

A. W. Coolidge Middle School



Soaring to Succeed!

School Handbook

2021 – 2022



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If corrections or revisions to the School Handbook are necessary during the school year, they will be made to the electronic version of the handbook available on the school website.

The online posting will be considered the current edition of the School Handbook.

<http://reading.k12.ma.us/coolidge/>

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

The Reading Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, age or disability.

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The mission of Coolidge Middle School is to create a challenging and respectful environment for all students and to provide the varied experiences necessary for becoming confident, independent learners.

From Isolation to Inspiration!

As the administrators of Coolidge, it is with excitement and pride that we welcome you to the 2021-2022 school year! We made it through one of the most challenging years in education this past year, and it is a relief to be looking ahead at a year that is sure to look and feel a lot more like “normal” in our middle school, including many more opportunities and fewer restrictions than that of the year that is behind us. Due to the pandemic, many things were forced to change, and we all had to adapt. Despite many challenges and “less than ideal” circumstances, there were many positives that have arisen from these changes: things that were originally seen as problems became possibilities; we discovered some new and better ways of doing things, such as really cool technology resources; and we were forced to evaluate everything with an equity lens, which has impacted our practices and systems moving forward. We are taking all we have learned and applying it as we continue the work educating and supporting our middle school students!

The middle school years are unique and informative. All of us here at Coolidge feel honored to be a part of such important years in the lives of our students. We also feel privileged to be part of such a wonderful and supportive school community. Our goal is to provide a positive learning environment in which all students may flourish. We believe that all students have tremendous potential to learn and grow. We also believe in the “whole child”. Therein, a Coolidge education is one in which it is believed that all students can be held to, and achieve, high expectations while also developing their place in the community, developing an understanding of others in all our diverse forms, developing empathy, and developing their voices, which are highly valued. We partner with the students and families to help identify areas of strength, expression, and identity. And we provide emotional and social supports to all students. With these supports and in our belief in all students, we hope to provide a positive learning environment in which all students can reach their greatest potential.

Teamwork is key to a successful middle school, and caregivers are integral members of our team. Through our collaboration, we model for our students how to work with each other, how to embrace new challenges, and how to rely on each other to problem solve. Caregivers should not hesitate to contact a teacher, team leader, school counselor, administrator, or any other staff member if they have any questions or concerns regarding the academic, social, emotional, or behavioral well-being of their child. In turn, we hope you feel that any outreach from the school is supportive, collaborative, and inclusive, with student best interest always at the heart of our communications.

On behalf of all the staff, we welcome students and their families, and look forward to working closely with all of you!

Sincerely,
Sarah Marchant
Principal

Brienne Karow
Assistant Principal

The Vision of Reading Public Schools

Instilling a joy of learning and inspiring the innovating leaders of tomorrow.

The Mission of Reading Public Schools

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

The Coolidge Mission

The Coolidge Mission and Vision are under renovation! They will be updated online when finalized.

The Coolidge Vision

The Coolidge Mission and Vision are under renovation! They will be updated online when finalized!

Who was Arthur William Coolidge?

- Born in Woodfords, Maine on October 13, 1881
- Began his career as a lawyer
- Elected member of Massachusetts House of Representatives from 1937-1940
- Elected member of Massachusetts State Senate from 1941-1946
- Served as Lieutenant Governor of Massachusetts from 1947-1949
- Died on January 23, 1952 / Buried in Forest Glen Cemetery in Reading
- The Arthur W. Coolidge Middle School was named after him when it opened in March, 1961. (The first day of school for the A. W. Coolidge Middle School was held on March 10, 1961.)

COOLIDGE COMMUNITY CORE VALUES

ALL community members are “PART” of our values!

PERSEVERANCE

- Always do your personal best
- Stay committed to your goals
- Practice consistently
- Rebound and recover
- Use various problem solving strategies
- Take chances; go beyond your comfort zone
- Advocate for yourself

ACCOUNTABILITY

- Be honest in your work
- Think before you act to make good choices
- Take ownership of your actions
- Be reflective
- Honor your commitments
- Strive to be organized

RESPECT

- Be honest with yourself and others
- Appreciate what you have to offer
- Be kind, caring and courteous
- Understand and accept differences
- Use good manners

TEAMWORK

- Present your most positive self
- Be reliable
- Be a good listener
- Be inclusive
- Stand up for others even when it's uncomfortable
- Solve problems collaboratively and peacefully

DAILY SCHEDULE

Regular Schedule

7:15	<i>Cafeteria open to students. (not to start 2021)</i>
7:40	Students go to lockers / admitted to corridors
7:48	"2-minute warning" bell
7:50	Start of School (students expected to be in homeroom at this time)
7:50 – 8:10	Advisory
8:10-9:00	Period 1
9:00-9:50	Period 2
9:50-10:40	Period 3
10:40-11:10	<u>Grade 6 Lunch</u>
10:40-11:30	Period 4 (Grade 7/8)
11:10-12:00	Period 4 (Grade 6)
11:30-12:00	<u>Grade 7 Lunch</u>
11:30-12:20	Period 5 (Grade 8)
12:00-12:50	Period 5 (Grade 6/7)
12:20-12:50	<u>Grade 8 Lunch</u>
12:50-1:40	Period 6
1:40-2:30	Period 7
2:30	End of School/ Dismissal

Early Release In-Service Day Schedule (12:30 p.m. Dismissal / Shortened Periods)

7:50	Start of School
7:50 – 8:30	Extended Advisory
8:30 – 9:00	Period 1
9:00 – 9:30	Period 2
9:30 – 10:00	Period 3
10:00 – 10:30	Period 4
10:30 – 11:00	<u>Grade 6 Lunch</u>
10:30 – 11:00	Period 5 (grades 7 & 8)
11:00 – 11:30	Period 5 (grade 6)
11:00 – 11:30	<u>Grade 7 Lunch</u>
11:00 – 11:30	Period 6 (grade 8)
11:30 – 12:00	Period 6 (grades 6 & 7)
11:30 – 12:00	<u>Grade 8 Lunch</u>
12:00 – 12:30	Period 7
12:30	End of School/ Dismissal

COOLIDGE EXPECTATIONS & DAILY ROUTINES

Student Success

A.W. Coolidge Middle School believes strongly that every child has tremendous potential; our goal is to help every child to realize and maximize their potential, and to feel the rewards of being their best selves. For students who may struggle, we provide a host of services and programs designed to help children gain the knowledge, skills, and confidence to meet their potential. This includes, but is not limited to: teacher help sessions, Homework Hangout, Homework Completion Time (HCT), peer tutoring, math enrichment, and reading support. We know that all students can be held to, and reach, high expectations; in collaboration with family, our aim is to support every child to meet those expectations.

School Pride

Those of us who work at Coolidge take great pride in our school, including the building, the people, and the programs. We hope that this pride extends to every caregiver, student, and all others associated with our school. This pride is reflected in the care we give to each other, the building, and the materials.

School Day

The school day runs from 7:50 – 2:30. Students are expected to be in their Advisory and settled by 7:50. Students are allowed to their Advisory rooms and lockers starting at 7:40 AM. For those who arrive earlier, the cafeteria is available starting at 7:15 and students may meet with teachers, with teacher approval. On early release days, we begin at 7:50 and end at 12:30.

Moving Between Classes

When students are dismissed at the end of a class period, they are expected to proceed immediately to their next class. Students may go to their lockers at times pre-determined by teams. Because major subjects are clustered together near the team's lockers, students should have no problem getting to class on time.

Leaving the Classroom

To help control the movement of students during class time, students who have been granted permission to leave the classroom should have adult permission and should sign in & out of the classroom with the date and time. Those going to the nurse should have a nurse's pass. Those who have arrived late to school or those being dismissed will be given passes from the office.

Bathrooms

Students are encouraged to use the bathrooms before the first bell of the day and during lunch. Students may also use the bathrooms with the permission of a staff member with whom they are in class. If a student is proceeding to their next class, they should stop in the classroom first to drop off materials and to notify the teacher of the bathroom need. Students should not congregate in the bathroom.

Attendance, Punctuality, and Truancy

Students, caregivers, staff, and administration share the responsibility for school attendance and punctuality. Students are expected to be present and prepared, to the best of their ability and circumstances.

The Reading School Committee and the Reading Public Schools believe in the importance of regular attendance by all students. Students are expected to attend school 180 days since vacation periods are built into the yearlong school calendar. Except in cases of illness and extenuating circumstances, students are expected to be present when school is in session. Caregivers are strongly urged not to schedule family vacations during school days and not to extend the scheduled vacation periods. Should a caregiver choose to keep a student out of school for reasons other than illness or extenuating family circumstances, teachers will provide the normal range of assistance upon the student's return to school. However, it is the student's responsibility for identifying and making up missed work. Teachers are not required to provide advance assignments to students, and the school and the individual teacher(s) are not required to assume responsibility for providing individual tutoring or extensive individual help for the student when he/she returns.

According to Massachusetts General Law (School Attendance, Chapter 76), all children between the ages of six and sixteen must attend school, and a school district may excuse up to seven day-sessions or fourteen half-day sessions in any period of six months. The law also states that caregivers must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, caregivers must provide the school with a home, cell, work or other emergency telephone numbers so that they may be contacted during the school day so the school may call and inquire about an absence. It is also the responsibility of school officials to investigate all cases where a child is failing to attend school.

Reporting a Student Absence

Whenever a child is going to be absent from school, the caregiver is required to call the school's attendance line as soon as aware of the absence (for Coolidge, this number is: 781-942-9158, then press 1). The absentee line is available 24 hours a day. When calling the absentee line, please state the reason for the student absence so that we can properly code the absence. Failure to do so will result in an "Unexcused Absence".

Caregivers do not need to write a note when your child has been absent as long as a message has been left on the attendance line. The exception to this is if a child is absent due to illness for 5 or more days, in which case we request a doctor's note to verify that the student is cleared to return.

In the event a child's name is on the school's absentee list and a call has not been received, the office will call the child's caregivers. If verification is not received from caregivers, the office will refer to the list of names supplied on the Pupil Information Form to call for verification. If verification is still not received, the administration may call the Reading Police Department to ensure that everything is OK.

Excused and Unexcused Absences

A school district may excuse up to 7 full day sessions or 14 half day sessions in any period of six months. Examples of ***excused absences*** are absences for illness of the student (a doctor's certificate is required for an absence of 5 days or more), a medical appointment (a doctor or dentist certificate should be provided for appointments scheduled during the school day), death in the student's family, observance of a religious holiday, court appointments, or school sanctioned absences. **Please note that students who are observing a religious holiday will not have an absence recorded on their school record.**

An ***unexcused absence*** occurs when school-aged children are absent from school, *with or without caregiver approval*, for any other reasons (such as family vacation, participating in a non-school sponsored sport event, doing errands, cutting classes, etc.),

The Principal or designee will make the final determination on whether or not an absence should be excused or unexcused.

