



**J.W. KILLAM ELEMENTARY
SCHOOL
PARENT HANDBOOK ~ 2020-2021**

Sarah Leveque, Principal

333 Charles Street

Reading, MA 01867

781-944-7831

sarah.leveque@reading.k12.ma.us

September 14, 2021

Dear Killam Families,

Welcome to the 2021-2022 school year! I hope you all enjoyed a wonderful summer and time to relax. On behalf of the staff, I'd like to welcome our students and families back to Killam. It has been a busy summer as our teachers have been preparing for an exciting year with your children participating in writing institutes, workshops on managing student behavior, continued work on our core values, and collaboration with colleagues on the Massachusetts Tiered Systems of Support we are developing to meet the social, emotional, behavioral, and academic needs of all students. As a community of professionals, we are committed to continue our work together to guide your children on their educational journey.

Killam is truly a neighborhood school. The families and friends of the Killam community are engaged, caring, and extremely supportive of our school. We are so fortunate to be working with such a wonderful community of parents, families, teachers, and staff. Most importantly, we have the privilege of working with an amazing group of students, who arrive at school each day excited to learn and well prepared for their day. Our focus is to enhance the learning experience for every child while fostering positive relationships with families and the community. I invite you to become an active and involved participant in your child's education.

Parents are asked to review this school handbook which is a summary of our school's common procedures, practices, and guidelines. We encourage parents to share this information with their child. If you find you have additional questions or comments, please don't hesitate to contact me, as we work together to make this the best educational experience for your child. After reviewing the rules and policies outlined in this handbook, please check the box on the back of the emergency **Connect-ED** card indicating you have done so.

I appreciate your support and look forward to our time together as we continue to make our school the best it can be for your children.

Sincerely,

Sarah Leveque, Principal

"...to learn and not to do is really not to learn. To know and not to do is really not to know."

~ Stephen Covey

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

J.W. Killam Parent Handbook Quick Guide

J.W. Killam Elementary School

333 Charles Street

Reading, MA 01867

Phone: 781-944-7831

Fax: 781-942-9186

Website: <http://reading.k12.ma.us/killam/>

Topic:	Information:	Page Number:
School Hours	<p>Full Day Kindergarten – Fifth Grade</p> <ul style="list-style-type: none"> <i>Monday, Tuesday, Wednesday, Thursday, 8:15-2:45</i> <i>Friday, 8:15-12:45</i> <p>Half-Day Kindergarten</p> <ul style="list-style-type: none"> <i>Monday, Tuesday, Wednesday, Thursday, 8:05-11:30</i> <i>Friday, 8:05-12:45</i> 	9
Arrival/Drop-Off Procedures	<p>Full Day Kindergarten – Fifth Grade</p> <ul style="list-style-type: none"> <i>Rolling Car Drop Off in the Front Driveway:</i> -Pull all the way forward in the driveway -Parents do not exit the car -Right turn only out of driveway <i>Parking along Charles Street is allowed in order to walk students to the back playground</i> <i>Please be mindful of crosswalks when parking</i> <p>Half-Day Kindergarten</p> <ul style="list-style-type: none"> <i>Parents are encouraged to park and walk students to external classroom door</i> 	10
Dismissal Procedures	<ul style="list-style-type: none"> Driveway is closed to cars from 2:30-3:00 (Fridays, 12:30-1:00) Buses and handicap placards are allowed in the driveway Students are dismissed from their external classroom doors Extended Day students meet in the cafeteria 	11
Absent/Tardy	<ul style="list-style-type: none"> Absent: Call the 24-hour answering machine at 781-944-7831, option 2 Late arrival: walk in and check-in at the office 	12

	<ul style="list-style-type: none"> Absences are unexcused with the exceptions of medical or religious reasons 	
Early Dismissal	<ul style="list-style-type: none"> Send in a note with your child stating the time your child is to be dismissed Parents/guardians must come to the office to dismiss their child 	12
No School Policy	<ul style="list-style-type: none"> The Reading Public School is posted on the Killam School Website (http://reading.k12.ma.us/killam/) and the Reading Public School District website (https://www.reading.k12.ma.us/) If there is no school or a delay, parents are notified through the contact information that is on file on PlusPortal. Delays and cancellations are also reported on local television news outlets. 	13
Emergency Procedures	<ul style="list-style-type: none"> There are at least 4 fire drills a year There are at least 2 ALICE drills a year Emergency Reunification Site for students: St. Athanasius Parish Emergency Reunification Site for parents/guardians: Camp Curtis 	14
Visitors/Parent Volunteers	<ul style="list-style-type: none"> All visitors must wear masks on-campus All visitors and volunteers must sign-in at the main office Visitor/volunteer badges must be worn Current CORI forms must be on file for all visitors and volunteers. CORI checks are good for 3 years. CORI form requests are available Monday-Friday 7:30 a.m.-3:30 p.m. in the office. Please bring your license. CORI checks take 2 weeks. 	14
Lunch Program	<ul style="list-style-type: none"> For the 2021-2022 school year, lunches are free to all students. Hot lunch costs \$2.75 Hot lunch menu: https://readingps.nutrislice.com/m/menus-eula-splash Online Lunch Account: https://www.myschoolbucks.com/ver2/login/getmain?requestAction=home 	16
Outdoor Guidelines	<ul style="list-style-type: none"> Students are outdoors unless the temperature (including wind chill) is below 20 degrees or there is rain or sleet Dress students appropriately for the weather If students are well enough to come to school, they are well enough to go outside 	17
Health Policies	<ul style="list-style-type: none"> Medication required during the school day must be administered by the school nurse, except for field trips when specific instructions will be provided by the school nurse to your child's teacher. Medication must be delivered by a guardian in person to the school nurse. All medication, including over the counter medication (i.e., Tylenol or cough drops), must be accompanied by a doctor's note. 	18

	<ul style="list-style-type: none"> • Reading School District has a No Live-Lice policy. If live lice are found, the student will be excluded from school until he/she has been treated and lice have been removed. 	
Allergy Guidelines	<ul style="list-style-type: none"> • Classrooms are peanut free/tree nut free • No sharing of food • No food at class parties • No containers that once contained food may be reused in the classroom for educational purposes 	21

Table of Contents

SCHOOL DIRECTORY

Telephone Numbers	Page 8
-------------------	--------

MISSION STATEMENTS

Reading Public Schools Mission Statement	Page 8
J.W. Killam Mission and Vision	Page 8

SCHOOL OPERATIONS

School Hours	Page 9
Arrival/Drop-Off Procedures	Page 10
Dismissal Procedures	Page 11
Late Arrival/Early Dismissal	Page 11
Absentee Verification Policy	Page 12
Walkers	Page 13
Bicycles/Scooters	Page 13
No School Policy	Page 13
Connect-ED®	Page 14
Vacations	Page 14
Fire/Safety Drills and Emergency Procedures	Page 14

SCHOOL POLICIES

Visitors/Parent Volunteers	Page 14
CORI Requirements	Page 15
Entrance Requirement for Kindergarten	Page 15
Insurance	Page 15
Animal/Pet Policy	Page 15
School Debts	Page 16
Lunch Program	Page 16

Dress Standards	Page 17
Outdoor Guidelines	Page 17
Bringing Objects to School	Page 18
Lost & Found	Page 18
Telephones	Page 18
Gifts to School Personnel	Page 18
Health Policies	Page 18
Class Parties / Birthday Celebrations	Page 19
Teacher – Student Assignments	Page 20
Move Up Day	Page 20
Testing Schedule	Page 20
Photographs and Video Recording	Page 20
Homework Guidelines	Page 21
Allergy Guidelines	Page 21
SCHOOL SERVICES	
Nurse's Office	Page 22
Library/Media Center	Page 22
Computer/Technology Usage	Page 22
SCHOOL PROGRAMS	
Curriculum	Page 23
Reading METCO Program	Page 23
Health & Physical Education	Page 24
Art	Page 24
Music	Page 24
Enrichment Programs	Page 24
Field Trips	Page 24

After School Activities	Page 23
After School Chorus	Page 25
Before and After School Programs	Page 25
School Pictures	Page 25
Understanding Disabilities	Page 25
School Council	Page 25

HOME/SCHOOL COMMUNICATION

Curriculum Nights	Page 25
Reporting Academic Progress	Page 26
Parent/Teacher Conferences	Page 26
Conference Preparation	Page 26
Room Parents	Page 26
The Killam School Website	Page 27
Family Directory	Page 27

PARENT TEACHER ORGANIZATION (PTO)

Volunteers	Page 27
------------	---------

APPENDICES

Attendance	Page 29
Student Behavior and Approach to Discipline	Page 33
Suspension Policy	Page 33
Bullying Prevention and Intervention	Page 34
Hazing Policy	Page 48
Anti-Discrimination Policy	Page 50
Defining Discrimination and Harassment	Page 56
Parental Rights Policy	Page 58
Student Records	Page 59

District-wide Curriculum Accommodation Plan	Page 60
McKinney-Vento Homeless Education Assistance	Page 63
District Acceptable Use Policy	Page 64
User Contract, K-5	Page 68
Killam Activities Contract	Page 69

SCHOOL DIRECTORY

Telephone Numbers

Main Office/Administrative Assistant, Jaculen Maglio (781) 944-7831 Ext. 16151
Fax. (781) 942-9186
School Nurse, Sharon Grottkau. (781) 944-7831 Ext. 16153
Absentee Line. (781) 944-7831 Ext. 16152
Assistant Principal, Melissa DeBlois (781) 944-7831 Ext. 16124
Assistant Principal, Helen Palmieri (781) 944-7831 Ext. 16107
School Psychologist, Alice Gomez-Salemi. (781) 944-7831 Ext. 16138
Superintendent's Office. (781) 944-5800

MISSION STATEMENT

Reading Public School Mission Statement

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

J.W. Killam Mission and Vision

The J.W. Killam Elementary School is **T.R.R.F.C.C.** place where everyone belongs, where everyone achieves at their personal best, and where everyone's accomplishments are celebrated! Our staff will work collaboratively to improve student learning and achievements so that every child will leave the J.W. Killam Elementary School having met or exceeding district and state standards.

