

# Becket Washington

## Family and Student Handbook 2021 – 2022



### BWS School Mission

**The Becket Washington School community creates equal opportunities for every student to achieve his or her highest expectations. We are committed to providing a strong and challenging curriculum, a safe and nurturing environment, and opportunities for creativity and imagination. It is our vision that through this dedication to learning, and our willingness to reflect and embrace an ever changing world, our children will become the “voice of the future.”**

### CBRSD Mission

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

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

## TABLE OF CONTENTS

Welcome.....	Page 2
School Communication.....	Page 2
BWS Staff Information.....	Page 3
CBRSD Information.....	Page 4
CBRSD Calendar 2017-2018.....	Page 5
School Hours/Schedule.....	Page 6
Arrival and Dismissal.....	Page 6
Early Dismissal.....	Page 6
Bus Transportation.....	Page 6
Breakfast and Lunch.....	Page 7
Important Dates.....	Page 7
Volunteers and Visitors.....	Page 8
Parent Teacher Organization.....	Page 8
School Council.....	Page 8
Playground.....	Page 8
Homework.....	Page 9
Invitations.....	Page 9
Personal Items.....	Page 9
Release of Student Information and Photos.....	Page 9
Behavior Expectations.....	Page 9
Wellness/Snacks.....	Page 10
Physical Education.....	Page 10
School Climate.....	Page 10
Attendance.....	Page 11
Counseling.....	Page 11
PreSchool Information.....	Page 12
Community Use of Facilities.....	Page 13
Safe School Plan.....	Page 13
Safety Drills.....	Page 13
Health Information.....	Page 14
Medications.....	Page 14
Immunization Requirements.....	Page 14
Physical Examinations.....	Page 14
Student Health Insurance.....	Page 14
CBRSD Policies and Massachusetts State Law.....	Page 15-33



# Welcome

Dear BWS Community,

We are so excited to be back together with our students for the 2021-2022 school year,. We have come through many challenges in the last year and a half, and although we are not completely out of the woods, I can say with confidence that our staff has remained professional, dedicated, and committed to your child's safety, well being, and education.

As we did last year, we have included a Covid-19 Handbook Addendum outlining our health and safety protocols around the virus. We have tried to be transparent and address all questions and concerns in the addendum, but please reach out to me if I can be of further assistance.

I am looking forward to an exciting, productive, and educational year with all of you.

*Mary Kay McCloskey*  
Principal

## SCHOOL COMMUNICATION

We understand that communication between parents, teachers, and administrators is *extremely* important. Each grade level teacher will be using Google Classroom. This is an important source of classroom information. To contact your child's teacher directly, please email them, call the school to leave a message on the teacher's voicemail, or connect through Google Classroom. If you call to speak to a teacher during instructional times. they will call you back at their earliest convenience.

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

You can access the BWS website and Google Classroom websites, as well as the weekly newsletter through the district site, or at our school website:  
<http://cbrsdbecket.ss10.sharpschool.com/>

**If you require a hard copy of information to be sent home, please make a request to the BWS office. Otherwise, most school communication will be digital. Please be sure your email address is up to date.**

## BECKET WASHINGTON STAFF 2020 - 2021

<b>Principal:</b>	Mrs. Mary Kay McCloskey <a href="mailto:mmccloskey@cbrsd.org">mmccloskey@cbrsd.org</a>	<b>Phys. Therapist</b>	Allison Betters <a href="mailto:abetters@cbrsd.org">abetters@cbrsd.org</a>
<b>Nurse:</b>	Ms. Tonya Halley <a href="mailto:thalley@cbrsd.org">thalley@cbrsd.org</a>	<b>Speech &amp; Language:</b>	Mrs. Renee Riley <a href="mailto:rriley@cbrsd.org">rriley@cbrsd.org</a>
<b>Preschool:</b>	Mrs. Mary Ann Gingras <a href="mailto:mgingras@cbrsd.org">mgingras@cbrsd.org</a>	<b>Adjustment Counselor:</b>	Mrs. Nicole Seyerlein <a href="mailto:nseyerlein@cbrsd.org">nseyerlein@cbrsd.org</a>
<b>Kindergarten:</b>	Ms. Maggie Kelleher <a href="mailto:mkelleher@cbrsd.org">mkelleher@cbrsd.org</a>	<b>Registered Behavior Technician</b>	TBD
<b>Grade 1:</b>	Mrs. Amelia Chandler <a href="mailto:achandler@cbrsd.org">achandler@cbrsd.org</a>	<b>Admin Assistant:</b>	Mrs. Ronda Bilodeau <a href="mailto:rbilodeau@cbrsd.org">rbilodeau@cbrsd.org</a>
<b>Grade 2:</b>	Mrs. Nicole Andrews <a href="mailto:ndrews@cbrsd.org">ndrews@cbrsd.org</a>	<b>Head Custodian:</b>	Mr. Mike Emerson <a href="mailto:memerson@cbrsd.org">memerson@cbrsd.org</a>
<b>Grade 3:</b>	Ms. Marisa Hoag <a href="mailto:mhoag@cbrsd.org">mhoag@cbrsd.org</a>	<b>Custodian:</b>	Mr. Bryan Toomey <a href="mailto:btoomey@cbrsd.org">btoomey@cbrsd.org</a>
<b>Grade 4:</b>	Mrs. Shannon Griffin <a href="mailto:sgriffin@cbrsd.org">sgriffin@cbrsd.org</a>	<b>Head Cook:</b>	Mrs. Jeanne Schneid <a href="mailto:jschneid@cbrsd.org">jschneid@cbrsd.org</a>
<b>Grade 5:</b>	Mrs. Colleen Trager <a href="mailto:ctrager@cbrsd.org">ctrager@cbrsd.org</a>	<b>Assistant Cook:</b>	Jennifer Crocker <a href="mailto:jcrocker@cbrsd.org">jcrocker@cbrsd.org</a>
<b>Special Education:</b>	Mrs. Jessica McComish <a href="mailto:jmccomish@cbrsd.org">jmccomish@cbrsd.org</a>	<b>Paraprofessional:</b>	Mrs. Edy Jones <a href="mailto:ejones@cbrsd.org">ejones@cbrsd.org</a>
<b>Physical Education:</b>	Ms. Jennifer Brandi <a href="mailto:jbrandi@cbrsd.org">jbrandi@cbrsd.org</a>	<b>Paraprofessional:</b>	Mrs. Antoinette Behnam <a href="mailto:abenham@cbrsd.org">abenham@cbrsd.org</a>
<b>Art:</b>	Mrs. Sarah Clark <a href="mailto:sclark@cbrsd.org">sclark@cbrsd.org</a>	<b>Paraprofessional:</b>	Mrs. Sue Pease <a href="mailto:spease@cbrsd.org">spease@cbrsd.org</a>
<b>Music:</b>	TBD <a href="mailto:mmccloskey@cbrsd.org">mmccloskey@cbrsd.org</a>	<b>Paraprofessional:</b>	Mrs. Valerie Campbell <a href="mailto:vcampbell@cbrsd.org">vcampbell@cbrsd.org</a>
<b>Math Interventionist</b>	Mrs. Elizabeth Jackson <a href="mailto:ejackson@cbrsd.org">ejackson@cbrsd.org</a>	<b>Paraprofessional:</b>	Mr. Brandon Coppola <a href="mailto:bcoppola@cbrsd.org">bcoppola@cbrsd.org</a>
<b>Title 1 Tutors:</b>	Mrs. Sue Beaudoin <a href="mailto:sbeaudoin@cbrsd.org">sbeaudoin@cbrsd.org</a> Ms. Kimberly Stuart <a href="mailto:kstuart@cbrsd.org">kstuart@cbrsd.org</a>	<b>Librarian:</b>	Mrs. Marieanne Clark <a href="mailto:mclark@cbrsd.org">mclark@cbrsd.org</a>
<b>Occ. Therapists:</b>	Mrs. Felicia Nevo <a href="mailto:fnevo@cbrsd.org">fnevo@cbrsd.org</a> Mr. Ed Clark <a href="mailto:eclark@cbrsd.org">eclark@cbrsd.org</a>	<b>BWS Phone:</b>	(413) 623-8757
		<b>BWS FAX:</b>	(413) 684-0292