Further Attendance Guidelines and Procedures

- Students absent from school may not attend school-sponsored activities on that day or evening, unless prior approval has been obtained by a building administrator.
- A student who has been absent for illness five consecutive days or longer must bring a note from a health professional stating the reason for the absence and that they are cleared to return.
- Days missed because of suspension will not be counted as absences. The student is responsible for working with their teacher to make up the work assigned by the teacher.
- All work missed because of absence will be made up typically following the guideline of **one makeup day per absent day upon return to class**, yet are encouraged to do any work they are able to do to prepare for the next day, if able. Most importantly, the student should contact each teacher involved as different arrangements may be made at the teacher's discretion. For extended absences due to illness, students and families should contact teachers to establish a reasonable schedule for making up missed work.
- Students are strongly encouraged to seek out extra help before or after school, or at some other mutually agreeable time if they need assistance from a teacher.
- If a student becomes ill or injured during school hours, s/he should report to the office after first reporting to class and getting a signed pass by the teacher, unless the illness/injury needs immediate attention. **(Students may not call home on personal devices for dismissal.)** If dismissal is necessary, the nurse's office will contact the student's caregiver. The caregiver or designee must pick up the student to be dismissed at the office in a timely manner.

- Pursuant to M.G.L. c. 76, § 18, any student (16 years or older) who is withdrawing from school prior to graduation must obtain a withdrawal form from their school office. No student shall be considered to have permanently left the school district unless an administrator from the school or school district has sent notice within a period of ten (10) days from the student's fifteenth (15) consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the school committee or its designated representatives prior to the student permanently leaving school, within ten days after the sending of the notice. The time for meeting may be extended at the request of the parent or guardian and with consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen days. Such meeting shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements. M.G.L. c. 76, § 18.

Dismissal Notices

If a caregiver wishes to have a student dismissed early from school for any reason, the caregiver must either provide a note given to the main office, call the main office, or leave a message on the absentee line. (Caregivers are strongly urged to make medical and dental appointments at times that do not conflict with the school schedule.)

Punctuality / Tardiness/ Tardy Notes/ Excused and Unexcused Tardies

Punctuality is a valued habit and life skill. Accordingly, students should make every effort to be on time to school in the morning and to each class during the day. Caregivers are asked to support this effort, as students cannot be on time if caregivers are not on time. **To be counted as on time to school, a student must be seated in homeroom/classroom for attendance at 7:50 a.m. at the middle schools.** A student who arrives late must first report to the main office before reporting to class.

If a student has a written note from the caregiver explaining why the student is late or the caregiver has called the absentee line with this information, it will be documented as an *excused tardy*. If the student has a note from a caregiver, it should be given to the main office. "Excused tardies" are limited to two in a marking period at the elementary and middle school and five per semester at the high school.

If a student is late to school and does not have a caregiver note or a caregiver has not called the school to report the student as tardy, it will be documented as an *unexcused tardy*. Unexcused tardies are cumulative during the school year.

The school administration will work with students and caregivers if patterns of absences or tardiness occur so as to support more timely and regular attendance and/or to accommodate extraneous circumstances. In some cases, disciplinary action (after school detention, lunch detention) may result.

Tardy to Class (For middle and high school)

During the school day, students who are tardy to their next class should have a note from the staff member who kept them late. A student who is tardy to class can expect the teacher to request that the student have his/her pass signed in order to explain the tardy or serve detention after school at the teacher's discretion. A student who is repeatedly tardy to class may then work with a teacher or administrator on a behavior intervention/ support. Tardy to class is defined as not arriving to class at the same time as the remainder of the class. The teacher determines tardiness in the absence of bells.

Truancy

A student will be considered truant when s/he is absent from school without permission of a caregiver or school administration, or when a student is deliberately late to school. Caregivers will be notified if a student is suspected of being truant. Administration will work with caregivers and students to address and solve truant situations. In the event truancy or excessive absences continues, the administration is required to file for "failure to send" or "failure to attend", depending on the circumstances.

Notification of Unexcused Absences

When a student has missed 2 or more periods for 5 school days or has missed 5 or more school days in the school year due to unexcused absences, the parents will be notified and provided with the opportunity to meet with the Principal, or Principal's designee, to develop an action plan to address the student's school attendance.

Parent/Guardian and School Responsibilities/ CRA/ 51A

Caregivers are legally responsible for ensuring that a child under their control attends school daily.

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

A "CRA" (Child Requiring Assistance) petition may be filed in court if a child between the ages of six and sixteen has, in accordance with the lawful and reasonable regulations of such child's school, willfully failed to attend school for more than 8 school days in a quarter or repeatedly fails to obey the lawful and reasonable regulations of the child's school. The Court's authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Social Services. **Please note that in the eyes of the court, there is no difference between excused and unexcused absences. Therefore, the 8 school days mentioned above could be a combination of excused and unexcused absences.**

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. So that all staff are aware of the signs of child abuse and neglect, and the Principal, on a yearly basis, informs all professional staff of their obligations to report cases of child abuse and neglect as specified in M.G.L. Chapter 119, §51A-51F and M.G.L. Chapter 71, §37L.

The administration and teachers of the Reading Public Schools believe that classroom activities constitute the heart of the educational process. Time lost from class is time lost from learning; and this time can never truly be regained. Not surprisingly, research has shown a direct relationship between attendance and grades at school; in other words, good attendance is a prerequisite for student achievement. Consequently, the intent is to encourage good student attendance so that each student can acquire the necessary knowledge, experience, and skills for future success.

Gum

Gum is not allowed at Coolidge Middle School, as careless disposal of gum can destroy school property.

Water Bottles

Students are encouraged to use/carry water bottles during the school day, as long as they have securely fastening caps (to prevent spilling) and include only water (no other beverage). There are two water bottle filling stations available at school in addition to water fountains.

"Energy"/ Caffeinated Products

Students are not allowed to have "energy" or caffeinated beverages other such stimulant products with caffeine, guarana, and/or sugar at school or at school functions. These products will be confiscated from students and returned to the parent or discarded. Parents/ caregivers are asked to please refrain from allowing students to bring these types of products in their lunches or on school field trips.

Cell Phones and other Electronic Devices

Students are required to keep cell phones and other non-school electronic devices turned **OFF AND IN LOCKERS** during the school day (between 7:50 a.m. and 2:30 p.m.) unless a staff member has granted permission for them to be used for educational purposes in a particular class. All students using cell phones must do so in accordance and agreement with all relevant technology agreements. As students are not allowed to be using their cell phones during the school day without permission, they are not allowed to use cell phones at their lockers, in bathrooms, and in the locker rooms. Cell phones may not be used for reading unless special permission has been granted. Students should not text (etc.) during the school day, even to parents, nor is it recommended that parents text students during the school day, which puts the students in a compromising position (viewing/responding to the text vs. following the school rules). If a student needs to contact home, they should ask a teacher for the use of a classroom phone, or they may use the main office phone.

Students who violate this policy may have the device confiscated, especially if it is a recurring offense. If confiscated, the student may pick up the device from the teacher or an administrator at the end of the day. If the cell phone use is a

recurring issue, the student's parent/ caregiver will be contacted and may need to pick up the device for the student and/or the student will need to turn in their device to Administration every morning for a week, or leave the device at home. If further offenses occur, additional consequences may result, such as the student not being allowed to bring the device to school. As stated in our locker guidelines, students are discouraged from bringing valuable items to school, as the school cannot be responsible for lost valuables. If a student is concerned about leaving valuables such as a cell phone in their locker, locks are available. (Students are also notified that laser pointers or any other electronic devices that could present safety issues are not allowed in school, and such objects will be confiscated.) The Principal or Assistant Principal has final authority on these matters.

SMART Watches

Students wearing SMART watches shall disable connection to cell phones and all web services during the school day. If a student is suspected of abusing this rule, and/or is using a SMART watch for non-approved purposes, the student will lose the privilege of wearing a SMART watch during the school day, just as with our cell phone abuse policy (see above).

Lockers

Each student is assigned a locker with an optional combination lock. **Remember: Lockers are school property and are subject to search and entry by school administrators; students do not have a reasonable expectation of privacy in their school lockers. Only locks issued by the school can be used on the lockers.** In Physical Education class, students will also receive a locker with a built-in combination lock. The following are locker expectations:

- Students may go to their lockers at times pre-determined by their team. *Remember, it is each student's responsibility to get to class on time, so students should plan locker visits to avoid being late to class.*
- If a student loses the combination lock, s/he will be required to pay a \$10 replacement fee.
- Keep the combination to your locker a SECRET.
- **Money or valuables stored in a locker without a lock cannot be guaranteed as safe. The school cannot be responsible for lost valuables. Leave non-critical items at home, use a school-appointed lock, or drop them in the office where they will be kept in the safe.**
- All bookbags are to be left in lockers during the day and must fit in the locker so that the locker door is able to close completely. (Locker dimensions are approximately 12" W x 11" D x 64" H.)
- If a locker is disorganized and/or the door isn't able to close, the student may be required to clean the locker and/or backpack after school.

Elevator / Lift

The school has an elevator in the main corridor in order to more conveniently move equipment or to access the library and locker rooms, if necessary, without using the stairs. There is also a lift in order to access the fitness center, if necessary, without using the stairs. *Students, however, may not access the school elevator or lift without prior permission.* Using these without permission may result in disciplinary action.

Bicycles/Skateboards/Roller Blades

Bicycles are encouraged and welcome. Upon arrival, and to ensure keep them safe, it is recommend that they are securely locked in the bicycle racks provided in the front of the school near Rooms A-3 and A-4. Roller Blades and skateboards are also allowed; they can be stored in a locker, classroom, or the main office. *Upon arriving on school grounds, each bicycle rider must get off the bicycle and walk it to the rack, and should be mindful of pedestrians.*

Dress Standards

The Coolidge Middle School recommendations for dress are outlined below.

We support the importance of the expression of identity through various forms, including clothing. We consider the following examples of clothing **not** appropriate for school:

- Clothing that reveals undergarments or exposes private parts of the body (chest, midriff, buttocks). For example, we do not allow tube tops, cropped shirts, as well as tank tops with excessively large arm holes, as they all expose either the chest or the midriff.
- Swimwear.
- Clothing or other articles that advertise/depict something illegal for student use (i.e. drugs, alcohol, tobacco).

- Articles with offensive, obscene, or otherwise inappropriate language or symbols.
- Items that may obscure the identity of a student (sunglasses, hoods).
- Any item that may present a safety issue or undue disruption during the school day.
- While pajamas are not recommended as an appropriate school clothing item, we will not consider them prohibited.
- *While hats and head coverings are allowed, a staff member can ask for the removal in certain circumstances, such as (but not limited to): during an assessment, if the student's face is obscured, or if the head covering is being used to obscure earbuds or other unwanted items.*

We understand that there may be unique exceptions to these guidelines and will work with students and families to accommodate personal circumstances.

Lost and Found

Students are encouraged to turn in found objects to the main office, or to check with the main office if they have lost something. Lost textbooks, electronic items, or other valuables are usually kept in the main office. The school does have a Lost and Found area for other items (especially clothing) that is located in the cafeteria. Students should also check all of their classrooms for lost articles. Lost text and library books are the financial responsibility of the student.