Killam Koalas are T.R.R.F.C.C.!

At the J.W. Killam Elementary School, we believe in the importance of educating for character. Our school culture is reflected in our pledge: We strive to be **trustworthy, respectful, responsible, fair and caring citizens**. Together we make Killam a great place to be!

Based on the principles set forth by the Josephson Institute of Ethics, our character education program creates a positive and supportive learning environment that empowers children. Students are given tools and opportunities to acquire essential life skills that prepare them for future academic and social success.

Life is often about making choices and no action is too small to make a difference. Students are encouraged to act with character whenever making decisions – in the classroom, on the playground, at lunch, at home, anywhere and everywhere. During the year, each grade-level hosts a school meeting and teaches one of our **T.R.R.F.C.C.** qualities to the whole school.

These meetings might feature student writings, artwork, songs and community service projects. On occasion, we honor an “Everyday Hero,” a member of our community who inspires children through example and exemplifies one of more of these important traits.

Character education is integral to the culture of our school and is reflected across curricula and programs. Common threads tie into other practices and activities such as Open Circle, positive discipline, health and wellness, sportsmanship, Student Council and Koala after-school programs.

You are your child’s first and most important teacher and we feel that making a home-school connection is essential to each child’s success. When children see parents and community members actively involved in their school and part of their “caring circle,” they feel important and safe.

Welcome to our Killam School Family, where learning is fun and friendships are made!

Our program is based on the principles set forth by the Josephson Institute of Ethics. For more information, visit www.CharacterCounts.org. Open Circle is a comprehensive, grade-differentiated social and emotional learning program for grades K-5 children, their teachers, administrators, other school staff, parents and other caregivers. It is a program of the Wellesley Centers for Women at Wellesley College. For more information visit www.open-circle.org

SCHOOL OPERATIONS

School Hours

For full day students in grades K-5, school begins at 8:25 a.m. and ends at 2:45 p.m. each day except for Friday when the school session ends at 12:45 p.m. The early closing every Friday enables teachers to participate in various workshops and planning sessions. Lunch is served on Friday.

The half-day kindergarten class begins at 8:15 a.m. Half-day kindergarten students arriving after 8:15 a.m. are considered tardy. Half-day kindergarten ends at 11:30 a.m., except for Fridays when they are dismissed at 12:45 p.m. Half day kindergarteners do not eat lunch at school, except on Fridays.

- 8:05-8:15 a.m. Half-day kindergarten students can begin to assemble at their classroom door.
- 8:10 a.m. Students assemble by their external classroom door (or designated door). There is no supervision before 8:10.
- 8:15 a.m. Entrance Begins
 - We encourage students to plan their arrival to coincide with this time.
- 8:25 a.m. Beginning of school day
 - Any full day student who arrives after 8:25 a.m. is considered tardy and should sign in at the office to receive a tardy pass before going to his/her classroom.
- 11:30 a.m. Half-day Kindergarten ends
 - Students are dismissed from their external classroom doors.
- 2:45 p.m. End of school day – dismissal
 - On Fridays, the school day ends at 12:45 p.m. for all students.

Arrival/Drop-off Procedures

For the safety of the children, parents/guardians are not permitted to drive their vehicles into the staff parking area at any time while the children are coming to or leaving the school. Parents are encouraged to walk or use carpools whenever possible. Plan to have full day students arrive between 8:10 a.m. and 8:15 a.m. There is no adult supervision before 8:10 a.m. with the exception of half-day students (which begins at 8:05). All full day students gather at their external classroom doors. Plan to have half-day kindergarten students arrive between 8:00-8:10 a.m.

With the exception of students arriving by bus, students are not permitted to enter the school until 8:10 a.m. Parents are asked to remain with their child until their child enters the external classroom door; parents do not follow students to the classrooms.

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

Safety During Morning Drop-off:

When dropping off in the entrance area at the front of the school:

- Students may be dropped off in front of the school in the circular driveway.
- All vehicles must pull ahead as far as possible, going all the way to the end of the driveway;
- Once in the “drop off zone” marked with orange cones, children must immediately exit the vehicle on the right-hand side;
- Parents are asked to stay in their vehicle at drop off;
- Traffic should be in a single line only;
- Vehicles should not jump out of line after the child has left the vehicle. Please wait until the line moves forward;
- Do not pass school buses in the driveway;
- Proceed to the end of the circular driveway and exit onto Charles Street;
- **Cell phone use is not permitted at any time during drop-off or pick-up.**

Alternative Morning Drop-off Areas:

- Students may be dropped off behind the school on the school side of Haverhill Street and walk in using the back driveway. We ask that those living north of the school use this area;
- Other suggested areas for dropping off are Wakefield Street and Dana Road;
- Students should stay on sidewalks (where available) at all times.

Arrival and Dismissal Parking

The parking lot is for staff parking only. There are several parking spaces in the front of the school and legal on-street parking available along the Killam School side of Charles Street, as well as other neighboring streets. It is against the law to park in the fire lane or handicap

spaces at any time without a valid permit. Parking is not permitted in the staff parking lot, in the circle, and in crosswalks.

Dismissal Procedures

For the safety of students, no cars are allowed in the front circular driveway at dismissal. Please walk or park in the surrounding neighborhood streets. When picking up your child at dismissal, please be aware of and abide by the following guidelines:

- No vehicles are allowed to enter and pick-up students from the front circular driveway of the school at dismissal;
- Bus students will be dismissed from the front of the school/the cafeteria to board their assigned buses in front of the school;
- Walkers will be dismissed from their external classroom doors (unless otherwise designated);
 - Students in grades K-2 must be picked up at their outside classroom doors by an adult guardian listed on the dismissal form. Written notification is required to release your child to someone other than designated individuals (i.e., if your child is going home with a friend, please send a note to the teacher). Friends and siblings should have a designated spot to meet if they desire to be together;
 - Students in grades 3-5 are released from their outside classroom doors and are allowed to independently meet with an adult at a designated spot;
- We encourage parents/guardians to establish a regular pick-up area (not in the main office) where your child can meet you each day;
 - Suggested areas for dropping off and picking up: school side of Haverhill Street, Charles Street, Wakefield Street, and Dana Road;
- If you are delayed getting to the school at dismissal time, please notify the main office at 781-944-7831.
- Students attending after school programs will be dismissed from their classroom to the café where they will sign in for their after-school activity.

Late Arrival/Early Dismissal Policy

Children are adversely affected academically, socially, and emotionally when they are frequently tardy. This is a serious matter and one that requires the cooperation of students and parents to make sure that children arrive to school on time. Any student arriving after 8:25 a.m. is considered late. Late students must sign in at the office and receive a tardy pass before proceeding to the classroom

A student dismissed early from school:

- The parent/guardian must notify the teacher in writing;
- The child being dismissed early must be met by a parent or other authorized person in the school office and signed out before leaving the building;
- In the case of an emergency situation, we will confirm a telephone request but will expect a note to follow;

- No child will be dismissed unescorted or with an unknown person.

Absentee Verification Policy

The Reading School Committee has passed a policy that all schools will participate in the Absentee Verification Program. This program is administered by school personnel and all families are required to participate.

Absentee Verification Program

1. When your child will be absent or late, please call the absentee line (781-944-7831, ext. 16152) before 8:15 a.m., giving the information requested on the recording. Your call will be recorded. The absentee line is available 24 hours a day.
2. The recorded messages will be compared to the school's absentee list for that day. In the event that your child's name is on the school's absentee list and a call has not been received, we will:
 - a. Call your home.
 - b. If verification is not received from home, we will refer to the list of names you have supplied to the school on your child's emergency card, and call the names in the order given to verify your child's absence.
 - c. If verification is still not received after the above attempts have been made, we will call the Reading Police Department.

A written excuse is required for any student who has been absent. This note should be turned in on the day the student returns to school. A student who had been absent due to a prolonged illness or a communicable disease (i.e., strep throat, conjunctivitis, lice, etc.) should be checked by the school nurse when returning to school.

Written notice of a planned absence of more than five school days must be submitted to your child's teacher at least one week in advance. Homework during the planned absence, if it is for a medical reason or due to illness, will be assigned at the discretion of your child's teacher. A family vacation during regularly scheduled school days is not an approved absence and homework/class assignments will not be provided.