## CBRSD INFORMATION

### **Administration**

*Central Office*  
254 Hinsdale Road  
Dalton, MA 01226

### **Superintendent**

Leslie Blake-Davis  
413-684-0320

### **Asst. Superintendent**

Deborah White  
413-684-0320

### **Director of Finance & Operations**

Gregory Boino  
413-684-0320 ext. 103

### **Director of Student Services**

*Located at Kittredge Elementary School*  
Nathan Loux  
413-655-0147

### **Becket Washington School**

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

### **Craneville School**

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

### **Kittredge School**

Hinsdale and Peru, Grades PreK - 5  
Principal: Kathy Buckley  
413-655-2525

### **Nessacus Regional Middle School**

Grades 6-8  
Principal: John Vosburgh  
Assistant Principal: Gary Campbell  
Instructional Coach, 6-8: Rebecca Neet  
413-684-0780

### **Wahconah Regional High School**

Grades 9-12  
Principal: Aaron Robb  
Assistant Principal: Steve Messina  
413-684-1330

### **Instructional Coach, K-5**

*Located at Craneville Elementary School*  
Patty Robie  
413-684-0209

### **Central Berkshire Regional School Committee**

<b>Becket</b> Barbara Craft Reis, 11/22 (Chair) Art Alpert, 11/24  <b>Cummington</b> Todd Emerson 11/22  <b>Municipal Rep</b> Open Seat	<b>Dalton</b> John Bartels, 11/22 Robert DiFazio, 11/22 Jake Eberwein, 11/24 Amy Gelinias, 11/22 Richard Lacatell, 11/24 Ellen Lattizzori, 11/22 Nicole Tucker, 11/24	<b>Hinsdale</b> Richard Peters 11/24 (V. Chair)  <b>Peru</b> Bonny DiTomasso, 11/24  <b>Washington</b> Michael Case, 11/24  <b>Windsor</b> Elizabeth Lounsbury, 11/24
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*School Committee meetings are held on the 2nd and 4th Thursday of the month during the school year. Meetings are held one per month in July, August, November, and December. Locations of the meetings rotate between the six school buildings. Meeting times, dates, locations, and agendas are posted 48 hours in advance of a meeting on the school website, [www.cbrsd.org](http://www.cbrsd.org).*



# 2021 - 2022 CALENDAR

## CENTRAL BERKSHIRE REGIONAL SCHOOL DISTRICT

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	(5)	6	7
8	9	10	11	12	13	14
15	16	17	18	(19)	20	21
22	23	24	25	26	27	28
29	30	31*				

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3*	4
5	6	7	8	(9)	10	11
12	13	14	15	16	17	18
19	20	21	22	(23)	X	25
26	X	X	X	X	X	

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	(14)	X	16
17	X	X	X	X	X	23
24	25	26	27	(28)	29	30

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	(2)	3	4
5	X	7	8	9	10	11
12	13	14	15	(16)	17*	18
19	20	21	22	23	24	25
26	27	28	29	(30)		

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	(6)	7	8
9	10	11	12	13	14	15
16	X	18	19	(20)	21	22
23	24	25	26	27	28	29
30	31					

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	(12)	13	14
15	16	17	18	19	20*	21
22	23	24	25	(26)	27	28
29	X	31				

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	X	9
10	X	12	13	(14)	15	16
17	18	19	20	21	22	23
24	25	26	27	(28)	29	30
31						

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	(3)	4	5
6	7	8	9	10	11	12
13	14	15	16	(17)	18	19
20	X	X	X	X	X	26
27	28					

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	(9)	10	11
12	13	14	15	16	17	18
19	20	21	22	(23)	24 <sup>1</sup>	25
26	27	28	29	30		

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10*	(X)	12	13
14	15	16	17	18	19	20
21	22	23	24*	(X)	X	27
28	29	30				

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	(3)	4*	5
6	7	8	9	10	11	12
13	14	15	16	(17)	18	19
20	21	22	23	24	25	26
27	28	29	30	(31)		

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	X	5	6	(7)	8	9
10	11	12	13	14	15	16
17	18	19	20	(21)	22	23
24	25	26	27	28	29	30
31						

In-service Days	Aug. 30 & Aug. 31
Para In-service Days	Aug. 30 & Aug. 31
Orientation Day for grades PreK, K, 6 & 9	Aug. 31*
All students report	Sept. 1
Labor Day	Sept. 6
In-service release day	Sept. 17*
In-service day	Oct. 8
Para In-Service Day	Oct. 8
Columbus Day	Oct. 11
Parent Conferences	Nov. 10*
Veteran's Day Observed	Nov. 11
Thanksgiving	Nov. 24* - 26
In-service release day	Dec. 3*
Holiday Vacation	Dec. 24 - Jan. 1
Christmas Day	Dec. 25
New Years Day	Dec. 31

School Reopen	Jan. 3
Martin Luther King Day	Jan. 17
President's Day	Feb. 21
Winter Vacation	Feb. 21 - 25
In-service release day	Mar. 4*
Good Friday	April 15
Patriot's Day	April 20
Spring Vacation	April 18 - 22
In-service release day	May 20*
Memorial Day	May 30
Anticipated 180th day, no snow days	June 14
Add a day to June 14th for every snow day.	