Wellness (Physical Education)

The main objective of the Coolidge Wellness Program is for everyone to gain experience and knowledge about a variety of aspects of good fitness and exercise, and to have fun! In order to do this effectively and *safely*, the following guidelines have been developed for students:

- **Clothing:** Students are expected to wear appropriate clothing on the ways they have a Wellness class. Appropriate clothing allows movement in comfort. We suggest shorts, t-shirts, socks, sweatpants, leggings, and sweatshirts. Athletic shoes are a must.
- All students are given a locker in one of the two locker rooms. The purpose of the lockers is to store any toiletries (i.e. deodorant is welcome), to keep a pair of sneakers at school, and to store a change of clothes in the event the student wants to change before or after class. Students should also be prepared for the weather, as classes often go outside even when the weather is cool.
- **Jewelry:** Jewelry should be left at home or in a locker prior to Wellness (small earrings are fine).
- **Excuses:** If a student is unable to take physical education for 1-2 days, they must bring in a written note from a parent/guardian. If they are unable to participate for more than 2 classes, a written note from a physician is required by the school. Students who miss more than half of the classes during the quarter will receive a medical (X) for their grade on their report card.
- **Equipment Room:** This room is off limits to all students unless they have a teacher's permission.
- **Fitness Center:** Students may use the Fitness Center with the guidance and supervision of a teacher.

Students will experience various units designed to develop health & skill related components of fitness. There are currently separate curricula at each grade level. Students will experience lessons based on fitness development, skill practice, skill development, skill review, and game play, including individual, small group, and large group non-competitive educational settings. Students will also experience various health units designed to develop their mental, social, and intellectual components of wellness with an overarching goal of learning skills to help make healthy decisions. Health curriculum units will include topics such as nutrition, substance abuse prevention, adolescence/puberty, and Life Skills training.

Food Services

Hot lunches are available to students at a reasonable cost (the standard hot lunch, and breakfast, are free for the 2021-2022 year for all students). In addition to the hot lunch option, students may purchase sandwiches, salads, and pizza (quantities limited except for on Fridays). Students may also bring their lunch from home. Milk, ice cream, juice, water and snacks are available for purchase in the cafeteria. Those who may qualify for free or reduced lunch are strongly encouraged to apply, as the benefits extend beyond the lunch program (such as after school activities, field trips, etc.)

Breakfast

Breakfast is also available at Coolidge each morning in the cafeteria from 7:25-7:40 a.m. There is a hot option as well as a selection of cereals and a pop tart. Students eligible for free/reduced lunch are also eligible for free/reduced breakfast (breakfast is free for all students in 2021-2022!). As we know the importance of having breakfast, we encourage students to take advantage of this option!

Cafeteria Payment System / “PIN” Code Accounts

The Coolidge Cafeteria computerized payment system allows families to “prepay” for their children’s meals, or in other words to deposit funds into the child’s individual account, eliminating the need for daily lunch money or cash transactions in the lunch line. Students will be issued and must use a 4-digit PIN number when purchasing items from the cafeteria (this is the same PIN as students had in elementary school). It is thus recommended that all students memorize their 4-digit PIN. We encourage families of students who purchase items from the Coolidge cafeteria to participate in the payment system. To do so, simply drop off a check (made payable to “Reading School Food Service Program”) in the Main Office, and the total will be deposited to your child’s account immediately. Students will then use their individualized PIN to deduct cafeteria purchases from their account. For further details or if you have any other questions, contact the district Food Service office at 781-942-9134.

Food Safety/ Allergies

In accordance with the Reading Public School Allergy Guidelines for Middle School (**full version located in the “District Policies” section of this handbook, pages 46 - 49**), our Coolidge community is extremely caring and careful in regards to food allergies, and our policies reflect the growing awareness of our students to be sensitive to those with food allergies, as well as to help those with allergies make informed decisions in an age-appropriate manner. Our food service staff are knowledgeable of our students with food allergies and work closely with the school nurse and families to ensure that all students are safe and that they have healthy and appropriate options for lunch. All items for sale in the cafeteria that include potential allergens are labeled with those allergens so that students may make informed choices when purchasing food. In the cafeteria, there is one set of “peanut-free” tables for students who want to ensure that there are no peanut-based foods at their table at any time. Students may not sit at this table if they have any foods with peanut ingredients or that may be produced in a facility that uses peanuts. All other tables are available to all students and food types. Students are encouraged not to share food and to also be sensitive to each other’s needs/ allergies. After each lunch service, the tables are cleaned in order to remove any allergens prior to the next seating. Hand sanitizer is always also available for all students in the cafeteria.

Cafeteria Expectations/ Procedures/ Guidelines:

1. After being dismissed by classroom teachers, students may stop at their lockers and then WALK to the cafeteria in an orderly way. Unless otherwise directed, students may choose to sit anywhere and are expected to remain at their chosen table but for trips to the lunch line, garbage, and bathroom.
2. Once everyone has been seated, the adult in charge will greet students and will share any announcements. The adult in charge will then begin calling up students by table to purchase lunch items.
3. At dismissal time, students should be seated at the *same* table at which they began the period.
4. Students may not leave the cafeteria during lunch without the permission of an adult on duty.
5. The adult in charge will check that the students have cleaned their space. Once the table area is clean, the teacher will then dismiss that table of students.
6. Students should walk promptly to their next class utilizing the proper hallways and minimizing disruption to the classes in session.

Problems or Questions...

- If a student has any problem or question while in the cafeteria, he/she is encouraged to ask a teacher.
- Accidents/messes happen! Students are expected to be responsible to clean up after themselves; if a large spill occurs, they should also notify an adult for assistance and guidance.

- *At all times in the cafeteria, students are expected to act in accordance with our core values, just as they would in a classroom.*

AFTER SCHOOL PROGRAMS

A. Student Council

The Student Council defines its purpose each year per the needs of the school and interest of the students involved. Students generate the agenda items, and work with Administration to invest in the school. There is no cost to participate.

B. Unity, Equity, and Diversity Club

The “UED Club” works to promote, model, and educate around the topics of inclusion, diversity, equity, and anti-racism. It is a club where members are encouraged to speak freely, to support and encourage each other, and to create a space where everyone feels safe to be themselves. The group identifies its goals and action plans each year, which may include: public announcements, Advisory activities, visuals, assemblies, and more. Any interested students are welcome to attend. There is no cost to participate.

C. GSA

The Coolidge Gay/Straight Alliance is a space that is welcoming to all who identify as LGBYQI+, who are friends/family of those who are LGBTQI+, or who are in support of those who are LGBTQI+. The group works to promote understanding in the school community and is a safe space for students to discuss LGBTQI+ issues. There is no cost to participate.

D. Science Olympiad Team

Each year, the Coolidge Science Olympiad Team competes at the state Olympiad tournament. The winning Massachusetts team also earns the opportunity to compete at the national level as well. Students who participate will be expected to be present for practice and participate in the State Tournament in March. Practice times will be determined by the team once it is selected, based on student and coach availability. If the team were to win the State Tournament, practices would continue until the national tournament in May. There is a cost to participate.*

E. Math Team

The Coolidge Math Team includes members across all three grades. There are no tryouts required to participate, but students must maintain expectations involving attendance and behavior. Students who have a desire to enhance their math skills in a challenging competitive program are encouraged to join. The group meets one afternoon per week to practice for their meets. There are five meets throughout the year from October to April. The Math Team belongs to the Intermediate Math League of Eastern Massachusetts. There is no cost to participate.

F. Chime Choir

The Chime Choir meets weekly and is open to all interested students. The choir participates in concerts as well as some holiday visits to local nursing homes and the senior center. There is no cost to participate.

G. Jazz Band

The Middle School Jazz Band meets weekly, often in the evenings. Participation is by tryout. The caliber of the band is impressive for middle school; it’s a great thing to participate in for those dedicated to music! There is no cost to participate.

H. “Drop the Bass” Acapella

The Coolidge acapella group is open to students who are also in chorus. There are tryouts in order to participate. Students perform at the winter and spring concerts, and may also perform at school assemblies and other special events. There is no cost to participate.

I. Musical

Coolidge is very proud of its musical theater program. Every year, a new musical is announced in early October. Students try out for various parts. Beyond the acting/singing parts, there are also opportunities to be on the stage crew,

lights, makeup, etc. All students who want to participate are given a part. Rehearsals run from late October through mid-January, with the performances on the weekend of Martin Luther King Jr. weekend. There is a standard fee for theater participation across the district.*

J. PTO-Sponsored After-School Programs

The Coolidge PTO sponsors After-School Programs. They are designed to offer our middle school students opportunities to participate in a variety of enriching activities. The activities are determined throughout the year per teacher leader as well as student interest. Listen to morning announcements or read the weekly Coolidge Newsletter for offerings and details for signing up. Only students who have signed up (and paid, if payment is required) are allowed to participate. These programs do have a cost; the cost is determined based on length of program, supplies needed, etc.*

K. After School Library

The library is open after school, Monday through Thursday from 2:35 to 3:30 p.m. to allow students the space to complete homework, to work together on projects, and to access computers. The library is not open on Early Release days or Fridays. As there are sometimes cancellations of the after-school library due to inclement weather or personnel circumstances, parents should not rely on the library as childcare. As best as we can, we will give notice if the library has to close after school. There is no cost to attend.

*Financial help is available for those families who have qualified for free or reduced lunch and who have filled out the “Share” form as part of the application packet. If you qualify, please contact Sarah Marchant to request assistance!

READING METCO PROGRAM

Metropolitan Council for Educational Opportunity was founded in 1966. The METCO Program has been in Reading since its inception in 1972. The METCO Program is funded by the commonwealth of Massachusetts designed to eliminate racial imbalance through the busing of urban minority students from Boston and Springfield to public school systems in surrounding suburban communities. All students in our district are considered to be METCO students as all will benefit from the opportunities this program provides.

Placement of students

The METCO Program is open to all children of African, Latino, Asian and Native American descent who reside in the city of Boston. Parents must be willing to volunteer and participate. The Reading Public Schools attempts to enroll a diverse group of students from broad economic, cultural, religious and ethnic minority backgrounds with a range of educational strengths and needs.

Rights and Responsibilities

Students are subject to the same rights and responsibilities as the resident students. Participating school districts are expected to provide all of the ordinary services and benefits to METCO student that are provided to resident students, as well as any additional support necessary to assure that the non- resident student have a successful educational experience. Students in the METCO program are expected to fulfill the academic requirements and to adhere to school rules and regulations. The students are also subject to the same disciplinary actions and procedures as resident students.

Transportation

If funding is available, METCO late bus transportation will be provided for students three days a week. The bus departs at 4:00 p.m. Students are expected to be in a supervised activity if they are staying after school. The regular afternoon bus departs at 2:10 p.m. from RMHS, 2:30 p.m. from the middle schools, and 2:45 p.m. from the elementary schools.