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

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

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

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

Walkers

Many children walk to the Killam. For their safety, it is expected that children stay on the sidewalks and walk with siblings or friends. Children, when possible, should only cross streets with crossing guards. Children should cross at designated crosswalks. All children should enter the school yard and then proceed to the back playground. Walkers are expected to cross at crosswalks. Crossing guards are located at Charles Street (in front of the school).

Bicycle/Scooter Policy

For safety reasons, only students in grades 3, 4, and 5 are allowed to ride their bicycles to and from school without adult supervision. Younger children are permitted to ride when accompanied by an adult. Children are required to walk their bicycles on and off the school grounds. A bicycle rack is provided along the back side of the building and children are instructed to securely lock their bicycles to the rack. Killam is not responsible for lost, stolen or damaged bicycles. The above policy also applies to rollerblades, scooters, and skateboards. Bicycle riders are expected to cross at crosswalk and ride along the right side of the road near the edge of the pavement.

By state law, all students must wear safety helmets while riding bicycles, scooters, rollerblades and skateboards.

No School Policy

It is the policy in Reading to have school on all scheduled days and for parents/guardians to decide when conditions are such that it would be unwise for their child to attend. However, when travel conditions are such that buses cannot run or the school yards cannot be opened or other extraordinary conditions exist, school may be canceled for all schools or for the elementary schools only. It is also possible for the opening of school to be delayed. If a delay is announced, students should arrive at school no earlier than 15 minutes prior to the designated time. They will follow the schedule of the day and be dismissed at the regular time. The decision to cancel or delay opening will be made by the Superintendent of Schools. School

cancellation announcements are made on the radio, RCTV, network television, posted on the Killam School website and announced through **Connect-ED®**

Connect-ED®

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

Vacations

The school year has vacation weeks in December, February and April. The children are also released in June for approximately eight to ten weeks. The Reading Public School Calendar can be found on the Killam School website. Please note that Christmas Day is a holiday.

Fire/Safety Drills and Emergency Procedures

During the first day at school, teachers will explain the proper procedure for evacuating the building in the event of fire or other emergency. In addition, signs are posted in each room. Every student will become familiar with the route and exit to be used in each class. To ensure that everyone knows how to evacuate the building in the most orderly and efficient manner possible, fire drills are held from time to time. These drills are usually unannounced. Students are instructed to leave the building by walking quickly and without talking.

As part of our district and school safety focus, the district has expanded our safety readiness to include a lockdown drill, shelter-in-place drill, and evacuations. These drills are planned with help from the Reading Police Department, Fire Department, and the district safety and security team.

SCHOOL POLICIES

Visitors/Parent Volunteers

For the safety of all, there is a buzzer system and video camera at the main entrance of the school. All visitors/parent volunteers need to push the call button to be recognized before being buzzed into the school. It is mandatory that visitors/parent volunteers report to the main office to sign in and receive a Visitor/Volunteer badge to wear in the school. All visitors are to wear masks on school grounds. If you do not have a badge, you will be stopped and asked to report to the office. This process helps to ensure the safety of the children while at school.

While the School Committee encourages parents and guests to learn more about the instructional programs taking place within our school, it has established guidelines for visitations. Prior arrangements to observe classrooms must be made with the principal at least 48 hours in advance of arriving at the building. Classroom observations are strongly discouraged during the first three weeks of school and during the month of June.

Parents are not allowed to remain in the café with students during regularly scheduled lunch times.

Criminal Offender Record Information (CORI) Requirements

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

Entrance Requirement for Kindergarten

To be eligible for admission to kindergarten, a child must have reached the age of 5 years on or before August 31st of the entering year. Kindergarten Screening takes place each year during the preceding spring.

Upon entering school, each child is required to present:

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

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

Insurance

Student insurance is available to be purchased in the fall. Information concerning the program is sent home with the children. The information envelopes must be signed and returned to the school whether or not the insurance is taken. All accidents covered by the plan are reported to the principal who will supply the necessary claims forms. From this point on, all negotiations are between parents and the company representative.

Animal/Pet Policy

School principals, in consultation with the health service providers in each building, shall utilize the Department of Public Health publication “Guideline for Animals in Schools or on School

Grounds” and review student health records to determine which animals may be allowed in the school building. The decision of the principal shall be final.

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

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

School Debts

Unpaid bills owed at the end of a school year will result in the parent/guardian being notified in writing and a second bill being sent one month later. Bills remaining unpaid after three months will be turned over to a collection agency. Unpaid bills may include lunch purchased on credit and missing library books.

Lunch Program

For the 2021-2022 school year, lunches are provided free of charge to all students. Snacks, extra milk, or water are fee based. In other years, nutritionally balanced lunches are available to all children at a reasonable cost. If preferred, a well-marked bag lunch may be brought to school; milk and/or dessert may be purchased separately. The current prices are as follows: hot lunch including milk is \$2.75; dessert is \$.25 to \$.75, and milk is \$.55. Menus for the month are published in the Reading Chronicle and the Reading Advocate. Menus are also posted in each classroom and available on the Killam School website. If your child forgets to bring his/her lunch to school and does not have money, they will be permitted to charge their lunch for that day. Lunch charges are the exception and should be paid within 24 hours.

Lunch Tickets – Point of Sale System

The lunch program uses a “point of sale” (POS) system allowing parents to pay money into a student account which can be used as a debit system to purchase lunch. All students are assigned a 4-digit pin code which protects the safety and confidentiality of student information and finances. Parents are able to set up an account to view their child's purchases (on MySchoolBucks.com) as well as pay online. The school will also accept checks made out to **Reading School Food Lunch Program**, or cash should parents wish to pay that way. Please place all cash or checks in a sealed envelope and note your child's name and room number. Further information on the district's POS system is available on the Killam School website.

Free and Reduced Price Lunches

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

Dress Standards

We believe that the appearance of our staff and student body are recognized as a major factor in the overall appearance of the school. We encourage all our staff and students to dress appropriately and respectfully while at school.

- No clothing or jewelry may be worn that causes disruption or disorder within the school;
- No beach wear or beach-wear like clothing, which includes tank tops with straps less than 1 inch wide;
- No hats or caps can be worn within school buildings;
- Flip flops are strongly discouraged.

Please label clothing and other belongings: i.e., lunch boxes, boots, jackets, etc. Labeled items are more easily returned if lost.

Dress for Physical Education

For the safety of each child, we require that either sneakers or light rubber soled shoes be worn during physical education sessions. Casual, comfortable clothing is best to wear for physical education. For safety reasons, students who do not wear sneakers will not be allowed to participate in gym class. Please help your child to come prepared for physical education classes.

Outdoor Guidelines

All children are expected to dress appropriately for the given season. The children will go outside in the winter; therefore hats, mittens, boots, and winter jackets are recommended. Please label your child's clothing.

In the winter, we want students to have a consistent outdoor experience between grades and classrooms. To support this, we have set guidelines for temperature/weather type when deciding morning drop-off and outdoor vs. indoor recess for all classrooms. Below are guidelines for morning drop-off and outdoor recess for the 2021-2022 school year.

- Students will be outdoors if the temperature (including wind chill) is 20 degrees or warmer and it's not raining, sleeting, hailing, or blizzarding.
- On questionable, cold days the office will make an announcement before the first recess announcing outdoor or indoor recess. If no announcement is made, then it is outdoor recess.
- If students want to play in snow, they must be wearing snow pants, boots, jackets, and gloves/mittens. If students do not wish to play in the snow, they will remain on the blacktop.
- With a large number of students out on the playground at each recess, we need to be extra vigilant about safety. There is no throwing of snowballs or ice. A reflection form will be used to re-teach and discuss the safety concerns if a student does not follow this rule.
- Label each article of clothing so that if something is misplaced, it can be returned to you as quickly as possible.

Please be aware that all students go outside when the weather meets these conditions. Please send your child to school wearing appropriate outdoor clothing for the weather. The expectation is if your child is well enough to come to school, they are well enough to go outdoors.

Bringing Objects to School

Students are permitted to bring electronic devices which can be used as e-readers only. Other use of electronic devices must be approved by the principal. Trading cards (i.e., baseball, Pokémon, etc.) are not permitted. Cell phones must remain off during school hours. The school reserves the right to prohibit and immediately confiscate any item the principal determines is interfering with learning or the normal operation of the school. Any objects confiscated by the principal will be available for pick up by the student's parents/guardians at the end of the day in the principal's office. Students who bring personal electronic or valuable items to school do so at their own risk.

Lost and Found

Lost and found containers are located in the café. Valuables which have been found are kept in a drawer in the main office. Marking your child's name on lunch boxes, bags, jackets, hats, boots and other small articles of clothing would simplify the identification of ownership. Parents are encouraged to come in and look through the articles in the lost and found containers before or after school. Periodically throughout the school year, unclaimed lost and found items will be delivered to a local charity. Two weeks' notice will be given via the Killam School website before each donation of unclaimed items.

Telephones

Every classroom is equipped with a telephone. However, the phones are there for staff convenience and student safety. The phone "ringers" are turned off in class and parents/guardians cannot call the classroom directly during school hours. You may leave a message for your child's teacher by calling the main number (781-944-7831) and dialing the room number.

