

"If you would like this document translated, please call 781-670-2883"			
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 quizer 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	2883-670-187 المرجو الاتصال بنا اذا أردتم ترجمة هذه الوثيقة		
Vietnamese	" Nếu ông muốn tài liệu nầy 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		

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SCHOOL DIRECTORY

Main Office/Principal (781) 942-9166 Ext 0
Fax
School Nurse
Absentee Line
Library/Media Center (781) 942-9166 Ext 2124
School Psychologist

Superintendent's Office. (781) 944-5800

To contact your child's teacher directly, please follow the guidelines provided by the teacher. Email is suggested during the school day, as teachers are unavailable to answer the phone while they are teaching.

VISION STATEMENT

Reading Public School Vision Statement

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families



playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.



Alice M. Barrows Vision Statement

The vision of the Alice M. Barrows Elementary School is to educate, challenge and encourage all students while serving their unique academic, physical, social and emotional needs. We strive to facilitate innovative, collaborative learning experiences that promote critical and creative thinking. The staff is committed to providing a positive, safe, supportive environment that encourages lifelong learning, respect for others, and good citizenship.

SCHOOL HOURS

Grades K-5: School begins at 8:15 A.M. and ends at 2:45 P.M. every day EXCEPT for Friday, when the school session ends at 12:45 P.M. for all children. Lunch is served every day. The early closing every Friday enables teachers to participate in professional development opportunities such as attending workshops and districtwide meetings as well as planning curriculum with other grade level teachers.

ARRIVAL AND DEPARTURE PROCEDURES

The first bell rings at 8:15 A.M. and we encourage walkers to plan their arrival at school to coincide with this opening bell. All students can begin entering the school at 8:10. Staff will be at every door. Classroom teachers will communicate specific information about doors to parents. No children will enter before 8:10.

ARRIVAL OF STUDENTS

Parents are encouraged to use car pools where possible. Plan to have students arrive by 8:15 A.M.

- Students may be dropped off in front of the school in the drop-off area
- The driveways are to be used only for staff and handicapped parking
- Students may be dropped off behind the school and cross the field to come up the back stairs.
- Students should stay on sidewalks (where available) at all times
- 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.

WALKERS, BICYCLES, or SCOOTERS

Many children walk to the Barrows School. For their safety, it is expected that children stay on sidewalks and walk with siblings or friends. Children should only be crossing on designated crosswalks. All children should enter the schoolyard using the path around the gymnasium.

We caution families and students in their use of bicycle or scooters as a means of transportation because many students would have to travel across very busy streets. All children must get off of their bikes and walk them once they arrive on school property (sidewalks, blacktops on, in front of, or behind the school property.) All scooters must be brought into the building and left in the coat rack areas outside each room. Bikes should be left on the bike racks outside the school. The school is not responsible for the security of scooters or bicycles. By MA state law, all children must wear a helmet if riding a bicycle. Children are also required to wear a helmet if on a scooter.

TARDINESS POLICY

Students may enter their classrooms starting at 8:10 A.M. Any student who arrives to their classroom after 8:25 A.M. is considered late. After 8:25 A.M., any student who is late should check in at the office, with the school secretary, before going to their classroom.

ABSENTEE POLICY

Attendance is expected, except in cases of illness or family emergency, every day school is in session.

Absentee Verification Policy:

The School committee has passed a policy that all schools will participate in the Absentee Verification program. All families are required to participate. The program is as follows:

- 1. When your child will be absent or late, please call the Barrows School (781-942-9166) before 8:25 A.M., giving the information requested on the recording. Your call will be recorded.
- 2. The recorded messages will be compared to the school's absentee list for that day. In the event that your child's name is on the school's absentee list and a call has not been received, we will:
 - a. Call your home, cell phone and work numbers.
 - b. If verification is not received from home, we may refer to the list of names you have supplied to the school 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 may call the Reading Police Department as a health and safety check.

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 181 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.

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 districts to designate a supervisor of attendance who has the power 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. (The school principal or assistant principal fulfills this responsibility in the Reading middle schools.)

