
- b. The school will notify the student's parents.
- c. The administration will assist the student in arranging for a community-based substance abuse educator or counseling service.
- d. The administration will notify the local police.

B. If a student is found to be using or in possession of an alcoholic beverage, drug or a look-alike drug:

1. First Offense -- The student will be suspended from school, generally for a period of up to three days. In addition:

is subject to expulsion, suspension or exclusion from the school.

B. Any student who is charged with a violation of section 6730.6 above, 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.

C. The principal may remove a student who has committed a disciplinary offense under M.G.L c. 71 Section 37H or 37H ½ for more than 90 days in a school year. The school district will maintain a School Wide Education Service plan that includes a list of services available to any student suspended or excluded from school for more than 10 days.

D. Any student who has been issued a long-term suspension from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The student shall have ten days from the date of being issued the suspension in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The hearing will be conducted in accordance with M.G.L c. 71 Section 37 H ¾. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

E. If a student is suspended from school, the student will be referred to a community-based substance abuse prevention or treatment agency or a school-based program.

Alcohol, Drugs and Look-Alike-Drugs A.

A. If a student is suspected of being under the influence of an alcoholic beverage or in possession of or under the influence of a look-alike-drug:

In addition:

- a. The parent will be notified
- b. The local police department will be notified of the offense. Any contraband will be turned over to the police department.
- c. The principal will refer the student to a community-based substance abuse educator of treatment agency the school guidance department.

JURISDICTION OF THE SCHOOL

6510.1 Students of the Central Berkshire Regional School District are considered under the jurisdiction of the school.

6510.11 While on school grounds or within the school.

6510.12 While traveling to and from school for a reasonable amount of time as determined by the administration.

- a. The parent will be notified of the offense.
- b. The local police department will be notified of the offense. Any contraband will be turned over to the police.
- c. The principal will refer the student to a community-based substance abuse educator or treatment agency and the school guidance department.
- d. A follow up plan will be recommended for the individual student by the substance abuse educator and/or the school based mental health provider.

2. Second Offense -- The student will be suspended from school, generally for a period of not less than three days. In addition:

- a. The parent will be notified that the student has committed a second offense.
- b. The local police department will be notified of the offense. Any contraband will be turned over to the police department.
- c. The principal will refer the student to a community-based substance abuse educator or treatment and the school guidance department. A plan will be revisited for the student.

3. Third and subsequent offenses -- The student will be suspended from school and expelled long-term suspension may be considered. In addition, the course of action outlined for a second offense may be invoked.

C. A student who is found *distributing or selling* alcohol or a look-alike-drug or in *possession of a quantity of* alcohol or a look-alike-drug:

1. First and subsequent offenses -- The student shall be suspended from school for a period of up to ten days.

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

6510.13 While at any school-sponsored activity

SMOKING POLICY

There will be no smoking by anyone at any time in any building or on school grounds of the Central Berkshire Regional School District. Student violators will be subject to suspension.

DUE PROCESS FOR SUSPENSIONS: NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- a. the disciplinary offense;
- b. the basis for the charge;
- c. the potential consequences, including the potential length of the student's suspension;
- d. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e. the date, time, and location of the hearing;
- f. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

DUE PROCESS FOR SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing: The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed.

If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;

**DUE PROCESS FOR LONG-TERM SUSPENSIONS:
HEARING AND PRINCIPAL DETERMINATION**

A long-term suspension is 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. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio

**DUE PROCESS FOR SUSPENSIONS: APPEAL OF
LONG-TERM SUSPENSION**

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision

- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision,

which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. Emergency removal will not occur until adequate provisions for the student have been made. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the Possession of a dangerous weapon, possession of a controlled substance, or assault of staff

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension

the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

In School suspension can be used as an alternative to Short term Suspension at the discretion of the principal.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

regarding a felony, if the Principal 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 the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal of the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present

rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt provided that the average annual length of the school day is 5 instructional hours for elementary or 5 ½ instructional hours for secondary grades. The Commonwealth of Massachusetts, recognizing the rights of all individuals for a proper education has compulsory school attendance laws in effect (Chapter 76, Section 2 of the State Education Law):

"Every person in control of a child shall cause him to attend school as therein required, and if he fails to do so for seven day sessions or fourteen half-day sessions within any period of six months, he shall on complaint by a supervisor of attendance, be punished by a fine of not more than twenty dollars. No

oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

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

POLICY AND LAW

Prior to the beginning of each school year, each school committee shall schedule a minimum of 180 school days for the year for all public schools under its supervision and control. As a matter of policy, the Board of Education recommends that each school committee schedule a 185 -day school year to provide for contingency of snow days and other schedule disruptions. In all cases, school committees are encouraged to exceed the minimum where possible for the purpose of extension of student learning time.