Gifts to School Personnel

The practice of families/students giving gifts to members of the professional staff is discouraged. Voluntary donations toward holiday and/or end of the year gifts are typically coordinated by room parents. All donations are strictly voluntary. Ethics laws do not permit staff to accept gifts in excess of \$50.00. For more information, go to www.mass.gov/ethics.

Health Policies

I. Health Screening

Vision screenings are performed on students in Grades 1-5, hearing screenings are done in Grades 1-3, and height and weight (BMI) screenings are performed annually on students in Grades 1 and 4. Postural screening is performed on Grade 5 students only; the purpose of this screening is to find early signs of scoliosis. These programs are not a diagnostic service, but

programs to identify children who should have further medical evaluation. Parents are notified only if concerns are detected by the nurse.

II. Interval Health History Forms

Interval Health History forms are sent to parents/guardians of Grade 4 students. These forms are used to update your child's school health record. Please complete the health history form and return it to the school nurse. Your cooperation is greatly appreciated.

III. No Live-Lice Policy

Reading School District has a No Live-Lice policy. If live lice are found, the student will be excluded from school until he/she has been treated and lice removed. It will be the parent's responsibility to regularly check, treat, and remove any lice/nits. Students must be checked by the nurse before returning to school.

IV. Medication Policy

- Medication required during the school day must be administered by the school nurse, with the exception of field trips when specific instructions will be provided by the school nurse to your child's teacher. Any medication to be administered by the school nurse must meet the following requirements (this includes all prescription and over-the-counter medications, such as Tylenol or cough medicine.) The administration of medication in schools are subject to the provisions of 105 C.M.R. § 210.006.
- A. Written medication orders by a physician, including diagnosis, name of medicine, dosage, time to be administered, and possible side effects.
 - B. Written permission from the parent or guardian is required for the school nurse to administer the medication.
 - C. Medication must be in a prescription container, clearly labeled with the child's name, the name of the medication and prescribed dosage.
 - D. Medication must be brought to the Health Office by the parent/guardian or designated adult.
 - E. Medication orders must be renewed each school year. The forms are located in the Health office, and are also available on the Killam School website on the School Nurse page.
 - F. Medication orders may be faxed to the school by your physician; fax 781-942-9186.

V. Medication on Field Trips

Teachers are instructed by the school nurse in how and when to give a student his or her medication if dosage is needed during the field trip hours with the parents'/guardians' permission.

Class Parties/Birthdays:

Killam follows the Health and Wellness Policy established by the Reading Public Schools. We also understand that celebrations during the school day are an important part of our school

culture. These celebrations not only reward our achievements, but build school spirit and strengthen our school community. In our effort to support the Health and Wellness Policy, students are discouraged from bringing food in as part of the celebration. Teachers are welcome to reward student and classroom success with an extra recess, game, theme day, or other special activity.

Snacks Snacks served during the school day or in before/after-school care or enrichment programs will follow the above nutrition guidelines, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. All classrooms are peanut and tree nut free spaces. Snacks during the school day are provided by the child's family.

Rewards Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,¹ and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations Celebrations during the school day are food free. For further helpful information please go to **The Reading Allergy Information Network** at www.readingallergy.org. This website has information on alternative ways to celebrate birthday parties without food as well as a link for allergen-free food manufacturers. Another helpful link is the **Food Allergy Network** at www.foodallergy.org.

Teacher Student Assignments

Spring is the time of year when Killam staff begins planning for the next school year. Creating class lists is a complex process that the staff and principal take very seriously; a great deal of time is spent carefully weighing the following factors before decisions are made: written parental comments, special needs, special situations, manageable instructional groupings, special student abilities, class size, student learning styles, special academic needs, social dynamics, teaching styles, student interests, heterogeneous balance, boy/girl distribution, peer relations and work habits.

Parental requests for a child to have or not have a specific teacher will not be accepted. Written parental comments received with specific teachers named will not be accepted. If you feel your child has needs your teacher may not be aware of, or if you wish to share information about your child's learning style, comment on those issues in writing and send them to the principal no later than April 30th. Further information is provided to all parents/guardians in March. The School District's policy of assigning a student to a particular class is the sole responsibility of the

building principal in consultation with school staff. Please understand that once classes are created the decisions are final.

Middle School placements will be handled at the middle school level and any inquiries regarding placement of 5th graders should be directed to the respective middle school.

Move Up Day

Move-Up Day provides the students with an opportunity to meet the teaching team they will have next year. Parents will have an opportunity to meet classroom teachers when school opens in the fall. Move-Up Day takes place in June. Further information on Move-Up Day is provided in the spring.

Testing Schedule

Each winter and spring, students at the 3rd, 4th and 5th grade level will participate in the statewide assessments (MCAS). The DESE has the state testing window on their web page <http://www.doe.mass.edu/>. Specific Killam testing dates will be provided on the Killam School website.

Photographs and Video Taping

On occasion, students will be photographed or videotaped at school for the local newspaper, principal newsletter, cable channel, or some other publication. On the back of the emergency care card, parents have the ability to opt in or out of the school using your child's photograph in these publications.

Homework Guidelines

Aside from the immediate need of strengthening or reinforcing academic areas, it is hoped that the long-range effect of homework will instill in the children the discipline, self-reliance, and responsibility of budgeting time for independent study. Homework guidelines will be provided by teachers; common questions regarding homework may be addressed to your child's teacher. Although each student may not always have a written assignment each night, it is strongly recommended that they be consistent in spending "homework" time reading and/or writing for pleasure and enrichment.

Teachers will be encouraged to post class information on the Killam School website.

Allergy Guidelines

In an effort to ensure an all-inclusive and safe environment for students, the following allergy guidelines have been established.

- No balloons or products containing latex (i.e., gloves) are allowed at Killam events or within the school.
- For any events offering food for purchase, allergy friendly food alternatives must be provided, signage indicating a product contains nuts must be posted and products must include a list of ingredients.

- When ordering food from local restaurant/caterer, food must be free of peanut and tree nut products and include a list of ingredients.
- If using the café, every effort should be made to clearly designate tables as Nut Free and thoroughly wiped down all tables after the event.
- For any events offering food at no charge, food must be nut free.
- For events involving performers, speakers or instructors, notify them of any allergies, hearing, sight or sensory impairments.

Students with allergies or other impairments are to remain anonymous and individual plans may be developed for individual students depending on the nature and severity of the student's allergies.

Allergies in the Lunchroom

To ensure the safety of students during lunch, for the 2021-2022 school year, students are assigned seats. Students with nut products in their lunch will be required to sit at a table where no students with nut allergies are located.

SCHOOL SERVICES

Nurse's Office

The school nurse is on duty and available to students for routine first aid and nursing services. In the case of a serious emergency, the school nurse will take primary responsibility. First aid will be given and, if necessary, the child will be transferred by ambulance to the nearest hospital accompanied by the school nurse, or designated school personnel. Every effort will be made to contact the parents/guardians in a timely manner.

Please call if there is any change in your child's health during the school year. Any questions or concerns, you may call the nurse, 781-944-7831 EXT 16153.

If your child becomes ill during the school day and we are unable to reach you, your child will only be released to an adult listed on your emergency card.

Library/Media Center

The Killam Library Media Center adheres to the educational philosophy that the library program should be fully integrated into the school curriculum. Each classroom has a scheduled 40-minute library class which includes a "book check out" time, while the computer lab schedule is flexible. The Killam Library Media Center is staffed with one full-time, certified library/media specialist.

With this type of program in place, teachers and library staff are able to collaborate on

resource/project-based learning. Teachers also have some flexibility to schedule whole classes, small groups, or individuals to use the library and computer lab resources on an "as needed" basis. Flexible scheduling also allows for longer blocks of time, as well as the possibility of multiple days in the same week, for classroom work to be done in the media center. With such open access to the library and the lab, the school maximizes the use of its resources and personnel.

Students, for the most part, are limited to two library books checked out at a time for recreational enjoyment. A book needs to be returned before another book may be taken out. Books may be put on "hold" for two days if books have been forgotten. Students may check out two additional library books or materials for an assignment or project.

Computer/Technology Usage

The Reading Public Schools use technology as a tool in education. Students use computers for word processing, collecting and disseminating data, and doing research. As more and more computers are being used in schools, it becomes necessary to identify the acceptable uses of technology.

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

SCHOOL PROGRAMS

Curriculum

The Reading Public Schools offer a comprehensive, developmental curriculum based on the frameworks established by the Commonwealth of Massachusetts. Grade level overviews of the curriculum are given on curriculum nights that are held early in the school year. At that time, teachers will also give the grade level expectations, homework expectations, and behavior expectations. Opportunities to view curriculum materials are scheduled through the Superintendent's Office.

Boston/Reading METCO Program

METCO History and Mission

Metropolitan Council for Educational Opportunity was founded in 1966. The METCO Program has been in Reading since its inception in 1972. The METCO Program is funded by the Commonwealth of Massachusetts designed to eliminate racial imbalance through the busing of urban minority students from Boston and Springfield to public school systems in surrounding suburban communities.

Placement of METCO Students

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

Rights and Responsibilities

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

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

Health and Physical Education

The physical education curriculum includes 60 minutes of instruction per week for grades 1 - 5. Kindergarten students have physical education 1 x 30 minutes per week. Physical education classes may take place in the gym or outside on the lower field. Health and wellness classes for grades 3-5 will take place over an additional 10-week period, 30 minutes per week.