EXCUSED AND UNEXCUSED ABSENCES

Examples of excused absences are absences for illness of the student (a doctor's certificate is required), 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, college visits, or school sanctioned absences.

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, doing errands, cutting classes, etc.).

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 guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

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

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

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 at Barrows Elementary School 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.

ABSENCE NOTES

After having been absent for any reason, a student must 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 main office.

NO SCHOOL POLICY

It is the policy in Reading to have school on all scheduled days and to have parents 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, 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 the opening of school may be delayed. This decision will be made by the Superintendent of Schools. All school delay and closing messages will be sent out through our emergency telephone notification system Connect Ed. The following media outlets will also be notified: Radio stations WBZ, WRKO, WEZE Television stations 4, 5, 7, Fox and Reading Cable Station 9.

If inclement weather begins during the school day, afternoon half-day kindergarten could be canceled. You will be notified via Connect Ed. It is highly unlikely that grades K-5 would be dismissed early due to weather.

DELAYED OPENING PROCEDURES

Based on weather and road conditions, the Superintendent of Schools will determine by 6:00 A.M. whether to declare a delayed opening for that school day. A delayed opening means that school will start later than usual. Students should arrive at school no earlier than the designated time. They will follow the schedule of the day and be dismissed at the regular time. A Connect Ed message will be sent or you may listen to the radio or television for "No School" and inclement weather information.

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. Attendance is expected, except in the case of illness, every day the school is in session. Parents are strongly urged not to schedule family vacations during school days and not to extend 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 <u>upon</u> the student's return to school.

It is the student's responsibility, however, to identify and make 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.

ADMISSION REQUIREMENTS

A child must reach the age of 5 years on or before August 31 of the entering year to be eligible for admission to kindergarten. Kindergarten screening takes place each year during the spring.

Upon entering school, each child is required to present a birth certificate and a record of immunization from a health care provider showing compliance with current requirements for immunization. The date of lead screening and the findings of a complete physical examination in the current calendar year are also required. Any questions regarding health requirements should be addressed to the school nurse.

EMERGENCY PROCEDURES

- Accident Procedures: Whenever a student is injured in school or on school grounds, the student should immediately go to the nearest teacher/adult or to the office and report the injury. If an injured student is not able to report an accident, the first student to learn of the accident should notify the nearest teacher or the office.
 - o The School Nurse (or designee) will contact the student's parents to apprise them of any injury that may require a follow up.
- 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 will be held from time to time. These drills are usually unannounced. Students are instructed to leave the building quickly and without talking, and to WALK NEVER RUN.
- **Safety Drills:** We utilize the A.L.I.C.E. safety protocols to ensure student safety. Drills will be completed during the year in cooperation with the Reading Police Department.
- **State Mandated Bus Evacuation Drills** are also held on a yearly basis. They are conducted by the Reading Police Department Safety Officer.

HEALTH SCREENING POLICIES

• In accordance with state mandates, vision and hearing screenings are conducted annually. Parents are notified of problems detected by the nurse.

- Students are weighed and measured each year.
- Interval health history forms will be sent to the parents of children in Grade 4. Your cooperation in returning the completed form to the nurse is appreciated.
- Postural screening is conducted for students in Grade 5. The purpose of this program is to find early signs of possible spinal problems. It is not a diagnostic service but a program to identify children who should have further medical evaluation.

ILLNESS

If a child demonstrates symptoms of an illness requiring dismissal from school, the parent or a designated individual will be notified. Please note, however, that we can only release your child to a person listed on your emergency card.

MEDICATION POLICY

If any medication is to be administered in school, State requirements must be met. This includes 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. The State Mandated Policy requires:

Written medical orders by a physician; including diagnosis, name of drug, dosage, time to be administered, possible side effects, plus written permission from parent or guardian. An all-inclusive permission form is available from the school nurse.

Medication MUST BE PROVIDED in the original prescription container clearly labeled with the child's name, the name of the drug, and prescribed dosage. Only a thirty day supply is permitted at a time for long term medication.