Definition of a School Year: Under Education Reform, the law describes the school year as being 900 hours of supervised instructional time. In order to accumulate 900 hours, a student must be in class for five hours per day for 180 days. The Nessacus schedule will make it easy for a student to accomplish this easily.

Definition of School Day: A school day for an elementary grade shall consist of a minimum of 5 instructional hours. A school day for secondary grade shall consist of a minimum of 5 ½ instruction hours. A school committee may schedule a school day or school days of less than 5 or 5 ½ hours of instructional time with early release of pupils on the day before Thanksgiving, and to permit in-service education, parent conferences, and other professional activities parent's consent, provided that such notification is given to the district within thirty (30) days of this publication notice.

EQUAL EDUCATIONAL OPPORTUNITIES (6110)

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to all federally protected groups, including but not limited to, race, color, sex, religion, national origin, sexual orientation, disability, or homelessness.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts

physical or mental condition capable of correction or rendering the child fit subject for special instruction shall avail as a defense unless it appears that the defendant has employed all reasonable measures for the correction of the condition and the suitable instruction of the child."

DIRECTORY AND YEARBOOK INFORMATION

The following public notice shall be published in the legal section of the school paper, school handbook, and local newspaper displayed on each school's bulletin board by September 1 of each year:

NOTICE IS HEREBY GIVEN (6430.11):

That Central Berkshire Regional School District, pursuant to the U.S. General Education Provisions Act declares the following directory information" as provided in said act, and that information relating to students may be made public if said information is any of the following categories:

- A. Student's name, address, telephone listing.
- B. Date and place of birth
- C. Major field of study.
- D. Participation in officially recognized activities and sports.
- E. Weight and height of members of athletic teams.
- F. Dates of attendance.
- G. Degrees and awards received.
- H. The most recent previous educational agency or institution attended by the student, and
- I. School-related photographs for use in yearbooks.

Law requires this public notice before such information can be placed in yearbooks or student directories. Any parent of any student in the district may notify the district by notifying the principal of the school in which said student attends, of the parent's desire that none of the above information may be released without the confiscated. The school administration may, in its sole discretion, grant exceptions to the use of electronic devices based upon critical need and appropriate documentation.

The policies contained within this handbook are subject to revision at any time. A copy of any revision will be made available upon request at the principal's office and on the district website.

ENGLISH LANGUAGE LEARNERS (5240)

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts

of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, disability, or homelessness.

This will include all federally protected groups not specifically named.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

ELECTRONIC DEVICES (6505.1)

Students shall, upon entering school, secure and not operate a CD player, electronic game, or pager. Students may possess and inconspicuously carry cell phones and portable communications devices (PCD's including PDA's with communication capabilities); however, these units must be turned off during the academic day to ensure that disruptions and interference of the instructional and academic climate of the school do not occur. Students may not use or operate cell phones or PCD's during the school day unless at the direction of teacher or administrator as part of a learning experience. The school day is defined as the time the student must report to class until dismissal. Students may use their cell phones and PCD's before and/or after school.

Students who violate the policy may face disciplinary actions by the administration. Additionally, cell phones or PCD's that are used during the day will be

3. Living in emergency or transitional shelters.
4. Being abandoned in hospitals.
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples;

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school

Department of Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

6140: HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

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

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;

services necessary for the student, or will divide the costs equally.

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

of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the District.