If you would like more info about the Reading METCO Program or if you are interested in becoming a Reading “host family” for a METCO student, please call the METCO Director at 781-670-2853.

FORMETCO (Friends of Reading Metco)

Friends of Reading METCO (FORMETCO) is an independent organization dedicated to bringing together Boston and Reading families from all 8 schools in the Reading Public School District. It is a diverse, all-volunteer group of caregivers and educators from the Reading and Boston communities. FORMETCO is committed to making connections and fostering authentic lifelong relationships between Boston and Reading families. We are one community! To learn more, Email Sherilla Lestrade at sherilla.lestrade@reading.k12.ma.us

STUDENT SUPPORT SERVICES

A. Mental Health and Student Support

Each of us, student and adult, experiences problems of one kind or another. The school psychologists are aware of the various academic, personal, and social challenges that middle school students encounter. If you/ your child needs help, do not hesitate to talk to a teacher, the principal, assistant principal, or a school counselor. Our counselors are:

- Marlene Lifshin (x12326)
- Laura Vance (x12315)
- Rachel Herman (x12306)

B. Health Office

The Health Office is located near the main office, and a nurse is either in the building or on call at all times. In addition, first aid supplies are available in the Health Office, and someone in the office will administer first aid when and if it is needed. Should a student suffer any kind of an injury, or if a student does not feel well, the student should notify an adult, get a pass, and then report to the nurse via the main office. To reach the Health Office, please call: 781-942-9158 x12305.

Prescription Medication Guidelines

We wish to remind caregivers that if any medication is to be administered by school personnel, the following requirements must be met:

- The medication must be prescribed by a physician.
- The school must have received written medical orders from the attending physician, and these orders must include a statement describing the diagnosis, the name of the drug or medication, the dosage to be administered, and the possible effects associated with the medication.
- The school must have written permission from caregivers allowing school personnel to administer the medication.
- Medication forms are to be used for physician orders and caregiver permission. Forms may be obtained from the school nurse or local family doctors.
- The medication must be in the original container and should be clearly labeled, showing the student's name, the name of the medication, and the prescribed dosage. The label is in addition to the written medical order from the doctor.
- With the exception of inhalers and Epipens, all medication must be left in the office. The student may never carry it around school. Students using inhalers may take responsibility for their use after the medication form has been completed and filed with the school nurse. A student must have prior written authorization to possess an Epipen on school grounds.
- A student is found possession of medication in violation of this policy may be subject to discipline for possession of narcotics and/or drugs in a manner consistent the applicable school and school district policies regarding illegal narcotics and M.G.L. c. 71, § 37H.
- Any questions regarding the school policy should go directly to our school nurse at 781-942-9158 x12305.

C. SST Process (Student Support Team)

Meeting the academic needs of all students is a priority. When a student is struggling in one or more classes, teachers use a variety of supports, accommodations, and interventions to help students make progress. These types of supports/ accommodations are considered best teaching practices. If a caregiver is worried about your child's progress, please contact the teacher of that class or the team leader to discuss what supports your child might need. Examples of structures and supports include:

- Before/ after school help
- Student Mentor (if available)
- Math enrichment
- Reading support
- Reading DCAP (District Curriculum Accommodation Plan)
- Differentiated Instruction
- PRIM Manual Accommodations
- PBIS (Positive Behavior Intervention Supports)

For students who continue to struggle despite Tier I supports, the student will go through an SST process (Student Support Team). In this process, an expanded group of staff, consisting of teachers, support staff, administration, and the nurse (if appropriate) will work together to create a dedicated plan for that student, including, but not limited to specific interventions, supports, and progress monitoring. The team will include the caregivers in this process and will combine school and home supports in the plan. Data will be collected to learn more about what the student may need to be successful.

D. Special Education Referrals

There are times when either teachers and/or caregivers are concerned that a child has a disability, **and** that the child needs direct instruction in order to access the curriculum. If this is the case, and with caregiver permission, the child goes through a special education eligibility process to determine if direct instruction is merited. **Prior to this eligibility process, we recommend that teachers and caregivers work together to provide students with the appropriate SST Supports listed above, as students are often able to be successful given non-special education supports and differentiation.** It is extremely important for caregivers to be in communication with teachers about any concerns, and vice-versa, so that student needs are being addressed appropriately and in a timely fashion. In the event a special education referral is merited, or if caregivers have any additional questions about the eligibility process and/or supports available, the parent can contact the building administrators or the Special Education Team Chair Melissa Forbes x12354.

ACADEMIC PROGRAM

Schedule

- The Coolidge Schedule is on a six-day rotation with seven periods a day.
- Core content classes meet daily.
- Art, Music, Wellness, Enrichment, Team Time, and Electives meet every other day.

Core Curriculum Content

- Students in all grades will take ELA, Math, Science, and Social Studies.
- Students in Grade 6 have two block of ELA a day.
- Students in Grade 6 take a Library/Technology class once per cycle.
- Students in Grade 7 & 8 take the first year of a world language (French or Spanish), unless a decision has been made to delay the world language acquisition until high school.
- All classes are heterogeneously mixed. The only exception is math in the 7th grade, which has an accelerated level.
- Students loop with their 7th & 8th grade teachers (ELA, Science, Social Studies, World Language)
- Students in grades 6 & 7 take a half year of art and a half year of music. Students in 8th grade taken an elective.

Enrichment

- The core enrichment classes are band, chorus, and math enrichment (grades 7 & 8 for those who are recommended).
- Those students who do not take band, chorus, or math enrichment are assigned the “alternate enrichment”. While the alternate changes year to year and grade to grade, it is a rotation among other options, including fitness, art, computer, finance, math games, etc.

Electives

- In 8th grade, students have the opportunity to choose among eight elective classes per semester. These include various art, music, technology, and engineering options.

Team Time

- Every other day, a student will be assigned a “Team Time” class. Teams will use this time in creative ways, from building executive functioning skills to doing extra projects that add to the curriculum or that are interdisciplinary. As some students go to other supports during this time, the material covered is not a requirement, but is extra.

ACADEMIC GUIDELINES

Grade Communication

Assignments will be assessed promptly so that student are receiving feedback in a timely fashion. In order to maintain open lines of communication, teachers will update grades to the Portal as assignments (tests, quizzes, etc.) are returned to the student. These updates are a method of communication between caregivers and our school to inform parents of a child’s progress in all subjects. While teachers are required to keep their gradebooks up to date, caregivers are asked to monitor the gradebook during each term so that they are aware of student progress. When a child is struggling in a class, open communication between school and home is a natural and expected step in order to provide aligned support.

Grading Scale and Report Cards

The marking system is based on the quality of a student's work for the particular marking period. Grades assigned are A, B, C, D, and F, and may be accompanied by a + or -. A grade of D- is the lowest passing mark. Students will also receive effort and conduct grades in each subject.

Report cards are issued four times a year via the Portal, and parents may be asked to sign an accompanying letter to verify that they have seen their child’s report card.

Grading Scale (Quality Point in Parentheses)

A+ = 97-100	[4.0]	C+ = 77-79	[2.5]	F	59-below	[0]
A = 93-96	[4.0]	C = 73-76	[2.2]			
A- = 90-92	[3.7]	C- = 70-72	[1.9]			
B+ = 87-89	[3.4]	D+ = 67-69	[1.6]			
B = 83-86	[3.1]	D = 63-66	[1.3]			
B- = 80-82	[2.8]	D- = 60-62	[1.0]			

Students are also graded on their Effort and Conduct.

Effort Grades.....	Outstanding	Above Average	Satisfactory	Inconsistent	Unsatisfactory
Conduct Grades.....			Satisfactory	Inconsistent	Unsatisfactory

Student Recognition

A. Honor Roll

When a student attains Honor Roll status, it means that his/her grades reflect superior academic work and acceptable effort conduct. Accordingly, Honor Roll eligibility is based on the following factors:

1. A Grade Point Average of 3.7 or above **HIGH HONORS**
2. A Grade Point Average between 3.2 and 3.69 **HONORS**
3. Students receiving “unsatisfactory” in effort and/or conduct *are ineligible* for the Honor Roll, regardless of GPA.

Students who attain high or honor roll status will be sent a commendation letter from the principal.

B. Student Spotlights

“Student Spotlights” are given by teachers who want to recognize a student for their day-to-day efforts and accomplishments in the areas of academics, core values, empathy, and community. These can be given by an individual teacher or a team of teachers, and are put on display on bulletin boards in the team hallways.

C. Coolidge Commendations

“Coolidge Commendations” are written for the purpose of recognizing students who have done something extremely special or commendable that a staff member feels should be publicly applauded. The certificates may be issued at any time during the school year.

D. Team Acknowledgement

As frequent, positive feedback is important, teams often acknowledge students on a quarterly basis to recognize accomplishments such as students who exemplify a core value of the school, who consistently fulfill expectations, or who have gone above and beyond in any special way.

E. End of Year Recognition

In the 6th and 7th grades, teams hold end of year assemblies to celebrate students and the year that has passed. In 8th grade, subject awards and core values awards are given at and end of year assembly.

F. Promotion Ceremony

This past year, the 8th grade Promotion Ceremony was a space to celebrate the individual accomplishments of each and every student as well as to celebrate the collective success of the class. We will continue this model in the year ahead.

- **Student Promotion/ Retention:** It is the intention of Coolidge Middle School to work with students and families to help each student gain the basic knowledge and skills required at each grade level, and to therefore promote each student. Retention is only considered in extreme circumstances (such as failure to attend; failing two or more core subjects over two or more marking periods; etc.)

Homework

A. Purpose

Homework is an integral part of the learning process and a necessary requirement for preview, review and reinforcement of what has been taught in the classroom. There are three general types of homework: preparation, practice, and creativity. Each type has its own purpose.

- Preparation homework helps students inform themselves about the next day's lesson. For example, a section of pages may be assigned prior to a discussion, or vocabulary may be studied for a quiz.
- Practice homework provides students with the needed review and reinforcement about material presented in a previous lesson. It can also be to practice important skills, such as reading.
- Creative homework includes analysis, synthesis, and evaluation. This type of homework is inventive and resourceful.

While homework is important, we also realize that students and families have other commitments. Keeping this in mind, teachers will do everything possible to coordinate assignments, projects, and test dates so that students do not get overloaded.

On the average, a student will have between ½ hour to 1 ½ hours of homework per night. If parents see that their child is spending significantly more time on homework each night on a regular basis, or significant time in a specific subject, please communicate that information to your child's team leader or to the specific teacher of the subject that is taking a long time.

Each teacher/team may count homework preparation differently. Teachers and/or teams will send home a more detailed policy for the grading of homework at the beginning of the school year.

B. Responsibility

In order to foster independent study habits the students have certain responsibilities.

- ◆ Record assignments in their student agenda books.
- ◆ Take home all necessary materials needed to complete assignments.
- ◆ Complete assignments within the timeframe provided and as independently as possible.
- ◆ Homework should not be completed in Advisory, during breakfast or lunch, or during any class, unless approved by the teacher. Students are also *not* allowed to let other students copy their homework assignments. (See the "Academic Honesty" section of this handbook for further information about this.)