<sup>1</sup> Lump sum payroll, if option chosen	June 26
Independence Day Observed	July 4

	**DIS	CDIS***
August	0	0
September	21	21
October	19	40
November	19	59
December	17	76
January	20	96
February	15	111
March	23	134
April	15	149
May	21	170
June	10	180
**Days in Session		
***Cumulative Days in Session		

( ) Payday

\*Half day for all district students

**If there is a 6th snow day the district would make it up with one 1/2 day of school on Good Friday.**

APPROVED: 03/25/2021



## SCHOOL HOURS/SCHEDULE

8:15-8:35 Breakfast is served daily

8:40 Classes start. (Students should be in classrooms or at computers, ready to learn. Students arriving after this time are considered tardy.

11:30-12:30 Lunch (30 minutes each) for Grades PreK - 5.

120-1:00 Outdoor (weather permitting) mask breaks/recess(30 minutes each) for Grades PreK - 5.

2:50 Dismissal

## ARRIVAL AND DISMISSAL

All students enter through the cafeteria door in the morning. Please note that buses will unload first, so we ask that you wait for buses to clear the area before pulling up to drop off your child. Please stay in the car line, and do not go around others. The children's safety is our priority.

At dismissal (2:50 pm), we will follow the same procedure. Parents should wait in the car line for buses to load. Once they have cleared the parking lot, parents can pull up to the door. There will be adults available who will escort students to their car.

If you do come into the parking area at the school, please remember that the area in front of the gate near the playground is a designated fire lane and must be kept open.

if your child is scheduled to take a bus, but will be walking or picked up on a particular day, please send a note to the child's teacher, with the details, including the name of the person who will be picking them up. (If this person is unknown to the office staff, proper ID will be required.)

Families will be asked to commit to either driving their child or having them take the bus. We cannot guarantee immediate seats on the bus after the start of school.

## EARLY DISMISSAL

If your child is to be dismissed before the end of the school day, send a note including the date and time of the dismissal, and the name of the person who will be picking him or her up. Individuals unknown to the office staff will be asked to produce a proper form of identification. Adults must report to the front office and we will call your child's teacher to inform them of your arrival. Parents or other authorized adults will need to wait in the outer lobby until the student arrives.

## BUS TRANSPORTATION

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

Bus transportation is provided by the District to transport children between school and home. The buses cannot be used for other purposes (parties, playdates, meetings, etc.). Parents must arrange their own transportation for these occasions. Changes in the daily bus routine, or changing the stop cannot be honored unless there is a legitimate family emergency. The bus company must approve any other changes prior to the time needed.

Noise levels and behaviors on a bus can compromise the driver's main task of safely transporting the children. Therefore, it is important for children to follow these rules.

- Please arrive 5 minutes early at your bus stop.
- Students should always walk in front of the bus when getting on and off.
- If you have to cross the street, the bus driver will signal you when it is safe to cross.
- Stand away from the bus until it stops and the door opens.
- Remain seated until the bus has stopped and it's your turn to get off.
- No pushing or shoving while getting on or off the bus.
- Students should remain in their seats and talk quietly with friends.
- Keep all body parts and objects away from open windows.
- Students should always walk, not run, both on and near the bus.
- There is no eating or drinking on the bus.
- If you have any problems or need help, please tell your driver.

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

**Complete bus route information for 21-22 will be available on the school and district websites, as well as being shared via email with families.**

## BREAKFAST AND LUNCH

The costs are as follows for school meals: Breakfast \$1.50, Lunch \$2.25, Milk \$.40

Free and Reduced lunch forms should be completed and returned to your student's school as soon as possible. Only one form

needs to be completed for each household. Reduced fees are \$.30 for breakfast and \$.40 for lunch.

Families are encouraged to pay for their costs on a weekly or monthly basis. Payment may be sent to school in a labeled envelope, or done online through the [CBRSD website](https://www.myschoolbucks.com/ver2/login/getmain?requestAction=home) or at this link:

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

If students forget their money or their account is not up to date, they will be allowed to eat a school meal. Full payment is expected on the following day. Parents/ guardians will be contacted by email or phone call when a student's account is in arrears.

## IMPORTANT DATES



*\*See complete 2021/2022 District calendar on page 5 of this handbook.*

**Parent/Teacher Conferences** will be held the afternoon and evening of Wednesday, November 10, 2021.

### Report Card Dates

Quarter 1: Sept. 1- Oct. 29 (40 days)  
Report Cards: Nov. 5

Quarter 2: Nov. 1-Jan. 14 (46 days)  
Report Cards: Jan. 21

Quarter 3: Jan. 18-April 1 (49 days)  
Report Cards: April 8

Quarter 4: April 4-June 10 (43 days)  
Report Cards: Last Day



## VOLUNTEERS AND VISITORS

For the safety of our students, we lock the doors throughout the school day. To enter the building, you need to press the button to the right of the front door, identify yourself, and office staff will then unlock the door. You will be buzzed into the outer lobby.

**EVERY** volunteer or visitor (anyone not on staff at Becket Washington School) is required to sign in at the main office and obtain a badge prior to being granted building access.

## PARENT TEACHER ORGANIZATION

Parents and guardians are encouraged to actively participate in the PTO as a way to become more involved in our school community and to support your children's education. Monthly meetings are held, but attendance is not required to be a member. The PTO is actively seeking members. You may contact PTO officers by leaving a message at the school, 623-8757 or sending an email to [becket-washington-pto@googlegroups.com](mailto:becket-washington-pto@googlegroups.com)

The PTO funds numerous enrichment opportunities that benefit all students throughout the year. In addition, they purchase all teacher requested school supplies for every BWS student, saving our families lots of money and effort.

## SCHOOL COUNCIL

The School Council is an advisory body composed of teachers, parents, and community members designed to help identify the educational needs of the students attending BWS. This organization typically reviews the annual school budget and the School Improvement Plan, and advises on various operational issues. Please reach out to the principal if you are interested in being part of this.