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

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

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

SCHOOL COMMITTEE POLICY RELATIVE TO TECHNOLOGY

All students are required to sign a Technology Acceptable Use Policy form prior to using any of the District's technology resources. (See Appendix C-1 of the CBRSD Policy Manual)

PHYSICAL RESTRAINT

In compliance with M.C.L603CMR46.00, CBRSD ensures that every student participating in CBRSD educational programs will be free from unreasonable use of physical restraint. Physical restraint shall only be used in emergency situations after less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. 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. In each school building, there are identified staff with

Note: The name and contact information for the Homeless/Unaccompanied Youth Education Liaison is:
Student Services Director
80 Maple Street
Hinsdale, MA 01235
Tel: (413) 655-0164
Email:nloux@cbrsd.org

RIGHTS OF NON-CUSTODIAL PARENTS

If notified of a pending or actual divorce or separation between parents of a school-age child, the following policy and procedure shall apply:

A natural parent who is separated or divorced from the parent with legal custody of their child shall have the same rights as custodial parents in the following areas, unless these rights have been limited by court action:

- Access to their child's records.
- Visitation to observe their child, in accordance with the school's visiting policy.
- Conference with teacher to discuss their child's educational progress.

Custodial parents who wish to limit the above rights must provide the school with a copy of the relevant court document.

To save children, parents, and the school from embarrassment and anguish, the following matters -if not already classified by a legal document - should be spelled out in writing by the custodial parent:

- Opportunity for the non-custodial parent to meet privately with a child in school;
- Opportunity for the non-custodial parent to take a child away from the school.

Lacking specific instructions in writing from the custodial parent or a court document on the matters in the above, school principals will assume non-custodial parents do not have these opportunities.

advanced training in Crisis Prevention Intervention that includes in-depth training on physical restraint. Only school personnel who have received training pursuant to 603CMR46 shall administer physical restraint on students. The training requirements contained in 603CMR46 shall not preclude a teacher, employee, or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent serious physical harm. All reporting requirements of 603CMR46.06(2) shall be complied with in the event restraint occurs.

Central Berkshire Regional School District



Integrated Preschool Program Handbook

2021-2022



The Central Berkshire Regional School District does not discriminate on the basis of race, religion, color, age, gender, national origin, disability, homelessness, sexual orientation, gender identity or veteran status. Equal Opportunity Employer.

Welcome to the Central Berkshire Regional School District Integrated Preschool Program!

The primary goal of the Preschool Program is to provide a stimulating environment that nurtures and embraces the whole child. Our balanced curriculum supports social, emotional, behavioral, cognitive and physical development through intentional teaching and play based experiences, allowing each student to reach their fullest potential. We understand that every child has individual needs, along with their own unique set of skills. We hope to foster those skills, while addressing student needs, and teaching new skills in order to promote student independence and success. Program staff will work to provide consistent opportunities for the children to expand their skill set.

Statement of Inclusion:

The integrated preschool represents one of the most truly inclusive programs in the school system. It is inclusive by design, with both peers and special education students learning side-by-side. The programs are located in a public school and all students in the program are included in appropriate school wide special events.

Although the peers are chosen to provide appropriate role models for the special education students, they learn and grow by being part of the program. To assist in providing appropriate role models for the special education students, intervention is fostered throughout the day. Lessons and activities are planned to foster inclusion during all parts of the session.



Special education therapies (Speech/Language, Occupational Therapy and Physical Therapy) are provided in the context of the preschool

classroom with a few exceptions for testing and specific activities that need an especially quiet environment. Therapists are encouraged to work with groups of children, including both regular education and special education students, and to plan their lessons around the preschool curriculum.

The Central Berkshire Regional School District prohibits discrimination in all its classrooms. No child is excluded from an activity, service or resource available in the school as a result of race, cultural heritage, religion, national origin, political beliefs, disability, marital status, gender, gender identity or sexual orientation.

Students with special needs have individual education plans developed with input from parents or guardians, teachers, specialists and administrators. Services are delivered in the general education classroom setting whenever feasible and in the least restrictive environment for the child.

Vision:

The Central Berkshire Regional School District's vision is that the District will provide an inclusive educational environment for all learners to attain social, emotional and academic success.

Mission Statement:

Central Berkshire Regional School District, in partnership with the community, provides a rigorous, meaningful learning environment.

The CBRSD Preschool programs are designed to create a stimulating environment and a balanced schedule that nurtures and supports the whole child. We currently adhere to the National Association for the Education of Young Children (NAEYC) guidelines which state that the curriculum must be adapted to the developmental needs of the children entering preschool, and in practice, will provide activities to nurture children's social, emotional, cognitive and physical development.