With the exception of inhalers and Epipens, all medication must be left in the office. No child should carry medicine around in his pocket, purse or lunch box. It must be brought to the office at the opening of the school day by a parent, guardian or designated adult. Students using inhalers may take responsibility for their use after the medication form has been completed, filed with, and approved by the school nurse. A student must have prior written authorization to possess an Epipen on school grounds and that is only an option for older students. Please call the school nurse at 781-942-9166 with questions regarding your child's health.

STUDENT NUTRITION AND FOOD POLICY

We recognize that our students (and staff) enjoy celebrating a variety of holidays. In our efforts to recognize these special days, but also keep all of our students safe and healthy, the district has determined that celebrations shall not involve any shared food items. On these holidays, classes may celebrate by having a special snack and special activities. Additional information about the district wellness policy can be viewed online or a copy requested at the school office.

We celebrate birthdays at our school in many ways. Your child has his/her name announced during the morning announcements and receives a special birthday pencil from the principal. Classroom teachers may also celebrate your child's birthday in additional special ways. THERE ARE, HOWEVER, NO BIRTHDAY SNACKS ALLOWED. (cupcakes, cakes, brownies, etc.) If parents wish to celebrate in an extra special way, they may bring in a class gift in lieu of food.

DRESS EXPECTATIONS

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 of our staff and students to dress appropriately and respectfully while at school.

We request the following: (Parents may be notified by the principal if a student's clothing does not meet school expectations)

- No clothing or jewelry may be worn that causes disruption or disorder within the school.
- No apparel with "double meanings" (ex: concert t-shirts depicting illegal or antisocial behavior, and buttons or pins with profane or vulgar words, etc. are inappropriate for school wear)
- No beachwear or beachwear like clothing, which includes tank tops with straps less than 2 inches wide.
- No hats or caps can be worn within school buildings
- Safe shoes are strongly recommended for safety, we recommend no flip flops, high heels, etc.
- Please label clothing such as jackets, sweaters, raincoats, and hats, and other belongings: i.e. lunch boxes, boots, sneakers, etc. Labeled items are more easily returned if lost

DRESS FOR PHYSICAL EDUCATION

For the safety of each child, we require that sneakers 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 able to participate in gym class.

DRESS FOR COOL TEMPERATURES AND OUTDOOR RECESS

All children are expected to dress appropriately for the given season. The children will go outside in the winter, (even when it may be cold, rainy, or snowy.) Hats, mittens, boots, and winter jackets are recommended. Since the temperature varies within the building, it is also suggested that children keep a sweater or sweatshirt in school to offset any cool temperatures.

PERSONAL POSSESSIONS

We work hard to make the Reading Public Schools safe and secure environments, but we still urge children to leave toys and other valuable possessions at home. Having these things at school can sometimes interfere with learning in the classroom or can lead to conflicts on the playground. Students who bring valuable items to school do so at their own risk. 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.

LOST AND FOUND



The lost and found container is located at the front of the school. Parents are encouraged to come in and look through the articles in the lost and found box. The Lost and Found will be emptied periodically and any unclaimed items will be donated.

It would simplify the identification of items if you would mark your child's name on lunch boxes, bags, raincoats, jackets, hats, boots, and other small articles of clothing (we recommend noting the name on the inside of items).

TELEPHONE POLICY

The telephone system and the personnel in the office are very busy during the day. Therefore, except in the case of an emergency, students are not allowed to use the telephone. Emergencies do not include things such as students phoning home to ask permission to visit a friend, having a parent bring in homework or gym shoes for physical education classes.

We encourage parents to confirm their children's schedule before the start of school. If plans change unexpectedly, messages regarding new arrangements will be delivered to students prior to the end of the day.

APPROACH TO DISCIPLINE & MTSS

Barrows Elementary School prioritizes social and emotional learning. This model supports elementary school children in developing the skills needed to form healthy, positive relationships with people throughout their lives. Barrows utilizes common behavioral expectations for all students and staff to utilize under the umbrella of the Barrows' Beliefs.