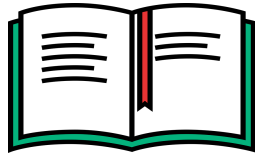
## PLAYGROUND



All children are expected to play safely on the playground. Classroom teachers and playground supervisors will review the rules with students frequently. Only supervisors and approved volunteers (with visible badges) are allowed on the playground during recess.

- Students will be respectful to the adults on duty.
- Students will treat each other with kindness and respect.
- Equipment will be used properly and safely, and in the manner for which it was designed.
- Students shall remain in the playground area at all times unless they have specific permission from a supervisor.
- No hard balls, toys resembling a weapon, items that could be used as a weapon, glass containers, or other items that could be dangerous as deemed by the playground supervisors
- Games involving hitting are not allowed (i.e. snowball throwing).
- The school is not responsible for personal property that is lost, broken, or otherwise damaged on the playground.
- No child should be taken from the playground by a parent or guardian.

## HOMework



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

Occasionally work that was not finished by your child during the school day will be assigned to be finished at home. We appreciate your support with this.

If additional homework is assigned, it will be in increments of no more than 10 minutes per grade level. For example, 30 minutes for grade 3, 40 minutes for grade 4, and 50 minutes for grade 5.

Homework free times will occur district wide during Thanksgiving break, Holiday Break, Winter Break, and Spring Break.

## INVITATIONS

BWS is an inclusive community. Please do not send invitations to be distributed at school unless the whole class is invited. Thank you for your support in this matter.

## PERSONAL ITEMS

Toys, expensive equipment (radios, ipods, MP3s, cell phones, video games, etc.) or favorite treasures that could accidentally be broken should not be brought to school. Special circumstances may be decided at the teacher’s discretion. The following items should also be left at home: money (other than lunch money), gum, dangerous items and any item that could be used as a weapon (including toy guns and swords), hard balls and bats. Sports equipment is limited to soft balls such as Nerf balls for tennis balls.

If your child must carry a cell phone to and from school, **it must be turned off during school hours.** Students may use school phones to contact parents if necessary during the school day.

It is also a good idea to check the Lost and Found located near the front office if your child is missing any items: clothing, lunch box, etc.

## RELEASE OF STUDENT INFORMATION AND PHOTOS

If you do not want information (name, phone number, etc.) relating to your child released to the press or any other sources, or if you wish to prohibit release or use of your child’s image to the press, on a school website, or in any other manner, then you must indicate this in writing to the principal of your child’s school. Please indicate if you only want your child excluded in public forums or in building based photos and videos as well which will only be shared among the school community.

## BEHAVIOR EXPECTATIONS

We encourage all members of the school community to interact respectfully and appropriately. At BWS, we try to demonstrate behaviors that exhibit good citizenship, tolerance, kindness, and respect. Our Becket B’s are:

**Be kind and respectful.**

**Be safe.**

**Be responsible.**

**Be an active learner.**

If a child exhibits inappropriate behavior, the issue will be addressed based on the severity and frequency of the behavior. Educators encourage students to explore options for restoring a positive learning environment within his/her classroom community. Should the behavior warrant a visit to the

Principal's office, the student will be asked to describe the incident and reflect on possible alternatives. In addition, the student may be asked to complete a Reflection Sheet describing the problem he/she was trying to solve, why the behavior was unacceptable, and alternative solutions for the future. This Reflection Sheet will be signed by both the student and his/her parents, and returned to the school.

Individual classroom teachers may draw up lists of classroom expectations which more specifically reflect these core values, and classroom expectations.

## WELLNESS/SNACKS

It is a District and school recommendation that you send healthy snacks for your child to enjoy during snack time. Snack is meant to be a quick, independent activity requiring minimal clean up.

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

- During school hours, home prepared products are not allowed to be sold, distributed, or shared.
- All school sites will provide an environment where healthful eating behaviors are the norm and are modeled and reinforced.
- CBRSD will ensure that eating experiences and nutrition education are integrated into the core academic curriculum at all grade levels where appropriate. All cooking based instruction will follow nutritional and wellness guidelines.
- CBRSD will strongly discourage students from sharing food or beverages with one another, given

- concerns about allergies and other restrictions in some children's diets.
- **CELEBRATIONS:** CBRSD recognizes that parties are a tradition in public education, but will limit celebrations that involve food during the school day to no more than one party per class per marking period. Each party should include no more than one food OR beverage that does not meet nutrition standards for foods and beverages. For the health and safety of all staff and students, any food and/or beverages brought from home for parties MUST be in sealed, original store packaging with a clear list of ingredients and allergens.

**Homemade and unlabeled foods are not allowed for classroom distribution.**

## PHYSICAL EDUCATION

BWS students participate in PE classes on Wednesdays and Fridays. Students are required to wear appropriate clothing and sneakers. Please let us know if this presents a hardship.

It is expected that all children participate in PE classes. A note from a parent or guardian is required to be excused. To be excused for more than two consecutive class periods must have a written note from a doctor stating the duration of time to be excused and the reason.

## SCHOOL CLIMATE

As a school community, it is our job to create a safe, positive learning environment. We approach all situations from a guidance standpoint. Children are given as much instruction as possible beforehand regarding expectations, whether in the classroom, the cafeteria, the gym, or anywhere else during the school day. Each adult in the building is part of this philosophy. In addition, the school adjustment counselor supports the staff in teaching students important social skills. She also facilitates small groups as well as individual sessions.

## ATTENDANCE



Each school day is important to the education of your child, whether it is in person or virtual. Research tells us that the best learning takes place during the interaction of the teacher, student, and classmates. Simply making up work does not take the place of actual class instruction and interaction.

Massachusetts General Law, Chapter 76, Sections 1 and 2, mandates that students attend school and the responsibility for proper attendance is placed on the parent(s). The schools are responsible for enforcing this statute and notifying parents/guardians of the recorded absences. The law stipulates that seven unexcused absences in a six month period is considered excessive, and referral to the appropriate state agency is encouraged. Additionally, if your child accumulates a specific number of absences, a letter will be sent home recommending a meeting to discuss ways to improve attendance.

Each day that your child is going to be absent or tardy, **please call the school** (623-8757). If you call before 8AM, you can access the appropriate voice mailbox. If you have not called the school by 8:40, our office staff will call you as a precautionary measure. **If your child visits the doctor or is triaged over the phone, please ask for a note for the school.**

**Attendance will be taken during virtual school days.**

**Excused Absences** include illness (with a doctor's note), bereavement, religious holidays, time spent with a family member home on military leave, and court appearances. In addition, if your child is dismissed by

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

- **Unexcused Absences** include vacation and absences due to illness without medical documentation.
- If you feel your child is missing school due to anxiety or emotional causes, please contact us so that we may be of help to you and your child. Your child's safety, success, and happiness in school are our priorities.