This year, we will be moving to the Quality Rating and Improvement System (QRIS). QRIS is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. Similar to rating systems for restaurants and hotels, QRIS awards quality ratings to early and school-age care and education programs that meet a set of defined program standards. These standards are aligned to the best practices and resources in support of comprehensive childhood development and growth.



Expectations and Values in the Preschool Program

Integrated preschool classrooms work best when parents and schools are working together. In the preschool program, both students and staff are held to a clear set of expectations and values. We believe that students are most successful when their parents and caregivers support and follow these expectations.

What We Expect From Parents and Caregivers:

1. Attendance – It is important that your student comes to school on time and on a regular basis. Students do best when they have a predictable and consistent routine.
2. Ongoing Communication – When there is a concern, we encourage you to contact us. In order to maintain communication, we need any updates or changes to phone numbers, contact information, and home addresses.
3. Participation – You are an important part of planning for your child's academic and developmental success. It is critical that you attend school meetings scheduled for your child.
4. Collaboration & Teamwork - It is important for us to work with your child's Primary Care Providers and Community Partners. Student's benefit from the consistency of having all of their providers work together to promote generalization of skills across environments.

What You Can Expect From The Staff:

1. Safety – For behavioral and academic growth to occur, safety must be maintained at all times. Safety involves physical safety as well as emotional safety. We will take your child's safety seriously. All established school and district safety policies and procedures will be followed and maintained.
2. Ongoing Communication - We will keep open communication at all times. We will let you know when your child is struggling, but we will also let you know when your child is doing well.
3. Participation – We will take parents' concerns seriously. We know that you are trying your best to stabilize your child's behaviors, and we will do our best to meet and plan for your child's success.
4. Collaboration & Teamwork – We want to partner with you and your care providers. As long as we have your permission, we will contact any agreed upon providers and work collaboratively to support student growth.

Contact Information:

- Superintendent - Leslie Blake Davis (684-0320)
- Asst. Superintendent - Debbie White (684-0320)
- Director of Student Services - Nathan Loux (655-0146)
- Becket Washington Principal - Mary Kay McCloskey (623-8757)
 - School Nurse - Tonya Halley (623-8757)
- Kitteredge Principal - Kathy Buckley (655-0184)
 - School Nurse - KellieJean Galliher (655-2525)

District website: www.cbrsd.org

Preschool Education Team

Integrated Preschool Special

Education TeachersDanielle Lummus, Amy Grallert
& Mary Ann Gingras

Preschool ParaprofessionalsSusie Ruiz, Jordan Keay, Connie
Southard, Brenda LaPlante, Carol Vella
(Kittredge)
Valerie Campbell and
Sue Pease
(Becket Washington)

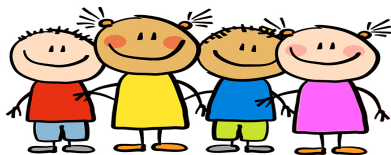
Physical TherapistAllison Betters

Speech/Language TherapistsRenee Riley

Occupational TherapistFelicia Nevo

Certified Occupational Therapist.....Ed Clark

Program Description



The Central Berkshire Integrated Preschool Program is a language-based environment offering a developmentally appropriate integrated early childhood experience in accordance with the philosophy of the guidelines provided by the Massachusetts Department of Elementary and Secondary Education (DESE). The Integrated Preschool Program joins children ages three and four who have special education needs with typical peers. The purpose of this collaboration is to support children with developmental delays as they learn new skills from their typical peers, and to encourage typical peers to discover the courage and enthusiasm of their classmates with special needs. The goals of the program are to help children develop independence, to use language to share ideas, express

feelings and solve problems, to build large muscles through active play, and to express themselves creatively through art, music, and movement.

Children who have special needs may receive additional small group or individual support from a speech/language pathologist, physical therapist, and/or an occupational therapist as outlined in their Individual Education Plan.

Program Structure

Students will follow a daily schedule to include but not limited to core content instruction, specialists, and social skills. Through a co-teaching model, student needs will be addressed through many modalities. Using various means of instruction, there will be many opportunities to build skills and to foster an environment of active learners.

School Hours

The school day is 8:45am - 2:45pm.