Barrows Beliefs

- * Be Safe
- * Be Respectful
- * Persevere
- Collaborate

What is MTSS? MTSS stands for Multi-tiered Systems of Support (MTSS.) It is a SCHOOL-WIDE framework/design for behavioral expectations; It is team-based systematic planning; It is for (and by) ALL students, ALL staff, and in ALL settings; MTSS is a gradual process implemented over time; MTSS is a process for creating safer and more effective schools; MTSS focuses on improving a school's ability to teach and support

positive behavior for all students; We will use data to inform our interventions for students in need. Staff will use the matrix below to teach expected behavior across our school, which will allow for consistent expectations and language for all of our staff and learners.

Voice chart

- 0- Silent (Purple)
- 1-Whisper (Blue)
- 2-Partner (Green)
- 3-Group (Yellow)
- 4-Outside (Orange)
- 5-Emergency (Red)

Barrow's Beliefs Matrix

	Be Respectful	Persevere	Be Safe	Collaborate
Classroom/Library Voice level 0-3	 Follow directions the first time Use school listening look Accept everyone's differences, opinions, and efforts 	Try it on your own, make mistakes Complete work with your best efforts in a timely manner	Keep your hands and feet to self Leave space between you and others	 Treat others the way you want to be treated Be patient, use kind words Be an active group participant Ask peers first, then teacher
Cafeteria Voice level 0-3	 Clean up your eating space Choose only your seat Listen to adults 	Eat your lunch	 Eat/touch your own food Stay seated No more than 3-4 students to a bench 	Include all tablemates in appropriate conversation
Hallways/Common Areas Voice levels Passing in Hallway 0-1 Working in Common Area 1	 Hands by your side Be aware of others Older students allow younger students to pass first Hold door for others 	Go directly to destination Find an adult if you need help	 Walk, feet on the floor, eyes forward Use stop points Stay in line on right side of hall/stairs Take steps one at a time 	Stay together with your class
Arrival/Dismissal Voice level 0-2	Store belongings neatly in assigned space Line up in safe and calm manner	Go directly to destination Arrive on time, leave on time	Walk Keep floor and hallways clear Be aware of body and belongings	Line up at designated spot Work with peers to keep space neat
Outdoors Voice level 0-4	 Line up quickly and quietly Use kind words 	 Find an adult if you need help Make a good choice for yourself 	 Safe tag (one hand touch, only in open space) Streets and woods are off limits Report double-d behavior to an adult immediately Use playground equipment as intended 	 Include everyone Return recess equipment Play fairly, win or lose, be a good sport
Bathroom Voice level 0-1	Privacy1 student per stall	Be quick and neat Flush, wash, leave	Leave lights onLeave personal items in the classroom	Keep space neat Wait your turn
Specialist Classrooms (PE/art/music) Voice level 0-3	Follow classroom rules and teacher directions Use school listening look	Try your personal best, compare yourself to yourself Try it on your own, make mistakes	Use equipment as teacher directs	Show good sportsmanship/teamwork Be an active participant

Annoying behaviors are when a student is being bothered by another student. However, more serious annoying behaviors can be categorized as dangerous and/or destructive behaviors. Dangerous and/or destructive behaviors result in the possibility of someone getting hurt, something getting damaged or destroyed, or when someone repeatedly teases or bullies another person.

As a school, we take a "teaching and learning" stance when it comes to behavior. We utilize our common language of our Barrows' Beliefs to share what is expected across school environments. We provide coaching and teaching through in-class lessons to ensure that students understand what the expected behavior looks like and sounds like. As with all teaching and learning, we know students learn at different paces and may

encounter different glitches in their learning. Most student behavior is supported and coached in classrooms. When a behavior or a pattern of ongoing behaviors requires a student to be referred to the office, the student will be dealt with as fairly and as quickly as possible. In the event a student is referred to the office because of inappropriate behavior, a school staff member may notify parents via email, written, or oral communication and/or may convene a meeting with staff and parents to discuss strategies to address the student's behavior.