Art

Students in grades 1-5 receive 40 minutes of art instruction every week. The focus is on introducing students to a variety of media and techniques. An art show toward the end of the year celebrates the students' accomplishments. Kindergarteners participate in art activities within their regular classroom.

Music

All students receive 40 minutes of music instruction each week. The focus is on basic music theory, introducing students to a variety of musical instruments and musical styles, and providing them with an opportunity for performance.

Enrichment

PTO fundraising efforts allow us to offer a number of enrichment programs, at no extra costs to families, to complement the curriculum throughout the year. Each grade generally has the opportunity to enjoy a variety of performances or classroom visits each year, as well as all-school programs. The enrichment calendar is available on the Killam School website.

Field Trips

Student trips are planned as a significant aspect of the ongoing educational program and are considered to be an educational learning activity. Before a child may go on a school field trip, parental permission must be granted. This insures parental attention to such factors as the student's health, emergency contact numbers, etc. Proper supervision will be provided by the school.

Field Trip Fees

Due to the generous financial support of the Killam community, the majority of field trip fees are funded by the PTO.

After School Activities

Throughout the school year, the school may sponsor various social activities for students. All students are expected to abide by the rules and guidelines in the Activities Contract (Appendix).

Killam's "After School Fun" program offers students a variety of inexpensive hour-long after school classes. The program is organized into three 6-week sessions during the year. Class schedules and registration information are sent home with the students. ASF is run by the Reading Extended Day Program. For additional information, you may contact the Director, Chris Nelson at 781-942-9136.

Before and After School Programs

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

School Pictures

School pictures are taken in the fall and/or spring by a professional studio. You will be notified in advance of the actual date. Make-up photos will be scheduled at a later date.

Understanding Disabilities

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

Understanding Disabilities is divided into seven units: Food Allergies; Blindness/Visual Impairments; Hearing Impairments; Physical Disabilities; Developmental Disabilities; Learning Disabilities; and Autism. The units are taught by volunteers from the community who are trained through workshops and classroom observation. The program is taught in grades 1 through 5.

If you would like to learn more about this program or other ways to help, please contact the Program Director at UD@reading.k12.ma.us

School Council

The Killam School Council is an advisory board to the principal. The School Council consists of the principal, teachers (elected by staff), parents/guardians (elected by parents/guardians) and a community member. School Council meetings are held monthly and run approximately one hour. Anyone interested in participating in School Council should contact the principal.

HOME/SCHOOL COMMUNICATION

Curriculum Nights

Held early in the year, the Curriculum Nights are designed to help parents/guardians know what to expect academically during the school year. After welcome and introductory comments by the principal and PTO, parents/guardians visit their children's classroom(s) to meet the teacher(s) and hear about specific curriculum plans for the year. Killam hosts a spring arts night and open house which provides an opportunity for students to showcase their work for parents.

Reporting Academic Progress

Parents are informed of their children's scholastic achievement, development and attendance three times a year: November, March and June. The Reading Public Schools uses a standards-based report card for elementary grades. All parents/guardians are expected to attend a conference with the teacher at the end of the first marking period in November/December.

A conference is not required at the end of the 2nd and 3rd marking periods; however, either teacher or parents/guardians may request a meeting.

Parent/Teacher Conferences

During the first term, a parent-teacher conference is held to explain your child's academic progress for the first marking period. We encourage all parents/guardians to make every effort to attend the scheduled conference with their child's classroom teacher. The main advantage of the conference is to give parents/guardians an opportunity to discover firsthand how their child is progressing and, at the same time, encourage involvement in their child's education.

For those parents/guardians who cannot attend a conference at a scheduled time, every effort will be made by the teacher to reschedule to a more appropriate or convenient time. It must be emphasized that parents/guardians should not always wait for a teacher to initiate a conference. Whenever a need arises or you have an immediate concern, do not hesitate to contact your child's teacher in accordance with the teacher's guidelines. Teachers will respond within 24 hours if not sooner.

Conference Preparation

In order to get the most from your conference, come prepared. Think of what you want to learn about your child from the teacher and write down questions. Formulating your list of questions

is the most important part of your planning. Be specific. Ask your child if he/she has any questions they would like you to ask their teacher. Confirm the appointment time and, if at all possible, try to arrange a time when both parents/guardians can come together. Arrive on time and don't stay longer than the scheduled time. If you need to talk more, arrange for a follow up conference. Conference tips are available on the Killam School website.

Room Parents

Each classroom will be assigned room parents. Anyone interested in volunteering as a room parent should sign up during the Back-to-School Night at the beginning of the school year; equal consideration will be given to all interested parents. Duties of a room parent include, but are not limited to:

- Serve as communication liaison between teachers and parents
- Serve as communication liaison between PTO and parents
- Work with teacher to support classroom activities and enrich the educational process
- Coordinate classroom volunteers for projects, activities and various PTO events
- Organize classroom celebrations and arrange for donations from families as needed
- Initiate a classroom contact chain, preferably via e-mail, for distribution of classroom and PTO information
- Contact families when volunteers or other donations are needed for school activities.
- Attend at least two PTO meetings per year

The Killam School website

The Killam School website is an electronic communications tool utilized by the Reading Public School District. Valuable information on school contacts, calendars, and specific information for each school within the district is available on the Killam School website. Be sure to check out the Killam site on a regular basis, <http://www.reading.k12.ma.us/killam/>

A password is not required to view our school's general information.

Over the past few years, Killam has worked to reduce the amount of paper your child brings home. Although we are not quite "paperless" the goal is to provide the majority of school wide notices via email and on the Killam School website. Only notices approved by the principal may be sent home in paper.

In addition, the school principal and secretary have capabilities via the Killam School website to send mass e-mail notifications to all Killam families. This allows the school and district to provide timely notification of important information and events. Families can expect to receive weekly emails with updates on specific PTO, Killam and district happenings.

Family Directory

Killam publishes a family directory for those who wish to make their addresses and phone numbers available to other Killam families. Those who wish to have their information published in the family directory need only fill out the PTO Information Form provided at the beginning of the school year. Additionally, parents are responsible for updating their contact information in

the PlusPortals directory. The directory is strictly limited to personal use by Killam families and distribution of the directory for commercial use is prohibited.

PARENT TEACHER ORGANIZATION (PTO)

Killam PTO was created to support and enrich our children's learning experience. All Killam families and faculty are members of the PTO and encouraged to become an integral part of our children's educational experience. The success of the Killam PTO is attributed to the hard work of faculty, parents/guardians and volunteers who work together to develop the educational and developmental experiences of the children in our school community.

The PTO relies on each family's tax-deductible dues and participation in fundraisers to support our school's wonderful programs and other activities. Approximately 70 percent of the PTO budget is spent on enrichment programs, including field trips and in-school/classroom presentations, which enhance the children's curriculum and cultural experiences. The remainder of our budget goes toward classroom supplies, library, technology, educational support and teacher training. To contact the PTO you may drop a note in their mailbox in the main office, or send an e-mail to jwkpresidents@gmail.com.

PTO Meetings

PTO meeting are typically held on a monthly basis, but occasionally vary due to other events and holidays. Meeting dates and agendas are provided to all families in advance via the Killam School website. All families are encouraged to attend and participate in PTO meetings. Please refer to the Killam School website calendar of events for the year.

Volunteers

Volunteers are part of the foundation of our school life. Volunteers work in the office, classrooms, library, and with the PTO. There are many ways parents/guardians can be part of our school. Each fall the PTO sends home a sign-up sheet with descriptions of various volunteer opportunities for parents/guardians. If you miss that opportunity to volunteer, you should contact your child's teacher, the principal, or the PTO to let us know of your interest and availability to volunteer. Volunteers must have undergone a CORI check with the school, within the past three years, before volunteering in the school.

APPENDICES

School Committee Policies may be updated throughout the year. Current policies will be referenced and enforced. They can be found on the Reading Public School District website at Reading Public Schools :: Policy Manual and Reading Public Schools :: Key School Committee Policies.

Attendance

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

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

Excused and Unexcused Absences

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

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

Truancy

Students are considered truant when they are absent from school without permission of parent or guardian or school administration, or when a student is deliberately late to school or cutting

classes. Parents/guardians will be notified if a student is suspected of being truant. Disciplinary action for truancy may also include parent conference, student detention(s), and/or suspension.

Notification of Unexcused Absences

Parents will be notified when a student has been absent from school and the school has not been contacted by the parents within three (3) days of the student's absence. When a student has missed 2 or more periods for 5 school days or has missed 5 or more school days in the school year due to unexcused absences, the parents will be notified and provided with the opportunity to meet with the Principal, or Principal's designee, to develop an action plan to address the student's school attendance.

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

Parent/Guardian and School Responsibilities

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily.

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

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

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

The administration and teachers of the Reading Public Schools believe that classroom activities constitute the heart of the educational process. Time lost from class is time lost from learning; and this time can never truly be regained. Not surprisingly, research has shown a direct

relationship between attendance and grades at school; in other words, good attendance is a prerequisite for student achievement. Consequently, the intent is to encourage good student attendance so that each student can acquire the necessary knowledge, experience, and skills for future success.