Homework Completion Time (HCT)

Grade 6

There are many changes for a student moving from 5th to 6th grade. One of those is getting used to homework expectations. We want to support all students with this transition and with building successful homework habits. To do so, at the start of the year, if homework is not brought to class on the day it is due, or if the homework does not meet the required classroom standards, parents will receive a "homework notification." It is then the student's responsibility to complete the assignment for the next school day. If the assignment is not completed the next school day, the student will remain after school that day to complete the assignment and the parent will be again notified. If missing homework becomes an issue, a parent-teacher conference will be scheduled.

Beginning after Columbus Day weekend, 6th grade students who fail to complete homework will be required to attend HCT in accordance with the grade 7/8 expectations (below).

Grade 7 and 8

1. HCT is held each day after school, Monday through Friday, but for early-release days.
2. During the class period that the homework is due, the classroom teacher will check the assignment for completeness. Students are expected to do their best to have their homework completed on the due date and ready to turn into the classroom teacher at the beginning of class. If a student has struggled with an assignment, the student should let the teacher know and there should be a conversation about next steps.

3. If a student does not have his/her homework completed to the teacher's satisfaction on the day that it is due, he/she may be required to stay after school at a predetermined location on that day to complete the assignment(s). This is called Homework Completion Time (HCT).
 - It is the student's responsibility to notify caregivers during the school day that he/she will be staying after school. If necessary, students are encouraged to call their parents from the HCT classroom, the main office, or by cell phone, to arrange transportation.
 - If a student cannot stay after school that day for a legitimate reason (i.e., must catch the bus), he/she must report to the designated HCT room after school to request a postponement to stay after school the next school day.
 - If a student has already completed the assignment before coming to the HCT room or has left it at home, he/she will still be required to stay after school for 30 minutes from the time he/she arrives and may do other work if the missing work has been completed.
 - If a student is never able to stay after school due to transportation, family obligations, etc., then Administration will work with the student and family on a different plan for homework completion.
4. Students should report to the HCT room at 2:35 p.m.
5. HCT lasts for 30 minutes after arrival. If more than one assignment is owed (for more than one class), the student will work with the teacher and possibly an administrator to help find time for homework completion, such as the next day in HCT, at lunch, or with the teacher.
6. If a student fails to report to the HCT room after school and does not postpone, the student will work with the Assistant Principal to find a time for the student to make up the work in a timely manner, such as the next day in lunch or HCT.
7. Caregivers will be notified the next day by the main office (usually via email) if their child was assigned to attend HCT. We do this as a communication tool to keep parents informed of the student's progress. This is not meant to be a communication tool ahead of time.
8. Assignments handed in late, such as those completed during HCT, will receive anywhere between half to full credit; this is up to the teacher's discretion in accordance with their class grading policy regarding assignments.

CONDUCT AND DISCIPLINE

Each of us is required to live according to some set of standards. Outside of school we call these laws, and in school we call them rules. Some rules are made for reasons of safety, some are made to protect property, and others are made to make the learning experience as enriching as possible for everyone involved. When students violate school rules, the school's response will depend on the nature of the incident. In most cases, teachers will handle situations within the classroom in a manner that is considerate of the student and with the knowledge that everyone makes mistakes. More serious cases will involve the Principal or Assistant Principal who may, after providing appropriate due process, administer disciplinary action, require a conference with parents, create a restorative solution, suspend the student, or take other action as deemed appropriate. All cases of student misbehavior will be treated individually, and all will be seen as an opportunity for learning and growth.

School rules apply to any sanctioned school function such as field trips and other experiences that may not occur on school grounds.

Students who are suspended are generally not allowed on school property (but for in-school suspensions) and will likely be excluded from participating or attending extracurricular activities or school events during the suspension period.

Classroom Management and Discipline

Maximum learning is attained only if the individual student and/or class realize that certain common behavioral expectations are necessary for growth and achievement. Controls on personal liberty are required for the protection and well-being of all students.

The Coolidge Community Core Values are at the foundation of our school expectations around behavior. While individual teachers may add to this list of common expectations for their teaching spaces, the Core Values are a set of common agreements that our entire community strives to abide by.

Teachers are encouraged to utilize all school resources in support of positive promotion of behavior in their classrooms and all school settings. Whenever possible, addressing student misbehaviors should be handled by the teacher. When a student behaves in a manner that is disruptive, disrespectful, or is otherwise not following the values and expectations, teachers may require a student to stay after school in order to discuss the concern and to move forward. These instances may include, but are not limited to:

Purposeful disruption of the class

Excessive or repetitive tardiness to class

Cell phone usage without permission

Gum chewing

Disobedience, disrespect

Disrespecting school or other's personal property

Refusal to participate in classroom activities

If a student has been asked to stay after school, it is the expectation that they will communicate this with caregivers. If they are unable to attend, they should communicate directly with the teacher so other arrangements can be made. Failure to attend may lead to additional time the next day, time at lunch the next day, or referral to the Assistant Principal.

Administrative Discipline

Middle school is a time of learning, both from successes and mistakes. The Coolidge staff transfers this belief to situations that come to our attention regarding misbehavior. We utilize practices such as reflection, restorative justice, and Collaborative and Proactive Solutions to help students to reflect and learn from mistakes. Consequences are meant to assist in this reflection and learning. We relay to students the importance of learning from mistakes, making amends, and starting anew as we move forward from mistakes. The consequences may include: office detention, lunch detention, in school suspension, and out of school suspension; these would not stand alone from the work we do with students (and our communications with caregivers) about learning and growing.

If a student has received disciplinary consequences for conduct that is deemed unsafe, that may result in a student being unable to attend future school-sponsored field trips or activities. The principal or assistant principal has the final authority on these matters.

STUDENT CONDUCT VIOLATIONS

Academic Honesty: Guidelines on Cheating, Plagiarism, etc.

The purpose of these guidelines is to promote academic honesty, integrity and responsibility among all students. All students should feel proud of what can be accomplished through sincere, honest effort. Students are expected, unless otherwise directed by their teachers, to do all their *own* work. This includes but is not limited to class work, homework, tests, quizzes, projects, essays and other assignments. Plagiarism, the practice of presenting material from other sources as one's own work (without providing appropriate documentation), violates academic honesty. Those assignments which may be handled in a "cooperative" manner, such as projects and studying, will be determined by the teacher.

Examples of "cheating" or violations of academic honesty include but are not limited to: copying another's work, providing quiz/test answers to another student, sharing assessment questions/information with another student who has not yet taken the assessment, handing in another person's work and claiming it as your own, secretly looking at answers or information during a quiz or test, using a device for assistance when it is not allowed, etc. Also, students are responsible for the security of their own work. The student who deliberately or carelessly *allows* his or her paper to be copied may also receive the same or similar penalty as the person doing the cheating, at this administration's discretion. Teachers shall report Academic Honesty infractions to the administration for tracking purposes.

MINOR plagiarism offenses are for cheating/plagiarizing minor assignments, such as homework assignments.

MAJOR plagiarism offenses are for cheating/plagiarizing on tests, quizzes, projects, papers, etc., in which the grade values is higher than a homework or in which the offense is extremely blatant (stealing an answer key or test; changing a grade)

FIRST MINOR OFFENSE: Examples include: copying homework, copying a worksheet, etc. The student shall attend HCT or detention to make up the assignment. The teacher will give partial credit for the newly completed assignment.

ADDITIONAL MINOR OFFENSES: The student shall receive no credit for work and shall attend HCT or detention to make up the assignment. Caregivers should be notified by the teacher of the recurring infractions. Administration will be involved if patterns are not corrected.

FIRST MAJOR OFFENSE: A teacher-caregiver conversation shall occur. Students will be expected to redo the assignment and will be granted partial credit as determined by the teacher. (Examples of a major offense include: copying text into an essay, copying an essay or other written work, cheating on a test.)

SECOND MAJOR OFFENSE (can be in a different class): There will be a conversation among the caregiver, teacher, student, and administrator (if appropriate). The student will not earn credit for that assignment, which will have an impact on their term grade.

Policy on Smoking and Prohibition of Tobacco Use:

The Reading School Committee is dedicated to establishing and maintaining a healthy, safe, comfortable and productive educational work and recreation place for its students, staff, and visitors to its facilities. The Committee therefore endorses the concept of a tobacco-free environment in school department buildings and on its grounds for students, staff, and other users of school facilities. Students, staff and visitors shall not smoke or use tobacco products, or nicotine products (including e-cigarettes, vaporizers, or other nicotine-delivery devices), in school, on school grounds, on a school bus or in other school vehicles. This ban will apply to all school related functions, during and beyond the regular school day, as well as to activities sponsored by outside groups renting or using the buildings or grounds. *This is a state law (Educational Reform Act of 1993) and must be enforced.* Students or staff who allegedly violate this policy must receive appropriate due process. Repeated confirmed violations of the policy by students or staff will be reported to the Superintendent and will result in disciplinary measures that may include suspension for students and dismissal for employees.

Bus Behavior / Field Trips/ Special School Events

School standards of behavior are expected both on a bus and during any school-sponsored trip or event, just as in the school building, and will be handled the same as if the behavior happened at school. The bus and off-site locations may also have additional codes of conduct in addition to those of the school. Failing to behave properly on a bus may result in removal from the bus for one to ten days or permanent removal from the bus, in addition to the office consequence. School activity or trip disciplinary issues may result in a student being unable to attend future school sponsored field trips or activities. The principal or assistant principal has the final authority on these matters.

Policy on Weapons

It is the policy of the Reading School Committee that firearms, knives and other dangerous weapons are banned from school buildings, on school grounds, or school sponsored events in the interest of safety of all students, teachers, support staff and general public. Students who violate this policy will be remanded to the police and subject to suspension or expulsion according to Federal and State law.

Guide to Standard Disciplinary Action

When dealing with major discipline and behavior violations, the Coolidge administration believes in procedures that are consistent to ensure fairness to all students. We also take into close consideration the circumstances of the situation and ensure that students are given ample opportunity to be heard as part of the process. We communicate with parents/caregivers openly and collegially, while maintaining the confidentiality where appropriate. Disciplinary action varies relative to the nature of the offense and is determined by the Principal or Assistant Principal. Disciplinary action can range from an after school conference with an administrator (and caregiver) to a suspension in or out of school. Teachers and/or administrators often work with the students on “restorative justice” to support students to learn from mistakes and to “right the wrong” of the offense. The Principal or Assistant Principal may impose days of suspension or other sanctions, when appropriate. These decisions are made and implemented in a manner consistent with M.G.L. c. 71, §§ 37H, 37H 1/2, and 37H 3/4.