## COUNSELING

Becket Washington has a School Adjustment Counselor, Nicole Seyerwein, who is certified by the Massachusetts Department of Education. Mrs Seyerwein is at BWS on Tuesdays and Thursdays, and Friday mornings. It is the role of the school counselor to help students with their personal, social, emotional, and academic concerns. She meets with students individually or in small groups either in person or remotely. She also works with teachers, administrators, and parents to help all students be successful in school. The services provided by the school counselor are a regular education service and a child does not have to be on an educational plan (IEP) to access these services.

For more information, contact Mrs. Seyerwein at (413) 623-8757, or email her at [nseyerwein@cbrsd.org](mailto:nseyerwein@cbrsd.org).



## PRESCHOOL INFORMATION

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

### Inclusive Preschool Rates for 21-22\*\*

#### Full day Rates-Cost per day \$35.00

days per week	Weekly Rate	Monthly Rate	Annual Rate
5	\$125	\$500	\$5000
3	\$105	\$420	\$4200
2	\$70	\$280	\$2800

#### Half Day Rates-Cost per day \$20.00

days per week	Weekly Rate	Monthly Rate	Annual Rate
5	\$100	\$400	\$4000
3	\$60	\$240	\$2400
2	\$40	\$160	\$1600

**\*\*Unless family qualifies for reduced rate based on guidelines.**

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

- Tuition will be billed and invoices will be mailed directly to the parent(s) listed on the application.
- Payment in full is expected by the 20<sup>th</sup> of the month.
- Weekly, bi-weekly and monthly payments will be accepted

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

### **All checks should be made out to CBRSD and mailed to**

**CBRSD Central Office  
PO Box 299  
Dalton, MA 01226  
Attn: Tina Kirby**

**Electronic payments made at**  
<https://unipaygold.com/customerinfo.aspx>

- Returned check fees are \$25.00/per check returned. After two returned checks you must pay by money order.
- You must pay even if your child is absent (sick, personal vacation, etc). If your child is going to be out sick please call the school and notify the office. They will share the information with the Preschool teacher.

### **Forms Necessary to Start Preschool**

- Copy of your child's birth certificate
- Proof of updated immunizations
- Proof of recent physical (within the last year)
- Proof of District residency (lease agreement or real estate bill)

### **Additional forms required in the first week of school**

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



### Preschool Curriculum includes:

- MA Social Emotional Learning Standards and Approaches to Play Standards
- Creative Curriculum, Teaching Strategies Gold
- Early Childhood Programs Guidelines and Standards
- Department of Early Education and Care Regulations
- Massachusetts Curriculum Frameworks for Pre-K
- Common Core State Standards for Pre-K
- Kindermusik
- Handwriting Without Tears

### Preschool Assessments

- Brigance
- Ages and Stages Assessment Tool
- The technique used most frequently for evaluation is observation in their daily activities. Preschool staff is able to observe students in a variety of situations and learning experiences so assessment is based on multiple perspectives.

### Preschool Accreditations

- National Education for the Education of Young Children Guidelines (NAEYC)
- Massachusetts Quality Improvement Rating System (QRIS) Inclusive Preschool

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



## COMMUNITY USE OF FACILITIES

Organized citizen groups within the District who wish to use the District facilities for educational or other beneficial social events are required by policy to apply, in writing, through the principal of the building they wish to use. This form is available [here](#) or on the district website, and should be submitted one month or more in advance of the intended use. Any overtime incurred by the custodians and/or cafeteria staff for Community Use of Facilities will be charged back to the group using the facility. For more information contact Central Office at 413-684-0320.

## SAFE SCHOOL PLAN

While we cannot anticipate every situation, Becket Washington School, in coordination with local law enforcement and emergency personnel, has developed a comprehensive plan to address a number of crises that could arise in and around our school and community. Should we ever need to evacuate students and staff from our building and grounds, we will walk to a predetermined location. In the event of a true emergency, an automated phone message would be sent as quickly as possible to inform families of details and any pertinent pickup information should that be necessary. **Please be sure that the contact information on your child's school emergency card is always accurate and up to date.**

## SAFETY DRILLS

There are four types of practice drills that we conduct periodically:

- **Lock down:** Students quietly remain in a designated spot in the classroom, and all doors are locked. No one may enter or leave the school.
- **Shelter In Place:** Students and staff are asked to work as usual in their classrooms or other spaces, and to remain there until official notice.



- **Evacuation:** Students and staff immediately evacuate the building and meet at a predetermined spot.
- **Reunification:** Students are reunited with their parents/guardians at a predetermined location.

## HEALTH INFORMATION

Ideally, each child has perfect health and attendance all year, but we know this is not always possible.

- A child must have a normal temperature for at least 24 hours before coming back to school.
- If your child has a virus or other infectious disease, please notify the school.
- Please keep the information on your child's emergency card up to date so the school can notify you if your child is ill or hurt.
- Please see the Covid-19 Handbook for specific practices around the virus and symptomatic students.

## MEDICATIONS

Under Massachusetts General Law (Chapter 112, Section 80B), a nurse is required to have a medication order to administer ANY medication. The order to the nurse can be written by a physician, nurse practitioner, physician's assistant, or dentist. **A written parental authorization alone does NOT suffice.** It is the parent's responsibility to obtain this written doctor's order.

All medication to be given in school must be in a properly labeled container from the pharmacy or in its original over the counter container. All medications must be kept in the nurse's office. The nurse will dispense them. Students may not keep medication in their cubbies or backpacks, or take their own medication brought from home.

Call or mail Nurse Tonya if you have questions. (413) 623-8757 [thalley@cbrsd.org](mailto:thalley@cbrsd.org).

## IMMUNIZATION REQUIREMENTS

According to state regulation (102 CMR 7.09 and 105 CMR 220.00), students must be on an immunization schedule before they can enter school. CBRSD requires that students have immunizations that are up to date for school entry at the time they enter school. Details must be given to the nurse for verification and record keeping purposes. Immunization requirements vary by grade.

Please contact Nurse Tonya here at BWS if you have questions. (413) 623-8757 or [thalley@cbrsd.org](mailto:thalley@cbrsd.org).