Half day morning sessions run from 8:45-12

Half day afternoon sessions run from 12-2:45 pm

A complete school calendar can be found on the district website: www.cbrsd.org

Attendance

While we understand that some absences can not be avoided, consistent and regular attendance is key to student learning. Please do your best to schedule appointments before, or after school hours.

Snow days

In the event of a snow day, you will be contacted via telephone by the District's Connect-Ed service by the Superintendent. Alerts will also be posted on the district website and local news and radio stations.

Peer Models:

- Peer models take on an important role within the classroom. Through teacher training and instruction, peer models learn how to facilitate positive interactions with their peers. As teachers work with children with disabilities to develop skills, peer models may be asked to model these skills for peers with disabilities.

***.Peers must be 3 years
1st***



old by September

How are peer models selected?

- All children must be screened by CBRSD.
- All parents will be asked to complete a developmental history questionnaire about their child.
- All children who qualify to be a peer model are chosen through a lottery.
- A waiting list is generated once the slots are filled.
- Acceptance as a typical peer in the Integrated Preschool Program does not automatically guarantee acceptance for future years.

Parents will be required to provide transportation to and from school.

Children with Disabilities:

No child who resides in the CBRSD district will be turned away from the preschool program because of an identified disability.

- **How are students referred to the Integrated Preschool?**

- Referrals to the CBRSD Integrated Preschool Program can be made by an Early Intervention Agency or by a parent. Once the referral is received by the Student Services Office, complete with documented evidence supporting the referral, permission to assess will be sent to parents. With parent permission, CBRSD will administer necessary assessments and a meeting will be scheduled with all stakeholders to determine if the attendance in the Integrated Preschool is warranted. Stakeholders include parents, referring agency, related service providers, preschool teacher and Students Services representative. If, as a result of the assessments placement in the Integrated Preschool is necessary an Individualized Education Plan will be developed by the team that will outline special needs identified and services required.
- To be eligible for the Integrated Preschool Program, children must have a disability requiring placement on an Individual Education Plan (IEP) or be selected as a typical peer through a lottery system from a list of typical peers generated by the preschool screenings each spring. Typical peer slots are open to 8 residents of the Central Berkshire Regional School District, on a tuition basis. Tuition waivers and reduced tuition plans are available to children who qualify for free and reduced lunches.

Please call either Kittredge Elementary at 413-655-0146 or Becket Washington at 413-623-8757 to set up a preschool screening.

Out of district students can apply to the tuition based integrated preschool program and will be considered in order of application if there is room after admitting all residents.

- **The preschool teacher will act as the child's liaison in the program.**
 - The preschool program will follow the child's IEP (Individualized Education Plan) and the child will receive all necessary services.
 - For children identified as having a disability, the services determined necessary by the TEAM will be provided within the preschool classroom, unless the nature and severity of the disability warrant otherwise.
 - The preschool teacher/liaison will have regular contact with parents, service providers and educators.

Forms Required to Start Preschool:

- Copy of your child's birth certificate
- Proof of updated immunizations
- Proof of recent physical (within the last year)
- Proof of residency

Additional forms required in the first week of school:

- Emergency card
- Permission to be photographed
- Any other forms required by the home school

Preschool Curriculum includes the following:

- Creative Curriculum, Teaching Strategies Gold - *The Creative Curriculum® for Preschool* was designed specifically to provide in-depth support for all children and for the unique demands of each day in a preschool classroom, and is utilized in all of our Preschool Programs.
- The *ACE (Autism Curriculum Encyclopedia)* is utilized for applied behavior analytic procedures and is an effective and efficient way to aggregate and understand student performance data. Every lesson plan within ACE® can be customized to the learning profile of the individual student being taught.
- MA Social Emotional Learning Standards and Approaches to Play Standards
- Early Childhood Programs Guidelines and Standards
- Department of Early Education and Care Regulations
- Massachusetts Curriculum Frameworks for Pre-K
- Common Core State Standards for Pre-K
- Kindermusik - uses the power of music to help children grow during the years most critical to brain development.
- Handwriting Without Tears - provides developmentally appropriate instruction for handwriting, keyboarding, in grades K-5 and preschool.