Reporting a Student Absence

Whenever a child is going to be absent from school, the parent/guardian is required to call the school's absentee verification system to inform the school and to indicate the reason for the absence. (Please check your child's school for the specific phone number). The absentee line is available 24 hours a day. In the event that a child's name is on the school's absentee list and a call has not been received, the office will call the child's home. If verification is not received from home, the office will refer to the list of names supplied by the parent on the Pupil Information Card to call for verification. If verification is still not received, the administration may call the Reading Police Department to investigate the absence.

Absence Notes

After having been absent for any reason, a student should bring a note on the day of his/her return from the parent/guardian explaining the reason for the absence. This note should be turned in to the office.

Dismissal Notes

If a parent wishes to have a student dismissed early from school for any reason, a note must be brought from home and given to the main office prior to morning attendance. (Parents are strongly urged to make medical and dental appointments at times that do not conflict with the school schedule.)

Further Attendance Guidelines and Procedures

- ☐ Students absent from school may not attend school-sponsored activities on that day or evening.
- ☐ A student who has been absent for illness five consecutive days or longer must bring a note from a health professional stating the reason for the absence.
- ☐ Days missed due to in-school suspension will not be counted as absences. Days missed due to an out-of-school suspension will be counted as an absence. The student is responsible for making up any work missed due to a suspension.
- ☐ All work missed because of absence will be made up typically following the guideline of one makeup day per absent day upon return to class. Most importantly, the student should make contact with each teacher involved because different arrangements may be made at the teacher's discretion. For extended absences due to illness, students and families should contact teachers to establish a reasonable schedule for making up missed work.
- ☐ Students are strongly encouraged to seek out extra help before or after school, or at some other mutually agreeable time if they need assistance from a teacher.

□ Students who become ill during school hours should report to the office to see the school nurse *after first reporting to class and getting a signed pass by the teacher*. (Students may not call home for dismissal.) If dismissal is necessary, the office will contact the student's parent or guardian. The parent/guardian or designee must pick up the student to be dismissed at the office.

□ Teachers will note students who have missed a test/quiz/lab as a result of dismissal after feeling ill at school. On the second occasion the school nurse may contact the parent. Any further occurrence may be considered "test avoidance" and, upon investigation by a designated administrator and a meeting with student and parent, the designated administrator may determine that no makeup may be allowed. The school nurse or teacher will notify the administration who will contact the parent(s)/guardian(s).

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

Punctuality / Tardiness

Punctuality is a valued habit and life skill, and this attribute is based upon both responsibility for one's actions and respect for the rules. Accordingly, students should make every effort to be on time to school in the morning and to each class during the day. Parents/guardians are asked of course to support this effort. To be on time to school, a student must be seated in homeroom/classroom for attendance at the designated school time, which is 7:30 a.m. at the high school, 7:50 a.m. at the middle schools, and 8:25 a.m. at the elementary schools. A student who arrives late must first report to the main office before reporting to class.

Tardy to School / Excused and Unexcused

If a student is late to the school and has the appropriate documentation and valid excuse (as indicated in the school handbook), it will be documented as an *excused tardy*. If a student is late to school but does *not* have the appropriate documentation or valid excuse, it will be documented as an *unexcused tardy*. If late to school, the student should always report directly to the office and any notes or documentation should be given to the main office. Tardies may be cumulative during the school year and "excused" tardies may be limited each term. Tardies may also result in disciplinary action or have consequences for attendance and/or class credit. Disciplinary actions may include, but are not limited to, after-school detention, suspension, Saturday/vacation detention, and parent conference. Refer to the school handbook for more information and specific details regarding tardiness guidelines.

Tardy to Class (For middle and high school)

During the school day, students who are tardy to their next class should have a note from the staff member who kept them late or other appropriate documentation. A student who is tardy to class can expect the teacher to request that the student have his/her pass signed in order to explain the tardy. In addition to the teacher's and/or school procedures for handling tardiness, a student who is repeatedly tardy to class may be referred for office discipline. Tardy to class is defined as not arriving to class at the same time as the remainder of the class. The teacher determines tardiness in the absence of bells.

Student Behavior and Approach to Discipline

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

Killam promotes positive behavior through our *Open Circle* curriculum. We focus on respect, compassion, problem-solving, friendship, and responsibility. This model supports elementary school children in developing the skills needed to form healthy, positive relationships with people throughout their lives. Killam utilizes common behavioral expectations for all students and staff under the umbrella of the Killam's T.R.R.F.C.C. pledge. In addition, students follow classroom rules, participate in community service projects, and are expected to be on their best behavior at all times.

Playground rules are clearly communicated to all students and focus on safety. After school hours, parents are encouraged to monitor their children on the playground and enforce these playground rules at all times.

The school will work in concert with parents/guardians to promote a positive school environment for every child. On occasion, it may be necessary to discipline a child for an infraction by detaining him/her after school for a period of thirty minutes. Parents/guardians will be properly notified.

Teachers reserve the right to implement discipline procedures in an attempt to educate or discourage negative behaviors. Teachers reserve the right to refer students to the office if they feel a child's behavior warrants discipline from the principal. The principal will investigate the incident and/or student behavior.

Students and parents reserve the right to report negative behaviors of other students to the teacher or principal. The teacher and/or principal will investigate based on the information provided. If necessary, appropriate discipline will be enforced. Due to student privacy rights, specific discipline procedures instituted against any child except their own cannot be shared;

C. Suspensions

A student may be suspended from school for one or more days depending on the nature and severity of the incident, and history of prior offenses. The following are examples of conduct that may result after affording the student the appropriate due process in suspension or, in limited instances permitted by law, expulsion from school:

- Abusive or vulgar language, dress, or actions to staff members or students including sexual, ethnic, or racial slurs, statements, discrimination or harassment
- Contributing to a fight among other students
- Harassing or threatening a staff member or student
- Fighting or provoking a fight with another student
- Bringing a knife or other weapon to school
- Truancy or leaving school grounds without permission
- Forgery, cheating, stealing
- Insubordination; defying a direct order from an adult
- Repeated violation of school rules and regulations
- Vandalism including tagging or graffiti
- Possession or use of fireworks, matches or lighters
- Violation of the Internet Policy
- Assault
- Joining a fight in progress
- Continuing a fight after adult intervention
- Possession of pornographic materials
- Smoking in school or on school grounds
- Purchasing, using or possession of drugs, drug paraphernalia, or alcohol
- Sale or distribution of alcohol or other drugs
- Other violations of rules and policies where determined appropriate by administration

Search of Students and Their Belongings

Search of a student or of a student's belongings will only be performed, and seizure of a student's belongings will only take place, if there is reasonable grounds for suspecting that the student has violated or is violating either the law or the rules of the school.

- The search will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
- When reasonably possible, search of a student will be made in the presence of a second school official. When reasonably possible, search of a student's belongings will be in the presence of the student(s) whose conduct is under scrutiny.

Bullying Prevention and Intervention

Killam Elementary School is committed to providing a safe, positive, and productive learning environment for *all*—and will discourage any behavior that interferes with that goal. Accordingly, the Killam Elementary School complies with the Reading School Committee Policy regarding Bullying Prevention and Intervention summarized below. A complete copy of the Bullying Prevention and Intervention Plan is available on the Reading Public Schools' website as is a

Bullying Reporting Form which may be submitted online at <http://reading.k12.ma.us/Bullying/BullyingReport.htm>.

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

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

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

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

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

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

Bullying is prohibited:

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

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

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

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

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

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

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

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

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

Responding to a report of bullying or retaliation

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

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

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

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

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

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

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

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

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

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or

guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

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

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

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

Definitions

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

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10)

school days cumulatively for multiple infractions during the school year. * *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.*

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

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

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

Due Process

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

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

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

Principal's Hearing:

Short-Term Suspension:

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

Long-Term Suspension:

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

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

Principal's Decision:

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

with M.G.L. c. 76, §21.

Appeals:

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

Academic Progress:

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

Discipline of Students with Disabilities

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

- a. A suspension of longer than 10 consecutive school days or a series of short-term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a disciplinary change in placement.
- b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.
- c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year.

- d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
- e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:
 - 1) The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;
 - 2) The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
 - 3) The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
 - 4) The student inflicted serious bodily injury to another at school or at school-sponsored events.

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

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

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

Massachusetts Statute Related to Discipline

M.G.L. c. 71, § 37H

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

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

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

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

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

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

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

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

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

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

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

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

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

Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

M.G.L. c.71, §37H3/4 (New statute effective 7/1/2014)

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

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

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

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the

superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

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

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

M.G.L. c.76, §21 (New statute effective 7/1/2014)

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

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

M.G.L. c.71, §37L

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

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

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

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

Policy on Hazing:

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

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

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics,

exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

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

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

Ch. 269, S. 19. Hazing Statutes To Be Provided:
Statement of Compliance and Discipline Policy Required

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and section seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the

organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

Anti-Discrimination Policy

Notice of Nondiscrimination

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

Grievance Procedures/Policy on Harassment and Discrimination:

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

Definitions

For the purposes of this procedure:

- A. A "Complaint" is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.
- B. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the school.
- C. "Harassment" means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently

severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

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

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

Harassment and Retaliation Prohibited

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

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

How to make a complaint

- A. Any student who believes that he/she has been discriminated against or harassed should report their concern promptly to any teacher, guidance counselor, nurse, building

administrator, or central office administrator. The school staff member should then report the concern to the school principal or Civil Rights Coordinator. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

- B. Any employee or other person who believes that he/she has been discriminated against or harassed should report the incident to the building principal, assistant principal, his/her department chair or his/her supervisor. Additionally, the employee may, if applicable, request union/association representation to assist him/her through the complaint process. Employees may also file complaints directly to the Human Resources Administrator.
- C. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. When a complaint of discrimination or harassment is alleged, the person making the allegations will be encouraged to write out a description of the allegations and the impact the alleged conduct has had on him or her. If the complainant or reporter is a student and the student chooses not to fill out a written report, the person accepting the complaint shall listen to the student and complete the complaint or reporter form for the student.
- C. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- D. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or the Civil Rights Coordinator. The investigator will gather evidence to determine whether, by a preponderance of the evidence, discrimination against or harassment has

occurred. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.