## PHYSICAL EXAMINATIONS

Under state law, students new to a school system must present results of a comprehensive physical examination within six months of enrollment and at intervals of either three or four years thereafter.

Please provide a physical exam record to the school at the beginning of kindergarten, first, and fourth grades. If your child had a physical exam during the school year, provide the school nurse with a copy of the updated record.

## STUDENT ACCIDENT INSURANCE

CBRSD families are eligible to purchase 24 hour accident insurance for their children through LeFebvre Insurance of Wrentham, MA. For more information,, please click on this link;

<https://drive.google.com/file/d/0B12kPKJGTHYOWHpYQIdmUWtfNzNFskdhS3dXb0NScXI2M3E4/view?usp=sharing>

## **CBRSD POLICIES & MASSACHUSETTS STATE LAW**

### **GUIDELINES CONCERNING STUDENT RIGHTS AND RESPONSIBILITIES :INTRODUCTION**

In order to prepare our students for life in a democratic society, it is necessary that students fully understand their basic rights. Equally important is the need for students to fulfill their basic responsibilities. The information that follows is an effort to clearly and concisely describe the rights and responsibilities of students in the Central Berkshire Regional School District.

#### **AIDS**

The State has provided all school systems with a policy on AIDS. The Central Berkshire Regional School District has developed additional guidelines and procedures. Copies of these guidelines are available from the Principal upon request.

#### **ALTERNATIVE EDUCATIONAL PROGRAMS**

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

#### **DUE PROCESS**

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

#### **FREE EXPRESSION**

Students have the right to express themselves and to disseminate their views through speech, writing, publications, pictures, posters, buttons, insignia, armbands, and all other media of communications, subject to reasonable regulations as to the use of school materials and equipment and the time and manner of distribution of materials. Students have the responsibility to declare authorship of materials, to refrain from libel and slander, to refrain from incitements to crime or violations of law or lawful regulation, and to refrain from the use of obscenities or obscene material (circulation of petitions, circulars, newspapers, and other printed matter). Students shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter subject to the following specific limitations:

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

#### **LIMITATIONS ON RIGHT TO EXERCISE FREE EXPRESSION**

In the exercise of the student rights described above, no person shall speak or distribute materials, wear buttons, or make other displays or post notices or other materials which are obscene according to current legal definitions; are libelous or slanderous according to current legal definitions; express or

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

#### **RIGHT TO AN EDUCATION**

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

#### **RULES AND REGULATIONS**

Students have the right to know the rules and regulations to which they are expected to conform. Students have the responsibility to abide by all published school and school committee policies and regulations. Students have the right to seek changes in policies and regulations by all appropriate means.

#### **SCHOOL RECORDS**

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

#### **SEARCH AND SEIZURE**

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

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

#### **STUDENT GOVERNMENT**

Within each secondary school, and at the discretion of

the building principal in each elementary school, students have the right to establish and select any government that they may adopt for themselves, as long as it is elective with offices, elections open to all students, and a constitution is made available to all students. Within any such democratic government, students have the responsibility to participate in the development of programs and regulations beneficial to student life within the school.

#### **STUDENT ORGANIZATIONS**

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

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

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

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

The language regarding reporting is copied below:

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

#### **Reporting bullying or retaliation.**

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be

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

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

a. 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.

b. 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.

c. Reporting to DESE

The district keeps records of all

reports of bullying incidents. The data is reported to DESE annually based on requirements.

**Responding to a report of bullying or retaliation.**

d. Safety

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

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

3. Obligations to Notify Others

a. Notice to parents or guardians.

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

b. Notice to Another School or District.

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal

<p>a. or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.</p> <p>b. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.</p> <p>In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.</p> <p>c. <u>Investigation.</u> The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.</p> <p>During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that</p>	<p>retaliation is strictly prohibited and will result in disciplinary action.</p> <p>Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.</p> <p>Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.</p> <p><u>d. Determinations.</u> The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.</p> <p>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.</p> <p>The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy</p>
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laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

e. Responses to Bullying.

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

i. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the school shall use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;

- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

ii. 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.

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.

iii. Promoting Safety for the Target and Others

The principal or designee will



consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. An example of a support plan for the target is presented in Appendix E. The plan includes various options and strategies including but not limited to increasing adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

#### **COLLABORATION WITH FAMILIES**

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

#### **PROHIBITION AGAINST BULLYING AND RETALIATION**

Acts of bullying, which include cyberbullying, are prohibited:

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

a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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

#### **DEFINITIONS**

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

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

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

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

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

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

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

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

#### **RELATIONSHIP TO OTHER LAWS**

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

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

## **SCHOOL COMMITTEE POLICIES & STATE LAW RELATIVE TO DISCIPLINE**

#### **RESPONSIBILITIES OF STUDENTS**

1. Students must treat teachers and other students with respect, regardless of sex, race, color, creed, ethnic background, socio-economic status, or minority group membership.
2. Students must refrain from impairing the educational process or depriving students or teachers of their rights.
3. Students must respect the personal property of other students and teachers.
4. Students must refrain from acts endangering students or teachers, or impairing the condition or maintenance of school buildings or grounds.
5. Students must recognize the authority of the teacher and of duly commissioned non-teaching personnel anywhere in the school buildings or grounds.
6. Students must refrain from rude language or conduct.
7. Students must adhere to school rules and attempt to institute change through legally acceptable channels.
8. Students must apply their best efforts in studying and learning in each subject and class.
9. Students must keep their parents and or/guardians informed of all important school matters and events.
10. Students must respect the rights of all other students, teachers, administrators, counselors, nurses, paraprofessionals, custodians, secretaries, cafeteria employees, bus drivers, and guests.
11. Students must respect the individual rights of each human being to differ and be different from them.

#### **REGULATIONS FOR THE CONDUCT OF STUDENTS**

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

1. The school committee employs a superintendent to have "the care and supervision of the public schools". The superintendent, in the day-to-day operation of the school, delegates "the care and supervision" of the schools to the principals, teachers, and other staff. It is the responsibility of the principals, teachers, and other staff to publicize and enforce these regulations as well as to take the appropriate steps to formulate more detailed rules as necessary to support these regulations.
2. School committee regulations (and supporting rules) for the conduct of students

jurisdiction of the school as defined in Policy 6510.