Preschool Assessments

- Brigance - developmental screeners and assessment inventories use observation, interviews, and child performance to pinpoint understanding in the domains tied to early development and school or kindergarten readiness. Test content aligns to the Common Core and many state-specific learning standards to equip educators with familiar information to fit their existing framework.
- Ages and Stages Assessment Tool - a series of 21 parent-completed questionnaires designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, and personal-social skills. The age-appropriate questionnaire is completed by the parent or caregiver.
- The technique most frequently used for evaluation is observation in their daily activities. Preschool staff is able to observe students in a variety of situations and learning experiences so assessment is based on multiple perspectives.

Preschool Accreditations

- National Education for the Education of Young Children Guidelines (NAEYC)
- QRIS being developed

Physical Restraints: In compliance with M.G.L 603 CMR 46.00 The CBRSD ensures that every student participating in CBRSD educational programs will be free from unreasonable use of physical restraint. Physical restraint shall only be used only in emergency situations after less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. 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. Required training is done for all staff at the start of the school year and for new employees hired after the school year begins within a month of their employment. In each school building there are identified staff with advanced training in Crisis Prevention Intervention with in depth training on physical restraint. Only school personnel who have received training pursuant to 603 CMR 46 shall administer physical restraint on students. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent serious, physical harm. All reporting requirements of 603 CMR 46.06(2) shall be complied with in the event a restraint occurs.

Anti-Bullying, Harassment and Discrimination

The CBRSD does not tolerate harassment or discrimination based on race, color, national origin, disability, sex, gender or sexual orientation under M.G.L c. 76 s. 5 and school committee policies. All complaints of harassment or discrimination will be fully

investigated and necessary steps will be taken to remedy the situation. Contacts for complaints or concerns are included in the handbook.

Anti-Bullying - The Central Berkshire Regional School District developed and adopted an **Anti-Bullying Policy** (Policy 5770) that is embedded in district-wide approaches to promoting a positive, pro-social culture for all students and staff. Bullying, including cyber-bullying, and retaliation are not acceptable conduct and are prohibited within the Central Berkshire Regional School District. Leadership and other staff will endeavor to maintain learning and working environments free of bullying. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information is prohibited. Any student or staff member who engages in conduct that constitutes bullying or retaliation shall be subject to a range of disciplinary consequences.

Definitions of Key Terms:

Bullying:

- The repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that causes physical or emotional harm to the target or damage to the target's property;
- that places the target in reasonable fear of harm to himself/herself or of damage to his/her property;
- that creates a hostile environment at school for the target or infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying. (Definition based on M.G.L. c.71, 37O)

The following checklist is used when investigating bullying:

- ☐ Is it fair?
- ☐ Is it one sided?
- ☐ Is someone using power in a hurtful way?

(Steps to Respect Program)

- ☐ Is it an aggressive behavior that involves unwanted, negative actions?
- ☐ Does it involve a pattern of behavior repeated over time?
- ☐ Does it involve an imbalance of power or strength? (Olweus)

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

Aggressor: A student or school employee who engages in bullying, cyberbullying, or retaliation.

Target: A student against whom bullying, cyberbullying, or retaliation is directed.

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

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:

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

The full text of the Central Berkshire Regional School District Anti-Bullying Policy is available at [CBRSD updated Bullying Prevention and Intervention Plan](#)

Questions regarding the district plan for the prevention of bullying can be directed to Leslie Blake Davis at 413-684-0320 or lblakedavis@cbrsd.org .

Emergency Procedures

In accordance with the Massachusetts Department of Education, the Integrated Preschool Program has an emergency management plan. For emergency purposes, it is extremely important that any changes in family contact information be reported to the school office.

- Fire Drills: In cooperation with the Hinsdale and Becket Fire Departments, fire drills are held several times each year. Each classroom has a designated primary fire exit and an alternate route.
- Lock-down: Lock down drills are utilized if a crisis occurs outside of the school and an evacuation would be dangerous and/or if there is a crisis within the building and movement inside the school would put us in jeopardy. This could include an intruder/threatening person either inside or outside of the building. These drills are for the safety and protection of all individuals within the school building. In these cases, students and staff report to each class' designated safe area. If a student or staff are out of the classroom for any reason, they should report to the nearest designated safe area.