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

determining what corrective and/or remedial steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate.

- F. The investigator will inform the alleged target of the discrimination and/or harassment and the person(s) who was the subject of the complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within fifteen (15) school days of receipt of the Complaint, unless the investigation is extended under the provisions described above. This notice of the outcome of the investigation must inform the complainant as to whether or not the investigation determined that the conduct occurred, any individual remedies offered or provided to the complainant or any sanctions imposed on the perpetrator that directly relate to the complainant (e.g., stay away order or no contact order), and other steps the school has taken to eliminate the hostile environment, if one has been found to exist, and prevent recurrence. The perpetrator should not be notified of the individual remedies offered or provided to the complainant (e.g., counseling; alternative classes, etc.).
- G. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further written appeal to the Superintendent within five (5) days of receipt of the decision of the Civil Rights Coordinator.

- H. The District's Civil Rights Coordinators are as follows:

<u>Employees:</u>	Reading Public Schools
Sarah Hardy	62 Oakland Road
Assistant Superintendent for Learning and Teaching	Reading, Massachusetts 01867
	781-944-5800

The Human Resources
Administrator is:

Michelle Roach

Reading Public Schools

82 Oakland Road

Reading, Massachusetts 01867

781-944-5800

Students:

Title VI (race, color, national origin),

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

Section 504 Coordinator (disability-related
claims):

Jennifer Stys

Director of Student Services

Reading Public Schools

62 Oakland Road

Reading, Massachusetts 01867

781-942-9129

- I. Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to: The United States Department of Education, Office for Civil Rights, 5 Post Office Square, 8th Floor, Boston, Massachusetts 02110-1491, Telephone: (617) 289-0111, Fax: 617-289-0150, TDD: 877-521-2172; or Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700, TTY: N.E.T. Relay: 1-800-439-2370, FAX: 781-338-3710.

Reading School Committee Policy on Harassment and Discrimination

OVERVIEW - The Reading Public School System shall maintain learning and working environment free from discrimination and harassment. In both the education and employment environments of the Reading Public Schools, various laws prohibit discrimination and harassment. In an education context, law prohibits discrimination and harassment on the basis of disability, national origin, race, color, religion, sex or sexual orientation. In an employment context, law also prohibits discrimination and harassment on the basis of age. All such harassment and discrimination is unlawful and will not be tolerated in the Reading Public School system.

Defining Discrimination and Harassment

DISCRIMINATION - Discrimination occurs when school system actions, procedures, policy or personnel treat an individual adversely in an educational or employment context solely on the basis of the individual's race, color, religious creed, national origin, sex, ancestry, sexual orientation, gender identity, or disability. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

SEXUAL HARASSMENT - Sexual harassment is unwanted attention directed toward a person because of his or her gender. Sexual harassment includes sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature where:

- A. Submission to such advances, requests or conduct is made an implied or explicit term or condition of success in school, employment; or as a basis for employment conditions; or
- B. the advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's school or work performance by creating an intimidating, hostile, humiliating or sexually offensive learning or working environment.

Sexual harassment includes advances, requests or conduct by a student to a student, an adult to an adult or student to adult. Sexual harassment can include advances, requests or conduct directed from male to female, female to male, male to male, or female to female.

Examples of actions that may constitute sexual harassment include the following unwelcome actions:

- Whistling, catcalling or making offensive noises
- Staring or making obscene gestures
- Making suggestive remarks, telling jokes of a sexual nature, or using derogatory sexual terms
- Displaying offensive photographs, illustrations, or sex related objects
- Blocking a person's movements
- Touching, brushing, pinching or patting

- Pulling or lifting of clothing
- Pressuring a person for dates, sex or information about personal sexual experiences; or
- Leaving pictures of a sexual nature on a locker or making derogatory comments of a sexual nature

HARASSMENT - Harassment on the basis of race, color, religious creed, national origin, sex, ancestry, sexual orientation, or disability includes any unwanted physical or verbal action toward another that has the purpose or effect of creating an intimidating, hostile or offensive learning or working environment.

Harassment of this form includes advances, requests by a student to a student, an adult to a student, and adult to an adult, student to adult, male to female, female to male, male to male and female to female.

Examples of actions that may constitute harassment include:

- Using racial slurs
- Displaying swastikas
- Making generalizations
- Using stereotypes
- Telling racial or ethnic jokes
- Leaving pictures of a sexual nature on a locker
- Making derogatory comments of a sexual nature

Harassment in the Form of Bullying or Victimizing

Actions in the form of bullying or victimizing will be considered harassment under this policy. A student or employee is being bullied or victimized when s/he is exposed, repeatedly and over time, to negative actions from students, Reading Public Schools employees, or other third parties that have the purpose or effect of substantially interfering with the student's school performance or the employee's work performance or creates an intimidating, hostile, or offensive learning or employment environment for the person.

Examples may include the following:

- Physical threatening (bullying)
- Making comments about peoples' size, weight, height
- Making comments about peoples' perceived lack of intelligence
- Making undue use of negative sarcasm toward a student by an administrator, teacher or coach

Sources of Harassment

Harassment can come from:

- Students
- Administrators, teachers, coaches or other employees of the Reading Public Schools
- Third parties such as vendors or contractors doing business with the Reading Public Schools
- Visitors or volunteers present within the schools with the permission of the Reading Public Schools

Statement made within the Context of the Academic Curriculum

This policy is not meant to stifle or chill the free exchange of ideas in the teaching and learning environment. It should be understood that in the teaching and learning environment, in order to encourage the learning process, statements, writings or visuals may occasionally take on overtones that could be offensive to some individuals. Teachers should inform students when this is the case and assure them that it is part of the learning environment and not meant to be discriminatory or harassing.

What to do if a student feels that s/he has been discriminated against or harassed

Any student who believes s/he has been subjected to discrimination or harassment should notify any teacher, guidance counselor, nurse, building administrator, or central office administrator. To effectively resolve complaints of discrimination or harassment, it is encouraged that persons file complaints soon after incidents occur. If you have knowledge of or believe that a conduct has occurred that might be discriminatory or harassing in nature, you should also report it to the school officials mentioned above.

Consequences for Harassment and Discrimination

Any student found to have engaged in harassment will be subject to school-imposed discipline or legal action. Consequences imposed on any student found to have engaged in harassment may include, but are not limited to, parent conference, written or verbal statement of apology, suspension, expulsion, and mandatory counseling sessions with a guidance counselor, or mandatory in-house counseling sessions with a school department administrator.

Filing a Complaint of Harassment or Discrimination

Published with this policy is a complaint procedure for reporting allegations of discrimination or harassment. All reports of harassment and discrimination must ultimately be reported to the Assistant Superintendent or Director of Human Resources who serves as the Title IX coordinator and the 504 coordinator. When regarding disability discrimination or harassment such complaint must also be reported to the Director of Student Services who serves as the coordinator for the Americans with Disabilities Act.

Although most complaints of discrimination and/or harassment will be resolved at the building level with timely notification to the Assistant Superintendent or Director of Human Resources, the complaint procedure on this policy indicates when and under what circumstances a matter covered herein shall be brought to the immediate attention of the Assistant Superintendent or Director of Human Resources.

A copy of the District's Complaint Procedure detailing the specific stages of the complaint investigation process may be obtained from the building principal.

At any stage in the complaint process, the complainant has the right to file formal complaints with the United States Department of Education's Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491 (617) 289-0111, or with the Massachusetts Commission against Discrimination, One Ashburton Place, Sixth Floor, Room 601, Boston, MA 02108, (617) 727-3990. For complaints of discrimination on the basis of disability the complainant may also file a complaint with the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148, (617) 338-3300 or may file a Request for Hearing with the Department of Elementary and Secondary Education's Bureau of Special Education Appeals, 350 Main Street, Malden, MA, 02148, 781-338-6400. Complaints of discrimination in employment practices may also be filed with the United States Equal Employment Opportunity Commission (EEOC), 475 JFK Federal Building, Boston, MA, 02203-0506. (617) 565-3200.

Parental Rights Policy

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

Student Records

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

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

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

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

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

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

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

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

Destruction of Records: The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the

student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.