Policy on Student Search:

Search of Student and Their Belongings

- Search of a student or of a student's belongings or of a student's automobile parked on school property will only be performed, and seizure of a student's belongings will only take place, if there exists a legitimate expectation of privacy in the place to be searched and reasonable grounds for suspecting that the student has violated or is violating either the law or the rules of the school.
- The search will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
- When reasonably possible, search of a student will be made in the presence of a second school official. When reasonably possible, search of a student's belongings or of a student's automobile parked on school property will be in the presence of the student(s) whose conduct is under scrutiny.

Policy on Student Lockers:

"The Reading School Committee recognizes that School Administrators are under an obligation to ensure that reasonable discipline and good order be maintained by and for all students at all times. It also recognizes, however, that students have certain constitutional rights. It is to balance the sometimes-conflicting need of school officials to insure order and safety on the one hand, and the need to insure applicable constitutional rights of students on the other hand that this policy is written." Student lockers and locks are the property of Reading Public Schools and are assigned to students for their use while they are students at the school. Students do not have an expectation of privacy in their school lockers. Master keys to all lockers/locks and a list of the combinations to all locks are kept by the school. It is prohibited to store any illegal items/substances in violation of any school rule in a locker. Items/substances prohibited from being in lockers include: guns/knives/weapons (real or fake), illegal drugs, alcoholic beverages, tobacco products, stolen property, fireworks/explosives, fire/smoke odor producing products, and any other evidence of a school rule or legal violation. Students should be aware that, at the discretion of a school administrator, a student's locker may be searched and prohibited items/substances will be seized and confiscated.

Minor vs. Major Conduct Violations

The following are some examples of behavior that may result in disciplinary action. Those violations that are illegal may also result in the involvement/ notification of the Reading police.

Minor Conduct Violations: these are behaviors most often handled by a teacher, but sometimes supported by administration as needed, especially if behaviors are repeated:

- Minor defiance/disrespect/non-compliance
- Minor physical contact
- Minor disruption
- Tardiness

- Inappropriate language
- Property misuse
- Dress code
- Technology
- Other

Major Conduct Violations: these are behaviors reported to administration in which a consequence may likely be assigned either by the teacher or by administration. The behaviors may be more severe than minor (as listed below), or may be Minor Behaviors with repetitive patterns that go unresolved with teacher intervention.

- Major defiance/insubordination/non-compliance
- Disrespect
- Truancy
- Major disruption
- Abusive language/inappropriate language/profanity (i.e. directed at another)
- Skipping
- Harassment
- Bullying
- Fighting
- Threatening of a physical attack
- Physical aggression
- Forgery/theft/plagiarism
- Technology violation
- Property damage
- Lying/cheating
- Dress code
- Use of tobacco, drugs, alcohol
- Vaping
- Weapons
- Sexual assault
- Gang display
- Bomb threat/false alarm
- Arson
- Other

Office Discipline Referrals (ODRs)

In an effort to better understand our overall areas of need regarding behavior, staff members report all major conduct violations to the office using the Office Discipline Referral form. These forms do not become part of the student's record, rather, they provide administrative overview as to which students or which behaviors might need additional support, or which teachers may need support as well. When appropriate, discussions with the students, caregivers, teachers, and if necessary, involvement of the administration occur. The large majority of student misbehavior are most effectively handled by the teacher immediately involved who will then guide students toward understanding the expectations. That being said, the nature of some Major problem behaviors warrants the immediate attention of the school administration.

Communication with caregivers is an integral part of our disciplinary and behavior process, as we want to work together to help guide students towards making good behavioral decisions.

Technology, Internet, and Wireless Network Use

At the beginning of each school year, students (and caregivers) are required to read and sign the district Acceptable Use Regulations for computer and Internet use. When it is distributed, students and caregivers should refer to that policy for guidelines on appropriate use of school computers and network (and the possible consequences for failing to adhere to the conditions and rules set forth in the policy). Such consequences could include, but not be limited to parent contact and administrative discipline, revocation of access to any Reading Public Schools computer in the building, revocation of network privileges and/or access, and/or possible legal action. The ultimate consequences are at the discretion of the building administrators. Students should also always exercise great care and demonstrate great responsibility when using school equipment of any kind. Students who damage school equipment (whether through direct action or negligence) will be asked to pay the expense of replacing any damaged equipment.

When students are assigned a personal log-in and password for the school computers and/or network, they are responsible for any use that occurs with their log-in name/password. Students should NOT share their passwords with other students, as they may receive disciplinary action for doing so and/or be held accountable for all the activity done under their log-in name.

“Bring Your Own Device” (BYOD) Guidelines / Accessing the Wireless Network

We have found that students rarely if ever need to use their phones during the school day, and are discouraging that practice in classrooms, as it tends to lead to phone monitoring challenges. That being said, with teacher or administrative permission, students may access the school’s wireless network with their phones as long as they register the device and adhere to all guidelines. This may be helpful, for example, when working in the library after school, sitting in the cafeteria before school, etc. Students wishing to use their own device and/or access the school’s wireless network must follow the responsibilities stated in the Reading Public Schools Acceptable Use Policy, the School Handbook, as well as the following guidelines:

- Students are required to keep cell phones and other non-school electronic devices (including such items as digital music players) turned off and in their lockers during the school day (7:50-2:30).
- Any student who wishes to use a personally owned electronic device within the Reading Public Schools must read and sign the BYOD agreement and submit it to the building principal.
- Students will be assigned a laptop to use at school. Students are responsible for the proper care of this device, including treating it with care, using it with clean hands, walking with it carefully, shutting it down properly, plugging it in after use, and not sharing it with others. Negligent or purposeful behavior may result in being responsible for the cost of repair, replacement or any modifications needed to use the device at school.
- The school reserves the right to inspect a student’s personal or school-loaned device if there is a reason to believe that the student has violated the Reading Public Schools Acceptable Use Policy, school handbook rules, administrative procedures, school rules or has engaged in misconduct while using their personal device.
- Violations of any of the policies, guidelines and rules stated above may result in the loss of use of the device in school and/or disciplinary action.
- Students may not use cell phones to record, transmit or post photos or video of a person or persons on campus unless done so for school purposes and with teacher permission.
- Students should understand that any violation of the Acceptable Use Policy, School Handbook guidelines, or BYOD guidelines may result in the loss of network and/or device privileges—as well as other disciplinary action.

DISCIPLINARY DUE PROCESS

Definitions

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

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

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

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

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

Due Process

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

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

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

Principal's Hearing:

Short-Term Out-of-School Suspension: At the Principal's hearing, the student and caregivers (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Long-Term Out-of-School Suspension: In addition to the rights afforded a student in a short-term suspension hearing, the student will have the following rights:

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

Principal's Decision:

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

Appeals:

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

Academic Progress:

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

Discipline of Students with Disabilities

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

- a. A suspension of longer than 10 consecutive school days or a series of short-term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a disciplinary change in placement.
- b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the caregivers and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.

- c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except for students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year.
- d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and take steps (with the consent of the caregiver) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
- e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:
 - 1) The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;
 - 2) The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
 - 3) The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
 - 4) The student inflicted serious bodily injury to another at school or at school-sponsored events.

The interim alternative setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring. At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.

If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury. In such a case, the school may remove the student to an interim alternative setting for 45 days only: 1) with caregiver consent *or* 2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from a court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

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

Laws Pertaining to Student Conduct

M.G.L. c. 71, § 37H

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

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

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

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

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

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

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

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

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

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

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's caregiver within three

calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

M.G.L. c.71, §37H3/4.

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

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

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

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

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a caregiver of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a caregiver of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the caregiver of the student within 3 school days of the student's request for an appeal; provided that a student or a caregiver of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a caregiver of the student if the superintendent, or a designee, makes a good faith effort to include the caregiver. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to

counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

M.G.L. c.71, §37H3/4.

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

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

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

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

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a caregiver of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a caregiver of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the caregiver of the student within 3 school days of the student's request for an appeal; provided that a student or a caregiver of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a caregiver of the student if the superintendent, or a designee, makes a good faith effort to include the caregiver. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

M.G.L. c.76, §21

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

M.G.L. c.71, §37L

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

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

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

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

HURTFUL BEHAVIOR/ BULLYING

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

Bullying - Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result, no student or employee shall be subjected to harassment, intimidation, bullying, or cyber-bullying in a public educational institute: “Bullying” means the repeated use by one or more students or by a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional **of an unwelcome written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage the target’s property; student or employee, (ii) places the target in reasonable fear of harm to himself or of damage to his 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. For the purposes of this section, bullying shall include cyber-bullying.**

The behavior must interfere with a student’s academic performance or ability to learn, or interfere with a student’s ability to participate in or benefit from services, activities, or privileges that are being offered through the school district; or during any education program or activity; or while in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, at school-sanctioned events.

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

Cyber-bullying may occur through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute. As used in this Section, “electronic communication” also means any communication through an electronic device including, but not limited to a telephone, cellular phone, computer or pager.

“Aggressor” is a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation. “Target” is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Reading Public Schools.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Reading school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupts the education process or the orderly operation of a school.

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

Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member will be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

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

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

Reporting by Students, Parents or Guardians, and Others - The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Responding to a report of bullying or retaliation.

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

In determining the steps necessary to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents, the principal or designee shall consider that certain students may be more vulnerable

to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

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

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

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

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

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

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

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

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

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

The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

Taking Disciplinary Action - If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct. Possible consequences to serious incidents of bullying include suspension and expulsion from school. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

For further information regarding this topic, people are also encouraged to refer to the Reading Public Schools "Harassment, Discrimination, Bullying, & Hazing Policy" as well as the Massachusetts General Laws c.71, §370.

Title IX of the Education Amendments of 1972

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

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

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

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

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

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

OTHER SCHOOL/ DISTRICT POLICIES

Policy on Hazing:

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

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

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which wilfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

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

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

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

Statement of Compliance and Discipline Policy Required

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

Notice of Nondiscrimination

The Reading Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Reading Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study. Additionally, the Reading Public Schools does not discriminate against individuals on the basis of homelessness in a manner consistent with the McKinney-Vento Act.

The Reading Public Schools complies with all applicable state and federal laws and regulations, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Massachusetts General Laws, c.151B, c.151C, c.76, §5, and c.71B.

At the District level, the ADA (employees), Title VI, and Title IX Coordinator is:

Sarah Hardy, Assistant Superintendent of Schools
Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800

At the District level, the Section 504 and ADA (students) Coordinator is:

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

Grievance Procedures/Policy on Harassment and Discrimination:

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

Definitions

For the purposes of this procedure:

- A. “Complain” is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.
- B. “Discrimination” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the school.
- C. “Harassment” means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.
- D. “Sexual Harassment” means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term “sexual harassment” may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

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

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Reading Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or

School Committee, subject to applicable procedural requirements.