- **Evacuation Site/Relocation:** In case of an emergency evacuation, students will leave the building by way of designated fire exits and proceed to their specific grade level sites on School grounds.
- **Reunification Procedure:** Parents/guardians will need to fill out forms and produce proper identification. Once verification is made, a member of the Emergency Team will retrieve the students and they will be bussed to the fire station and released to the authorized individual at the reunification site.
- **Hold in Passing:** This is utilized when there is not time to evacuate the building and/or it may be harmful to leave the building. This is commonly used during a time when an area of the school needs to be secured for student/staff confidentiality, severe weather, or hazardous material spills. All teachers and students are asked to remain in their classrooms and can continue on with instruction. If a student or staff are out of the classroom for any reason, they should report to the room nearest to them.
- **Weather Shelter in Place:** During a severe weather emergency, all students and staff will immediately go to a safe area determined by the Principal or designee.
- **Drop/Hold:** During a hurricane or earthquake, students and staff are asked to drop to the floor, under or by a desk, and hold your hands over your head.

Transportation

Transportation to the preschool program is not provided for peer models.



Transportation is provided for preschool school students who are on Individual Education Plans (IEPs) and is arranged through the Student Services Department.

If your child will be taking the bus, you will be notified of the times he/she will be picked up for school and dropped off at the end of the

day. Pick up and drop off times are tightly scheduled with a five minute window on either side of your child's scheduled pick up time, and he/she must be ready when the bus arrives at your home (or other designated pick up site) in the morning, and you or another approved adult (who is listed on your emergency contact form) must be present at the drop off site to receive your child at the end of the school day. If no adult is present, your child will be returned to the elementary school where the program is located, and all phone numbers on the emergency sheet will be called. While we understand that emergencies happen, bus privileges will be suspended if no one is there to receive your child on more than one occasion.

Please note: *The bus driver cannot wait for more than 5 minutes before he/she must leave to continue his/her rounds.*

If your child rides the bus and will be absent, in addition to calling the school, please also call DUFOUR, the bus company, at 413-655-8122 and let them know that your child will not be riding the bus that day.

Fees:

Tuition payment(s) must be paid prior to receiving services.

- 1st billing will be sent in August with payment due before the 1st day of preschool.
- Invoices are calculated using days per week within month billed
- Payment in full is expected by the 20th of the month.
- Weekly, bi-weekly and monthly payments will be accepted
- If prepayment is not received by the due date, contact will be made.

Payment Arrangements:

At any time, you may contact the Business Office to make payment arrangements or ask questions regarding your bill. For questions, please contact Tina Kirby at 684-0230 x1004.

Note: Any financial matters or questions MUST go through the Business Office not the school/teacher. Payment arrangement decisions are at the discretion of the Business Office.

How to make Payments:

There are several options available to make payments: Online, by check (mail or at Business Office) or cash (at Business Office).

• ***Note: Returned check fees are \$25.00 for each check with insufficient funds. After two insufficient fund checks, payment must be made with a money order.***

1. Checks should be payable to Central Berkshire Regional School District
Send to:

Central Berkshire RSD, Attn: Tina Kirby
P.O. Box 299, Dalton, MA 01227

2. An online payment option is available on the Central Berkshire Regional School website (Select the Parents and Community – Online Payments) at:

<https://unipaygold.unibank.com/Default.aspx?customerid=838>

Unpaid days

The Integrated Preschool Program follows the Central Berkshire Regional [School District calendar](#).

- There is no charge for holidays, snow days and school vacations.
- Credit for any snow or school closing day(s) will be included in the next invoice; June makeup days will be included in the last invoice.

Paid Days

- Absences (sick, personal, vacation, etc.) must be paid for, in order to hold your child's spot.
- If your child is going to be out sick, please call the school and let his/her teacher know that he/she will be out.