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

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

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

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

District-Wide Curriculum Accommodation Plan

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

Physical Restraint

The Reading Public Schools recognizes that on occasion physical restraint is required to protect the safety of school community members from serious, imminent physical harm. Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical restraint may be used only in the following circumstances: (a) non-physical interventions would not be effective; and (b) the student's behavior poses a threat of imminent, serious, physical harm to self and/or others. 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. Physical restraint is prohibited in the following circumstances: (a) as a means of punishment; or (b) as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Nothing in this policy, or the applicable regulations, prohibits: (a) the right of any individual to report to appropriate authorities a crime committed by a student or other individual; (b) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or (c) The exercise of an individual's responsibilities as a mandated reporter pursuant to MGL c. 119, § 51A. The Reading Public Schools complies with the requirements of Massachusetts regulations governing the use and reporting of physical restraint in schools, 603 CMR 46.00.

Services and Accommodations for Students with Disabilities

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

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

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

Additionally, the Reading Public Schools provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. The Reading Public Schools is, however, generally permitted to establish and utilize skill-based eligibility criteria for

participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity. The Reading Public Schools' administrators, in their discretion, may deny or limit a student's access to co-curricular activities as a disciplinary sanction.

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

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

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

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

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

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

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

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

McKinney-Vento Homeless Education Assistance Act

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

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
2. Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. Transportation may not be provided once permanent housing is found;
3. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;

If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records;

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

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

For further information, please contact Ellie Marino, Coordinator for the Homeless, at (978) 374-5773 or on the following website:

<http://www.doe.mass.edu/hssss/program/homeless.html>.

Reading Public Schools

Computer Network and Internet Acceptable Use Policy

For Students of the Reading Public Schools

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

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

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

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

- a. Grades kindergarten through four: Students at these grade levels will not have individual computer network passwords or email accounts. During school time, teachers of students in grades kindergarten through two will guide them toward appropriate materials. Web access at these grade levels will be limited to teacher-directed and teacher demonstrated use. Students will not be conducting independent research on the world-wide web, nor will they be sending or receiving electronic mail independently.
- b. Grades five through twelve: Students in grades five through twelve may be given individual access passwords and receive individual Reading Public School student email accounts. They may have the opportunity to access the Web and conduct independent, self-directed research, both during classroom instruction and outside of classroom instruction, under the supervision of a teacher or other staff member.

For students to be permitted to gain independent access to the web or individual email accounts, they must agree to and abide by the rules set out below. For students under 18, parents must provide written permission forms before students will be permitted to gain independent access to the web or individual email accounts. If the Reading Public Schools does not receive a signed user agreement and, if applicable, a signed parental permission form, students will not gain independent access to the web or individual email accounts, but they may still have exposure to the Internet during classroom instruction or library research exercises.

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

Rules:

1. Network access is a privilege, not a right. The use of the network must be consistent with, and directly related to, the educational objectives of the Reading Public Schools. A violation of the terms of this Acceptable Use Policy may result in suspension or termination of network access privileges (other than directly supervised access during classroom instruction) and may also result in other disciplinary action consistent with the disciplinary policies of the Reading Public Schools and could also result in criminal prosecution where applicable. The Reading Public Schools will cooperate fully with law enforcement officials in any investigation relating to misuse of the Reading Public Schools computer network.
2. Violations of this Acceptable Use Policy include, but are not limited to, the following conduct:
 - a. Cyber-bullying, which is the repeated use by one or more students of an electronic expression (including transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to, the electronic mail, the internet communications, instant messages or facsimile communications, creation of web pages or blogs in which the creator assumes the identity of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution of communications to more than one person or the posting of material on an electronic medium that be me accessed by one or more persons), alone or in combination with any written or verbal expressions or physical acts or gestures, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (2) places the victim in reasonable fear of harm to himself or damage to his property, (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of the school. See Massachusetts General Laws, Chapter 71, Section 370.
 - b. Using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
 - c. Sending messages or posting information that would likely result in the loss of a recipient's work or system.
 - d. Sending "chain letters" or "broadcast" messages to lists or individuals, subscribing to "list-servers" or "newsgroups" without prior permission, or using the Internet access for any other personal use, without prior permission.
 - e. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
 - f. Using the network in a manner that would violate any U.S. or state law. This includes, but is not limited to, copyrighted material, threatening material and spreading of computer viruses.
 - g. Accessing or transmitting materials that are obscene, sexually explicit, or without redeeming educational value.
 - h. Accessing any prohibited sites on the Internet.
 - i. Revealing the personal address or telephone number or oneself or another person.

- j. Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network.
 - k. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override, or to encourage others to override, any firewalls established on the network.
 - l. Attempting to harm, modify or destroy data of another user.
 - m. Exhibiting any other action, whatsoever, which would in any way subject the user, or the Reading Public Schools to any civil or criminal action.
 - n. Discussing highly sensitive or confidential school department information in e-mail communications.
 - o. Using the Reading Public Schools technology network to buy, sell or advertise anything.
 - p. Using social networking sites, discussion groups, chat rooms, instant messaging, or other forms of online conversation unless authorized in advance by the teacher and directly tied to a school assignment or classroom project.
 - q. Using the Reading Public Schools technology network for gambling.
 - r. Using the Reading Public Schools technology network for political campaigning purposes, including attempts to influence ballot questions or to promote or oppose a candidate for public office.
 - s. Failing to log off the computer network at the conclusion of a work session or at the request of system administrators.
 - t. Using the computer network for recreational purposes or activities relating to personal hobbies.
3. The Reading Public Schools assumes no responsibility for:
 - a. Any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.
 - b. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
 - c. Any cost, liability or damages caused by a user's violation of these guidelines.
 - d. Any information or materials that are transferred through the network.
 4. The Reading Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The Reading Public Schools shall not be liable for any loss or corruption of data resulting while using the network.
 5. All messages and information created, sent or retrieved on the network are the property of the Reading Public Schools. Electronic mail messages and other use of electronic resources by students and staff, including accessing web pages, should not be considered confidential. Copies of all information created, sent or retrieved, including but not limited to web sites visited (cache files), are stored on the computer network's back-up files. While the Reading Public Schools does not plan to review cache files or back-up files on a regular basis, it reserves the right to access and monitor all messages and files on the computer system, including web pages accessed, as it deems necessary and appropriate in the ordinary course of its business for purposes including, but not limited to, ensuring proper use of resources, investigating allegations of improper use and conducting routine network maintenance. By participating in the school district's computer network, users are indicating their consent to such monitoring and access. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.
 6. Any users caught illegally obtaining software or transferring such software through the network, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In such event, the user's network access will be limited to directly

supervised use during classroom instruction. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment.

7. Because of size, many kinds of materials eventually find their way to the network. If a user finds materials that are inappropriate while using the Reading Public Schools technology network, s/he shall refrain from downloading this material and shall not identify or share the material. It should be understood that the transfer of certain kinds of materials is illegal and punishable by fine or imprisonment.
8. Should a user, while using the Reading Public Schools Technology Network, encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members or the property of the Reading Public Schools, that user is obligated to report his/her discovery of such material to a teacher or to his/her principal.
9. Cyber-bullying that either (a) is committed through the use of technology or devices that are owned, leased or used by the school district or (b)(i) is committed using technology or devices not owned leased or used by the school, and (ii) creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, should be reported by following the school district's Bullying Prevention and Intervention Plan and Procedures. See Massachusetts General Laws, Chapter 71, Section 37O.
10. The Reading Public Schools administration reserves the right to amend this policy at any time without prior notice.
11. The Reading Public Schools reserves the right to seek restitution from any user for costs incurred by the district, including legal fees, due to such user's inappropriate use of electronic resources.

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

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

Rules for Technology Use:

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

Check statements below before signing this contract.

☐ I, and my parent/guardian, have reviewed the rules above, understand them, and agree to follow them.

☐ I, and my parent/guardian, understand that I am subject to school-based discipline if I do not follow the rules.

☐ I, and my parent/guardian, understand that my parent/guardian will be notified if I do not follow rules.

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

School (Print Name)

Grade of Student

Student Name (Print Name)

Student Signature

Date

Parent/Guardian Name (Print Name)

Parent/Guardian Signature

Date

Killam Elementary School

Activities Contract

On occasion, throughout the school year, the school may sponsor various social activities for students. These are designed to build school spirit and provide an opportunity for students to socialize outside of their regular classroom. Social activities may include dances, parties, or movies. All social activities must be approved by the principal, and all school rules must be followed.

1. Students must attend school the day of the activity, or they will not be permitted to attend.
2. Students are expected to wear appropriate *everyday* school attire for the occasion.
3. Students are expected to be courteous and respectful at all times, abiding by the school's core values.
4. Students must be dropped off by a parent or guardian no earlier than the time the event begins.
5. Students will not be allowed to leave an activity until its conclusion, except by written permission from a parent.
6. No food or drink is allowed anywhere in the school building other than the café.
7. Parents are expected to pick up students promptly at the conclusion of the activity. Students will not be allowed to walk home unattended.
8. Students not enrolled at Killam Elementary may not attend unless they have prior permission from the principal.
9. A student may receive disciplinary consequences and/or lose the privilege of attending future activities due to inappropriate behavior at such an event.

Parents, please review these guidelines with your child. We appreciate your support in making our school activities safe and fun for all students.

By signing below, I agree to abide by all the rules contained in this activities contract.

Student signature

Date

Parent signature

Date