How to make a complaint

- A. Any student who believes that he/she has been discriminated against or harassed should report their concern promptly to any teacher, guidance counselor, nurse, building administrator, or central office administrator. The school staff member should then report the concern to the school principal or Civil Rights Coordinator. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.
- B. Any employee or other person who believes that he/she has been discriminated against or harassed should report the incident to the building principal, assistant principal, his/her department chair or his/her supervisor. Additionally, the employee may, if applicable, request union/association representation to assist him/her through the complaint process. Employees may also file complaints directly to the Human Resources Administrator.
- C. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. When a complaint of discrimination or harassment is alleged, the person making the allegations will be encouraged to write out a description of the allegations and the impact the alleged conduct has had on him or her. If the complainant or reporter is a student and the student chooses not to fill out a written report, the person accepting the complaint shall listen to the student and complete the complaint or reporter form for the student.
- C. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- D. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or the Civil Rights Coordinator. The investigator will gather evidence to determine whether, by a preponderance of the evidence, discrimination against or harassment has occurred. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
 - 1. The Complainant shall have the opportunity to identify witnesses and provide other relevant evidence to the investigator.
 - 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 - 3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 - 4. The investigator will keep a written record of the investigation process.
 - 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 - 6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
 - 7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement

- and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
 9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- E. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and determining what corrective and/or remedial steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate.
 - F. The investigator will inform the alleged target of the discrimination and/or harassment and the person(s) who was the subject of the complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within fifteen (15) school days of receipt of the Complaint, unless the investigation is extended under the provisions described above. This notice of the outcome of the investigation must inform the complainant as to whether or not the investigation determined that the conduct occurred, any individual remedies offered or provided to the complainant or any sanctions imposed on the perpetrator that directly relate to the complainant (e.g., stay away order or no contact order), and other steps the school has taken to eliminate the hostile environment, if one has been found to exist, and prevent recurrence. The perpetrator should not be notified of the individual remedies offered or provided to the complainant (e.g., counseling; alternative classes, etc.).
 - G. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further written appeal to the Superintendent within five (5) days of receipt of the decision of the Civil Rights Coordinator.
 - H. The District's Civil Rights Coordinators are:

For Employees:

Michelle Roach, HR Administrator
Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800

For Students:

Sarah Hardy, Assistant Superintendent for
Learning and Teaching
Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800

Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, Massachusetts 02110-1491

Telephone: (617) 289-0111

Fax: 617-289-0150

TDD: 877-521-2172

or

Program Quality Assurance Services

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, MA 02148-4906

Telephone: 781-338-3700

TTY: N.E.T. Relay: 1-800-439-2370

FAX: 781-338-3710

Reading Public Schools Allergy Guidelines: Middle Schools

Guidelines and Procedures

In order to minimize the incidence of life-threatening allergic reactions, the Reading Public Schools (RPS) will implement the following guidelines and procedures in the middle schools for all school-day activities, district-sponsored before/after-school activities, and PTO events.

School Nurses

1. RPS will make all efforts to provide full-time nurses. Because food-allergies are a health issue, potentially requiring the administration of prescription medicine (Epinephrine) in the event of an allergic reaction, the presence of a full-time nurse in each school is critical.
2. The school Principal/Nurse will serve as the lead resource in the school regarding the implementation of the guidelines in that school. The School Nurse will serve as an invaluable medical and guideline resource for other school personnel who are responsible for various aspects of the guidelines, not only in emergency situations but also on an ongoing basis.
3. Nurses will only use latex free gloves.

504 Plans and Allergy Emergency Action Plans

1. The school will maintain a 504 Plan and Allergy Emergency Care Plan (AECP) for any student identified with a potentially life-threatening allergy.
 - a. A 504 Plan is an accommodation plan for any student who has a “physical or mental impairment which substantially limits one or more major life activities, has a records of such or is regarded as having such an impairment” so that they may access FAPE (Free Appropriate Public Education)
 - b. An Allergy Emergency Care Plan (AECP) is a separate document, which includes the student’s, name, the allergen(s), the warning signs and symptoms, what to do in case of an emergency, phone numbers of parents, doctors, and allergists.
2. The School Nurse and school principal/designee in conjunction with the student’s parent(s)/guardian(s) and the primary care provider/allergist, will help prepare a 504 Plan and an AEAP for any student identified with an allergy that substantially limits a major life function. The 504 Plan and AEAP will be updated and reviewed annually by the School Nurse, the principal (or designee), the student’s parent(s) and primary care provider and/or allergist.
3. The 504 Plan and AEAP will be available in the nurse’s office.
4. Photographs of students with life threatening allergies (LTA) should be attached to the 504 Plan and/or AECP with permission of the parents. Parents will provide the photograph.
5. The EpiPen will be stored in the Health Office. If the student carries his/her EpiPen it is recommended that it have the AEAP attached.
6. School Nurses should identify students with a life-threatening allergies or health issues, and schools should establish plans to manage dietary restrictions and/or health concerns for those students during emergency procedures (such as lockdowns, evacuations, etc.) and when town emergency services may be limited.

Training/Education for School Personnel

1. The Reading Public Schools will provide training and education on the food allergy guidelines and procedures for all staff, including but not limited to administrators, teachers, paraprofessionals, custodians, secretaries, food service employees, student teachers, and substitutes.
2. RPS will provide the training which will include, but not be limited to:
 - A description/definition of severe allergies and a discussion of the most common food, medication, latex and stinging insect allergies;
 - The signs and symptoms of anaphylaxis;
 - The correct use of epinephrine auto-injectors, such as an EpiPen, Auvi-Q, and Adrenaclick.
 - Specific steps to follow in the event of an emergency;
 - The storage and placement of individual EpiPens and AEAPs;
 - The purpose and contents of the AEAP and 504 plans.
3. The Director of Nursing or the Principal and/or their designees will schedule the training and implement training for all appropriate employees at the start of the school year in addition to follow-up training as needed.
4. The school Principal, in consultation with the School Nurse, will notify all staff, student teachers and parents about the nature of life-threatening allergies.

5. This notification will include an explanation of the severity of the health threat and a description of signs and symptoms of which to be aware. A required meeting will be held with the administration, teachers, and the School Nurse, to discuss the various aspects of the allergic child's AEAP. All efforts will be made to complete these meetings at the start of the school year.

Student and Parent Education

1. Our goal with building-based education is to raise the level of awareness about the problem of life-threatening allergies, in order that we might create a safe and supportive environment for learning for children with serious allergies. Examples of building-based education might include:
 - PTO workshop on Food Allergies;
 - Including the RPS Allergy Guidelines in all student handbooks;
 - Delivering classroom literature on allergy education/awareness.
2. A letter will be sent to all parents in August educating them on life-threatening allergies. The letter will include the protocol for classrooms and cafeteria based on the needs of students with the LTAs in the class. Guidelines will be in the student handbook.
3. The school will encourage activities to be food-free. Classroom activities involving food should follow the School Committee's Wellness Policy and all applicable guidelines. The School Nurse should be notified at least two weeks before such activity.

Classroom protocol

1. All schools are "latex free." Schools are encouraged to clearly communicate this to staff, student, and community by providing examples of products that commonly contain latex (such as balloons).
2. Food related activities should be pre-approved by the Principal or designee. (In general, food-related activities should be discouraged in classrooms.) Approval requests should be made in writing at least two weeks in advance.
3. Food related activities require special thought and preparation and should only be undertaken when the Principal determines that there is educational value. In such cases, the activity and session must be prepared in cooperation with the School Nurse, and a two-week notice is required.
4. All guidelines regarding foods for consumption also apply to materials used for classroom projects. For example, any organic materials, such as play dough, bird seed, shelled peanuts, etc. should be used with caution and in consultation with the School Nurse. Special care should also be taken when using recycled materials such as milk containers, etc. since trace amounts of foods previously contained in these materials may be present.
5. If students' snacks brought from home are brought into the classroom, they must be nut free and comply with all RPS Guidelines. Snacks should *not* be shared with other students. The Principal and School Nurse should pre-approve any snack procedures and communication to families.
6. Staff are discouraged from using food as rewards for students. Celebrations or other classroom/student gatherings that involve food (such as a pizza party, class breakfast or lunch, etc.), must be pre-approved by the School Principal; and in order to comply with RPS Guidelines, any food ordered in for the event should be provided by RPS Food Services or a local vendor that is aware of the allergy guidelines and pre-approved by the Principal (in consultation with the School Nurse). Such celebrations or events involving food during the school day should be limited to no more than one per class per month.
7. All students and staff will be encouraged to wash their hands after eating and/or handling food in the classroom.
8. Involving animals or animal accessories within the classroom (for instance, classroom "pets," animal visits, pet food, etc.) must be pre-approved by the Principal and School Nurse, and should be consistent with state law, school district policy, RPS Allergy Guidelines, individual student plans, and any other allergy needs of students within the school.
9. In certain circumstances, an EpiPen and AEAP will travel with the child between classes, to the playground, to the gym, and field trips at the parent's request if part of the 504.
10. The school will provide all classrooms with a working 2-way intercom and/or telephone for quick communication with the School Nurse in the event of an allergic reaction.
11. The staffing providers of teacher substitutes will train their staff on allergies and the proper use of the EpiPen.

Field Trip Management

1. As field trips and buses are an extension of the classroom, all the above classroom protocols pertain to field trips as well.
2. Students may eat on the bus only with the approval of the Principal (or designee) and the supervising adult on the bus. Procedures and communication should follow district guidelines.
3. If the specifics of any field trip or off-campus activity might present unique challenges in adhering to protocols or might present allergy concerns of any kind, it is recommended that the Principal and School Nurse review all details carefully and provide all relevant information well ahead of time to all families involved
4. Whenever students travel on field trips for school, a clear plan to activate Emergency Medical Services (911) should be developed for and reviewed by all teachers and chaperones. Teachers leading the field trip should bring with them the procedure for contacting EMS. This must include the local emergency response number for the area since 911 does not patch to the local emergency response center.
5. Field trips need to be chosen carefully; no child should be excluded from a field trip due to the potential of unavoidable allergen exposure.
6. Communication to families about allergies and/or applicable reminders to pack allergen-free snacks and lunch should be included in the field trip information/permission form. Teachers and chaperones will be made aware, in consultation with the School Nurse, of life threatening allergies.
7. The AEAP, EpiPen, and medication orders should accompany the allergic student on all field trips.

Cafeteria Protocol

All cafeteria protocols should include the following but not limited to the following.

- A monitoring system for the LTA children, as needed.
 - An inclusive dining experience for the LTA children.
 - All students and staff will be encouraged to wash their hands after lunch.
1. Cafeteria Tables and Seating
Examples of Cafeteria tables/seating protocols in the middle schools currently
 - A peanut free table will be provided as needed
 - This table will be monitored by supervisory and cafeteria staff.
 - These tables will be designated by a posted sign.
 - These tables will be cleaned prior to the beginning of each lunch session and again at the end of the lunch session.
 2. RPS will encourage “NO FOOD TRADING” AND “NO UTENSIL SHARING” practices in all schools.
 3. Food service employees will only use latex-free gloves.
 4. The Food Services Director, will assure that cafeteria managers will be trained how to read product labels to recognize food allergens.
 5. The Food Services Director will check allergy alerts from the Food Allergy and Anaphylaxis Network (FAAN) on a regular basis via email.
 6. The Food Services Director will contact manufacturers to ensure that all food sold in the schools have ingredient labels. Ingredient labels will be accumulated by the Food Services Director to maintain on file.
 7. The Food Services Director will limit the purchase and distribution of food containing peanuts and tree-nuts since they are the most life-threatening allergens.
 8. All cafeteria staff will have knowledge of food prep (re: cross contamination.)