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

- a. Attend school regularly in accordance with guidelines set out by the Massachusetts Board of Education and the school committee.
- b. Account for absence (and tardiness) in the manner prescribed by each school.
- c. Behave in a non-disruptive manner with due regard to the rights and privileges of others.
- d. Be subject to applicable provisions of state law and local ordinances.
- e. Know and follow the specific safety rules and procedures of the school.
- f. Know and follow the specific rules and procedures related to fire and other emergency drills.
- g. Refrain from smoking and possessing, using, buying or selling alcohol or illegal drugs.
- h. A student may not be barred from participating in any school program, including athletic teams, musical groups or other clubs sponsored by the school because of hair or clothing style as long as the style does not endanger his/her health or safety or the health and safety of other students, or create a disruption of the educational process.
- i. All students shall refrain from hazing as defined in Chapter 536 of the Acts of 1985. Students violating Chapter 536 may be disciplined pursuant to school Committee Regulations (and supporting rules) for the Conduct of Students. A copy of Chapter 536 of the Acts of 1985 shall be reproduced in the Student Handbook. A copy shall be given to each secondary school student and employee involved with supervision of such students. Written acknowledgement of the receipt of the student handbook shall be obtained from each person receiving the same.

4. The principal of each school will make copies of this policy available in the school's regular student, teacher, and parent notices and handbooks. Copies of these regulations will be made available from the principal of each building to any person on request and without cost.

are applicable when the students are under the

5. Written acknowledgement of the receipt of the student handbook shall be obtained from each person receiving the same.

6. These regulations, along with certification indicating their availability as provided in paragraph 4, have been filed with the commissioner of education.

#### **CHAPTER 227: AN ACT PROVIDING FOR DRUG FREE SCHOOL ZONES**

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

#### **CHAPTER 622: TITLE IX GRIEVANCE PROCEDURES Provisions Related to the Initiation of Grievances**

- A. Any parent, guardian, student or other person or group who believes that Title IX, Chapter 622 regulations have been violated may grieve that violation.
- B. All grievances or questions should be made known to the Chapter 622 Coordinator c/o Central Office, 254 Hinsdale Road, Dalton MA or by telephone (413) 684-0320.
- C. The coordinator will follow all necessary steps to accomplish an amicable resolution and to reduce confrontation. All grievances at this level will be kept confidential and every effort will be made to reduce the sometimes-sensitive issues discreetly and without further embarrassment and/or harassment.
- D. If the coordinator is unable to resolve the grievance to the satisfaction of those concerned, then the grievance will be brought to the Personnel Sub-committee for review who in turn will make a recommendation to the full School Committee. A copy of the grievance will also be sent to the Bureau of Equal Educational Opportunity.
- E. The School Committee will have thirty (30) days in which to respond in writing to the complaining party. A copy of this response will be sent to the Bureau of Equal Educational Opportunity

#### **Provisions Related to the Processing of Grievance**

Education for the purpose of receiving complaints pursuant to these regulations.

B. The Bureau of Equal Educational Opportunity shall, pursuant to a complaint received, conduct reviews to insure compliance. The School Committee and the specific school(s) involved shall cooperate to the fullest extent with such review.

C. In the event of non-compliance, the Board of Education may take such action as it sees fit including, but not limited to, withholding of funds or referral to the office of the Attorney General for appropriate legal action.

#### **STATE LAW AND REGULATIONS REGARDING THE DISCIPLINE OF STUDENTS WITH DISABILITIES**

With respect to removal of students with special needs from public school, Massachusetts General Laws, Chapter 71B, section 3 states: "No school committee shall refuse a school age child with special needs admission to or continued attendance in public school without the prior written approval of the Department (of Education). No child who is so refused shall be denied an alternative form of education approved by the Department..." For purposes of this statute, the Department of Education has developed procedures that protect students with special needs from suspensions of more than ten (10) cumulative days in a school year. However, nothing in these procedures is intended to limit the provisions of Section 331 of the Chapter 766 Regulations for emergency evaluation and placement in "...instances of dangerously assaultive or self-abusive behavior..."

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

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

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

A. The Bureau of Equal Opportunity shall act as the representative of the Board of

Harassment on the basis of race, color, sex, religion, national origin, age, sexual orientation, disability or homeless/unaccompanied status in any form will not be tolerated. Such harassment includes unwelcome remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or handicap individuals or groups.

#### **COMPLAINT PROCEDURE:**

1. Any member of the school community who believes that he/she has been subjected to harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
  - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview witnesses.
  - b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.
  - c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
  - d. On the basis of the grievance officer's perception of the situation he/she may:
    - Attempt to resolve the matter informally through reconciliation.
    - Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.

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

4. The grievance officer, upon request, will provide

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

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

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

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

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

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

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

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

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

**Procedures for Screening for Risk for Substance Use Related Problems:**

- a. The district will use a verbal screening tool to screen students annually at two different

the charging party with government agencies that handle sexual harassment matters.

grade levels for substance use related problems.

- b. Qualified staff will be identified and trained to do the screening.
- c. Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, parent or guardian, except in cases of immediate medical emergency or where a disclosure is otherwise required by state law.
- d. The District will maintain a resource list for the network of services available through agencies in the area.
- e. Parents will be notified in advance of the screenings and of the right to opt out.
- f. Students in treatment or absent as part of their recovery will be supported in reintegrating to school.

**PROCEDURES FOR DISCIPLINARY ACTION**

Definition of Terms;

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

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

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

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

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

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

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

within the, reasonable immediate vicinity of one's person.

Parent. Father, mother, or guardian.

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

#### **Controlled Substances**

A. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance is subject to expulsion suspension or exclusion from the school.

B. Any student who is charged with a violation of section 6730.6 above, shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

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

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

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

#### **Alcohol, Drugs and Look-Alike-Drugs**

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

1. The principal and superintendent shall be immediately notified.

2. The student shall be immediately examined by a school nurse if available. In addition, if deemed

appropriate by the administrator, any one or more of the following may be undertaken.

a. The student will be sent to a physician for examination.

b. The school will notify the student's parents.

c. The administration will assist the student in arranging for a community-based substance abuse educator or counseling service.

d. The administration will notify the local police.

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

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

a. The parent will be notified of the offense.

b. The local police department will be notified of the offense. Any contraband will be turned over to the police.

c. The principal will refer the student to a community-based substance abuse educator or treatment agency and the school guidance department.

d. A follow up plan will be recommended for the individual student by the substance abuse educator and/or the school based mental health provider.

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

a. The parent will be notified that the student has committed a second offense.

b. The local police department will be notified of the offense. Any contraband will be turned over to the police department.

c. The principal will refer the student to a community-based substance abuse educator or treatment and the school guidance department. A plan will be revisited for the student.