Important:

- *Invoices are billed in advance; payment is expected in advance. Students may be asked not to attend if past due tuition is not paid. If payment or arrangements are not made, the child's spot in the program will be given to another. Every effort will be made to keep our students in the program; however, the program requires tuition payments in order to keep operating.*

Full Day Rates-Cost per day \$35.00

#Days (per week)	Weekly Rate	Monthly Rate	Annual Rate
5	\$125	\$500	\$5,000
3	\$105	\$420	\$4,200
2	\$70	\$280	\$2,800

Half Day Rates-Cost per day \$20.00

#Days (per week)	Weekly Rate	Monthly Rate	Annual Rate
5	\$100	\$400	\$4,000
3	\$60	\$240	\$2,400
2	\$40	\$160	\$1,600
2019-2020 Preschool Info			

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, as part of the No Child Left Behind Act, ensures educational rights and protections for children and youth experiencing homelessness, and requires school districts to follow the regulations under this Act. Consistent with the Federal McKinney-Vento Homeless Education Assistance Act, homeless students are defined as those who lack a regular, fixed nighttime residence including supervised temporary accommodations. Students have the right to stay in their school of origin for the entire time they are homeless, even if they move to a different school district. Students who move into permanent housing during the school year can still finish the year in the same school. They may also choose to enroll in a school within the new zone, town or city where they live temporarily. Transportation will be provided unless your new address is within walking distance of your child's school. For help, call the Director of Student Services' office, which serves as the district's homeless liaison, at 413-655-0146.

Staffing:

During your child's day, he or she will come into contact with many different staff members. It may help you to meet the staff in advance with this brief introduction.

Principal at Kittredge - Kathy Buckley

Principal at Becket Washington - Mary Kay McCloskey

The principals' offices are located in each of the school's main offices.

Director of Student Services – Nathan Loux

Special Education teachers provide support to students with learning difficulties. Call the Special Education Office at 655-0146 if you have any questions regarding your child's fine motor, gross motor, speech/language, social or cognitive development.

School Adjustment Counselor – Nicole Seyerlein

The School Adjustment Counselor helps students, visits classrooms regularly and works with small groups of children. Parents can call Nicole with questions about student or family issues and she can direct you to resources that may be available to help you. She can be reached at 234-0336.

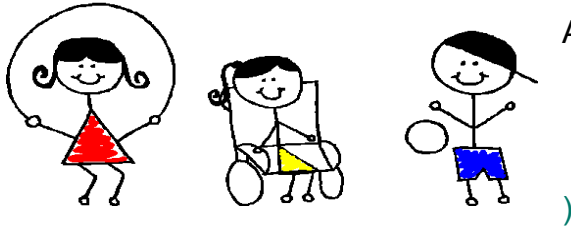
School Psychologists –Rose Maranville and Sarah Sutton

The School Psychologist evaluates students' development and provides information to teachers and families regarding students who may be struggling with learning or behavior issues.

Interventionist for Social Emotional Learning and Behavioral Health - Lisa Herland

The SEL Interventionist will promote and address positive social, emotional, behavioral, and neurodevelopmental changes in students, supporting and coaching staff to improve overall behavior proficiency, providing supportive interventions to families, work with community members to develop and maintain a continuum of supports for students and families. The SEL Interventionist also works with teachers to develop plans for integrating students with disabilities.

Physical and Occupational Therapists



Allison Betters, PT;

Felicia Nevo, OT

Ed Clark - COTA (Certified Occupational Therapy Assistant)

The Physical and Occupational Therapists are on staff to evaluate students' gross and fine motor skills to determine if a delay is present and to provide services for students who have a disability in these areas. The Physical Therapist (PT) works with students who have difficulty with the gross motor movements, strength, balance, range of motion and functional mobility needed to access and participate in school programs. The Occupational Therapist (OT) work with students who have delays in fine motor manipulation and hand-eye coordination that impede their ability to access general education. The occupational therapist also works with students on mastering the motor skills needed to complete living tasks, self-help skills and skills necessary for meeting their potential in the classroom.



Speech and Language Therapists - Jennifer Schnopp and Renee Riley



Speech/Language Pathologists provide consultation, evaluation and direct treatment to eligible students who have delays or disorders in articulation/phonology, receptive and expressive language, phonological awareness, speech motor planning, auditory and language processing, speech fluency and pragmatic (social) language skills. Both speech pathologists participate in the

annual Early Childhood Screening, consult with team members regarding augmentative communication devices for students who are nonverbal, and assist/manage

programming and developing vocabulary for those systems. They are the on-site specialists for students who have a diagnosis of hearing impairment and/or students who require assisted listening devices, such as FM systems.

Board Certified Behavior Analyst (BCBA)

Board Certified Behavior Analyst - consults with teachers, paraprofessionals, students, and parents regarding the needs of students who have Autism Spectrum Disorder and behavior issues.