PTO and Other Before/After-School Events

1. Provide hand washing locations/stations or wipes for hands at all events.
2. All events serving food will be encouraged to provide only foods that are peanut and tree nut free.
3. Post signage if foods contain any of the eight common allergens: nuts, milk, eggs, gluten, soy, fish and shellfish.
4. When ordering food in for an event from local restaurant/caterer, volunteers should ask for ingredients, and indicate foods should be free of peanut and tree nut products. (Examples of foods that may contain peanuts: pizza, chili, egg rolls)
5. If food will be provided at an event, ensure that plans are in place to handle a possible emergency. Provide adequate and trained supervision and prompt access to EMS.
6. When promoting an event, be clear what food will be provided and whom to contact for more information.

Custodial Protocol

1. The Director of Facilities and Food Services, prior to the start of each lunch shift or after other uses of the cafeteria, will establish a procedure to instruct the custodial staff and/or cafeteria staff to:
 - a. thoroughly clean allergen-free tables and chairs, and
 - b. sweep the floors under and around allergen-free tables and chairs
2. Separate disposable cloths and cleaning solution should be used on the allergen-free tables
3. All soaps and cleaning solutions need to be allergen-free and approved by the school district.
4. All schools will only use latex free gloves.

Emergency Response Protocol

1. The Principal is responsible for creating a system-wide emergency plan for addressing life-threatening allergic reactions. This plan will be included in all food-allergy training for employees (including substitutes) and will be posted in the appropriate public places. This plan shall identify personnel who will:
 - a. Remain with the student
 - b. Assess the emergency at hand
 - c. Refer to the student's AEAP
 - d. Administer the EpiPen
 - e. Contact Emergency Response personnel (ex: 9-1-1, EMTs); when placing the call, specify that ALS (Advanced Life Services) are needed because of an allergic reaction and indicate the number on the school's outside door closest to the student
 - f. Send someone to meet the Emergency Response personnel
 - g. Notify school administration
 - h. Attend to student's classmates
 - i. Accompany student to emergency care facility
 - j. Notify the parent or guardian

The plan should also identify someone (usually the student's teacher and/or School Nurse) who will assist the student's re-entry into school.

2. All **cell phones** owned by the school will be pre-programmed with the phone number for the Reading Police Department (781-944-1212 or 781-944-3131) and the Reading Fire Department (781-944-1212 or 781-944-3131) to ensure speedy response. (NOTE: Most cell phones do not have a Reading prefix, therefore if one calls 911, they will get the state police barracks in Framingham.)
3. EpiPens that have been administered should be given to the EMTs upon their arrival. The EMTs will either take the EpiPen with them for potential evaluation by the Emergency Room staff or they will provide instructions for proper disposal.

EpiPen Protocol

1. Whenever an EpiPen (or other epinephrine auto-injector) is administered, an Emergency Response unit (ex: 911) will be notified that an auto-injector was administered and called to the scene. Emergency personnel will evaluate the student and determine the appropriate action.
2. EpiPens (those belonging to the school and those prescribed to the students) will be available in the nurse's office and in other clearly designated locations as specified in the children's 504 plans. For example cafeteria
3. All EpiPens will be stored in an approved school container. For example, an easily identifiable red bag.
4. All EpiPen management and training will be the responsibility of the School Nurse. This will include monitoring EpiPen expirations and replacements.

Student Records

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

The Massachusetts Student Record regulations and the Family Educational Rights and Privacy Act (FERPA) apply to all information kept by a school on a student in a manner such that he or she may be individually identified. The regulations divide the record into the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course

titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty (60) years after the student leaves the system.

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

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

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

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

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

Directory Information - Federal law requires that the District release the names, addresses and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the District may release the following directory information about a student without prior consent: a student's name, address, telephone listing, date of birth, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, degrees, honors and awards, post-high school plans and directory information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying their school building office in writing by the end of September of each school year.

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

Transfer of Records: It is the practice of the Reading Public Schools to forward the student record of any student who seeks or intends to transfer to another public school district upon request of the receiving district.

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

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

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

MISCELLANEOUS NOTICES AND INFORMATION

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

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

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; Mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

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

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

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

District-Wide Curriculum Accommodation Plan

In accordance with M.G.L. c.71, §38Q1/2 and 603 CMR 28.03(3), the Reading Public Schools has developed and adopted a district-wide curriculum accommodation plan to meet the needs of diverse learners in the general education environment. Responsibility for implementation of this curriculum accommodation plan in each school building is the responsibility of the building principal. The District-Wide Curriculum Accommodation Plan can be found on the page of the Director of Student Services as well as linked through the Coolidge page.

Prevention of Physical Restraint

The Reading Public Schools recognizes that on occasion physical restraint is required to protect the safety of school community members from serious, imminent physical harm. Physical restraint may be used only as an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed in appropriate under the circumstances. Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. Physical restraint shall not be used: (a) as a means of discipline or punishment; (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

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

Services and Accommodations for Students with Disabilities

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

special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” Title II of the Americans with Disabilities Act of 1990 (Title II) is a federal law that applies to public entities, including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

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

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

For more information regarding the services available to students with disabilities please contact the school guidance counselor or the Reading Public Schools’ Director of Student Services at (781) 942-9129.

McKinney-Vento Homeless Education Assistance Act

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

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
2. Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. Transportation may not be provided once permanent housing is found;
3. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;
4. If a homeless student arrives without records, the school district’s designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records;
5. A child who is homeless and attending any school served by the local educational agency is eligible for Title I services;
6. A child who is homeless and attending any school served by the local educational agency is eligible for the Free and Reduced Lunch Program.

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

Parent Notification Regarding Sexual Education and Human Sexuality Issues

Massachusetts General Law Chapter 71, Section 32 A notes that parents be provided an “opt-out” provision for courses (typically sex education or sciences) school assemblies, or other instructional activities and programs that focus on human sexual education, the biological mechanics of human reproduction and sexual development, or human sexuality issues. Parents wishing to review curricula and/or exempt their child/children from instruction of the aforementioned topics must contact the building Principal in writing.

SECURITY CAMERAS IN SCHOOLS

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students, staff and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property for the purpose of video recording to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment. Security cameras are meant to be used for forensic purposes only and not surveillance, except in situations deemed appropriate by law enforcement. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement. They may be used in any area, inside or outside of school buildings in a manner consistent with state and federal law.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras are in use.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. -All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras will be determined at the discretion of the Superintendent/designee and/or building principal/designee. Law enforcement and emergency response officials shall be granted access to video recordings or the security system in a manner consistent with the Memorandum of Understanding with the local law enforcement agency and with applicable state and federal laws.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC

Adopted: August 2015

Adopted by the Reading School Committee on October 29, 2020

Coolidge Middle School: 6-Day Cycle Rotation / Calendar 2021-2022

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
9/1	9/2	9/7	9/8	9/9	9/10
9/13	9/14	9/15	9/16	9/17	9/20
9/21	9/22	9/23	9/24	9/27	9/28
9/29	9/30	10/1	10/4	10/5	10/6
10/7	10/8	10/12	10/13	10/14	10/15
10/18	10/19	10/20	10/21	10/22	10/25
10/26	10/27	10/28	10/29	11/1	11/3
11/4	11/5	11/8	11/9	11/10	11/12
11/15	11/16	11/17	11/18	11/22	11/23
11/24	11/29	11/30	12/1	12/2	12/3
12/6	12/7	12/8	12/9	12/10	12/13
12/14	12/15	12/16	12/17	12/20	12/21
12/22	12/23	1/3	1/4	1/5	1/6
1/7	1/10	1/11	1/12	1/13	1/14
1/18	1/19	1/20	1/21		
Start of 2 nd Semester					
1/24	1/25	1/26	1/27	1/28	1/31
2/1	2/2	2/3	2/4	2/7	2/8
2/9	2/10	2/11	2/14	2/15	2/16
2/17	2/18	2/28	3/1	3/2	3/3
3/4	3/7	3/8	3/9	3/10	3/11
3/14	3/15	3/16	3/17	3/21	3/22
3/23	3/24	3/25	3/28	3/29	3/30
3/31	4/1	4/4	4/5	4/6	4/7
4/8	4/11	4/12	4/13	4/14	4/15
4/25	4/26	4/27	4/28	4/29	5/2
5/3	5/4	5/5	5/6	5/9	5/10
5/11	5/12	5/13	5/16	5/17	5/18
5/19	5/20	5/23	5/24	5/25	5/26
5/27	5/31	6/1	6/2	6/3	6/6
6/7	6/8	6/9	6/10	6/13	6/14
6/15	6/16	6/17	6/21	6/22	6/23
			Early Dismissal Dates are Shaded		

9/01	First Day of School for Students
9/03	No School
9/06	Labor Day (No School)
9/06	Rosh Hashanah begins at sundown
9/07	Rosh Hashanah
9/15	Yom Kippur Begins at sundown
9/16	Yom Kippur
9/23	Early Release, 12:30pm Dismissal Back to School Night
10/11	Columbus Day (No School)
10/22	Early Release, 12:30pm Dismissal
11/02	Teacher In-Service Day
11/04	Diwali
11/11	Veteran's Day Observed (No School)
11/19	Teacher In-Service Day
11/24	Half Day, 11:00am Dismissal
11/25-11/26	Thanksgiving Break
11/28	Hanukah begins at sundown
12/03	Early Release, 12:30pm Dismissal
12/25	Christmas Day
12/24-12/31	Winter Vacation
12/26	Kwanzaa
1/01	New Year's Day Holiday
1/17	M. L. King Jr. Day (No School)
1/24	Start of Second Semester
1/28	Early Release, 12:30pm Dismissal
2/01	Chinese New Year
2/11	Early Release, 12:30pm Dismissal
2/21	President's Day
2/22-2/26	February Vacation
3/02	Ash Wednesday
3/04	Early Release, 12:30pm Dismissal
3/18	Teacher In-Service Day
4/03	Ramadan (begins at sundown 4/02)
4/08	Early Release, 12:30pm Dismissal
4/10	Palm Sunday
4/15	Good Friday
4/16	Passover (begins at sundown on 4/15)
4/17	Easter Sunday/Orthodox Palm Sunday
4/18	Patriots Day
4/19-4/22	Spring Break
4/24	Orthodox Easter
5/02	Eid al-Fitr
5/19	Early Release, 12:30pm Dismissal Open House
5/30	Memorial Day (No School)
6/03	Early Release, 11:30pm Dismissal
6/05	RMHS Graduation
6/16	Last Day of School (no snow days, half day dismissal at 11:00am)
6/20	Juneteenth Day (Federal Holiday) – No School
6/23	Last Day of School (if all 5 snow days are used, half day dismissal at 11:00am)