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

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

a. The parent will be notified.

b. The local police department will be notified of the offense. Any contraband will be turned over to the police department.

c. The principal will refer the student to a community based substance abuse educator or treatment agency the school guidance department.



## **JURISDICTION OF THE SCHOOL**

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

**6510.11** While on school grounds or within the school.

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

**6510.13** While at any school-sponsored activity

## **SMOKING POLICY**

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

## **DUE PROCESS FOR SUSPENSIONS: NOTICE OF PROPOSED SUSPENSION**

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

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

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed is the principal sent written notice and

documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

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

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

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

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

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

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

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

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

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

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

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and

All written communications regarding the hearing and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed.

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

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

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

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

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

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

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

up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

#### **EMERGENCY REMOVAL**

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

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

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension. Emergency removal will not occur until adequate provisions are made.

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

In-school suspension is defined as the removal of a student from regular classroom activities, but not the School premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A principal may impose an in-school suspension as defined above according to the following procedures: The principal shall inform the student of the

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

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

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

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

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

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

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

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

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

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

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency  
The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony if the Principal determines that the student's continued presence in school would have substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as

of the school.

well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

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

#### **DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)**

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

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
  - a. Services to enable the student, although in another setting, to continue to participate in the general education curriculum and to

<p>b. As appropriate, a functional behavior assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.</p> <p>4. Interim alternative educational setting. Regardless of the manifest determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days</p> <ol style="list-style-type: none"> <li>on its own authority if the behavior involves weapons or illegal drugs or another controlled substance of the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or</li> <li>On the authority of a hearing officer if the office orders the alternative placement after a district provides evidence that the student is “substantially likely” to injure him/herself or others.</li> </ol> <p>In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.</p> <p>5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, the the teams completes a functional behavior assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.</p> <p>6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer of the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise. Procedural requirements applied to students not yet determined to be eligible for special education.</p> <p>1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a</p>	<p>progress toward IEP goals; and disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:</p> <ol style="list-style-type: none"> <li>The parent had expressed concern in writing; or</li> <li>The parent had requested an evaluation; or</li> <li>District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.</li> </ol> <p>2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.</p> <p>3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.</p> <p><b>POLICY AND LAW</b></p> <p>Prior to the beginning of each school year, each school committee shall schedule a minimum of 180 school days for the year for all public schools under its supervision and control. As a matter of policy, the Board of Education recommends that each school committee schedule a 185 -day school year to provide for contingency of snow days and other schedule disruptions. In all cases, school committees are encouraged to exceed the minimum where possible for the purpose of extension of student learning time.</p> <p><b>Definition of a School Year:</b> Under Education Reform, the law describes the school year as being 900 hours of supervised instructional time. <u>In order to accumulate 900 hours, a student must be in class for five hours per day for 180 days.</u> The Nessacus schedule will make it easy for a student to accomplish this easily.</p> <p><b>Definition of School Day:</b> <u>A school day for an elementary grade shall consist of a minimum of 5 instructional hours.</u> A school day for secondary grade shall consist of a minimum of 5 ½ instruction hours. A school committee may schedule a school day or school days of less than 5 or 5 ½ hours of instructional time with early release of pupils on the day before Thanksgiving, and to permit in-service education, parent conferences, and other professional activities provided that the average annual length of the school day is 5 instructional hours for elementary or 5 ½ instructional hours for secondary grades. The</p>
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compulsory school attendance laws in effect (Chapter 76, Section 2 of the State Education Law):

"Every person in control of a child shall cause him to attend school as therein required, and if he fails to do so for seven day sessions or fourteen half-day sessions within any period of six months, he shall on complaint by a supervisor of attendance, be punished by a fine of not more than twenty dollars. No physical or mental condition capable of correction or rendering the child fit subject for special instruction shall avail as a defense unless it appears that the defendant has employed all reasonable measures for the correction of the condition and the suitable instruction of the child."

#### **EQUAL EDUCATIONAL OPPORTUNITIES (6110)**

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

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

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

This will include all federally protected groups not specifically named.

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

#### **DIRECTORY AND YEARBOOK INFORMATION**

The following public notice shall be published in the legal section of the school paper, school handbook,

Commonwealth of Massachusetts, recognizing the rights of all individuals for a proper education has and local newspaper displayed on each school's bulletin board by September 1 of each year:

#### **NOTICE IS HEREBY GIVEN (6430.11):**

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

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

Law requires this public notice before such information can be placed in yearbooks or student directories. Any parent of any student in the district may notify the district by notifying the principal of the school in which said student attends, of the parent's desire that none of the above information may be released without the parent's consent, provided that such notification is given to the district within thirty (30) days of this publication notice.

#### **ELECTRONIC DEVICES (6505.1)**

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

Students who violate the policy may face disciplinary actions by the administration. Additionally, cell phones or PCD's before and/or after school.

The policies contained within this handbook are subject to revision at any time. A copy of any revision



**ENGLISH LANGUAGE LEARNERS (5240)**

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

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

The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language. The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

**6140: HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES**

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

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

will be made available upon request at the principal's office and on the district website.

8. Migratory children living in conditions described in the previous example.

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

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

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

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

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on

comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

Note: The name and contact information for the Homeless/Unaccompanied Youth Education Liaison is:

Student Services Director  
80 Maple Street  
Hinsdale, mgeryk@cbrsd.org MA 01235  
Tel: (413) 655-0167  
Email: [gwest@cbrsd.org](mailto:gwest@cbrsd.org)

#### **PHYSICAL RESTRAINT**

In compliance with M.C. 603CMR46.00, CBRSD ensures that every student participating in CBRSD educational programs will be free from unreasonable use of physical restraint. Physical restraint shall only be used in emergency situations after less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious physical harm. In each school building, there are identified staff with advanced training in Crisis Prevention Intervention that includes in-depth training on physical restraint. Only school personnel who have received training pursuant to 603CMR46 shall administer physical restraint on students. The training requirements contained in 603CMR46 shall not preclude a teacher, employee, or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent serious physical harm. All reporting requirements of 603CMR46.06(2) shall be complied with in the event restraint occurs.

#### **RIGHTS OF NON-CUSTODIAL PARENTS**

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

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

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

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

issues of transportation and records transfers; and state and local housing agencies responsible for To save children, parents, and the school from embarrassment and anguish, the following matters -if not already classified by a legal document - should be spelled out in writing by the custodial parent:

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

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

#### **SCHOOL COMMITTEE POLICY RELATIVE TO TECHNOLOGY**

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