Discipline is an opportunity to teach children values and skills that encourage desirable social behaviors. When a student is sent to the office they would go through the following steps;

- Complete an age-appropriate "**Think Sheet**" This process does a few things; ensures students feel that they will have a voice in the process about what happens, allows the students to calm down [if necessary], provides a scaffolded opportunity for the student to think through what happened and how they were feeling when it happened.
- The student will then **process with a staff member**. This staff member will walk through what happened, what contributed to the situations, and find out more information (if follow-ups are needed with other students.) During this processing the student will work with the staff member to identify other solutions to dealing with the problem that would be more appropriate. The staff member and the student will work together to make a plan for how the student can "right the wrong" (i.e. is an apology needed, does a student need to fix something they broke, etc.) and then will make a plan for what they will do should the same trigger happen to them again.
- The student returns to class, and a staff member (either the student's teacher or the staff member that processed with the child) will **contact parents** to make them aware of the situation.

When we process we encourage children to identify a range of behavioral alternatives. This empowers children by giving them the opportunity to make socially appropriate choices. Typically, children are asked to choose a behavioral strategy to use in the future should the need arise. This model of discipline emphasizes positive behavior, identifying choices, and making personal commitments to be responsible for one's self. The use of consequences for negative behavior is intended to focus student thinking on empathy, expected behaviors, and respectfulness. In this model, students learn that we are each responsible for our behaviors, that there are choices for behavior, and that consequences help us think about the choices we make in our day-to-day lives.

SNACK

It is recommended that a healthy, small snack be sent with your child each day to eat midmorning. We ask that you do not send candy, gum, or other foods of limited nutritional value to school with your child as a snack. Soda or energy drinks are not allowed in school.

LUNCH PROGRAM



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. Lunch including milk is \$2.75. Menus for the month are published

on the district Wellness website.

If a student forgets lunch money, the student may charge it for the day, reimbursing the cafeteria the following morning. In September, forms concerning eligibility criteria for free milk, free meals, and reduced price meals are issued to every child. These completed forms are to be returned to the office. All information is treated in a strictly confidential manner.

LUNCHROOM PROCEDURES

While students are in the lunchroom, they are expected to behave reasonably so that everyone can enjoy their lunch. Therefore, children are expected to:

- Respect the space, feelings, and belongings of others
- Walk at all times
- Remain seated and maintain a safe body at all times
- Raise their hand if they need assistance
- Eat their lunch only
- Finish eating their lunch before they have dessert
- Pick up all trash on, under, and around their seat
- Ask permission before leaving the cafeteria

Allergies in the Lunchroom

It is very important that all members of the Barrows community be aware that some people are allergic to certain foods, insect bites, and environmental or manmade substances. Classes in K -2 sit together during lunches, so any allergen restrictions are consistent across snack and lunch times. In grades 3-5, there will be allergen-free tables designated as well as allergens allowed tables. If there are allergy-based restrictions in your child's classroom you will be made aware prior to the start of the school year.

RECESS

Recess is a crucial and necessary component of a child's development and plays a significant role in promoting the overall development of the whole child (American Academy of Pediatrics, 2013). The Centers for Disease Control and Prevention defines recess as "regularly scheduled periods within the elementary school day for unstructured physical activity and play." There are many benefits of recess for a child's cognitive, emotional, physical, and social well-being.

The benefits of physical education and physical fitness are well-recognized, leading to improved personal and academic performance. Recess offers an essential, planned break from rigorous cognitive tasks while also providing time to play, imagine, think, move, and socialize (National Association of Early Childhood



Specialists, 2011). In addition, recess helps children to develop social skills that are otherwise not acquired in the more structured classroom environment. We will send our students outside as often as possible whenever it is safe, this includes during cooler

temperatures, light snow/rain, etc. Please send your students to school with clothing appropriate for the outside weather conditions. This is especially true during the colder months, when a warm hat, mittens, or gloves and an insulated jacket or coat are needed.

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.

STATE TESTING: MCAS

The state of Massachusetts is undergoing a shift of their standardized testing as they adopt the Next Generation MCAS assessment that has been in place since spring of 2017. The MCAS is an online assessment tool utilized in grades 3, 4, and 5 for English Language Arts and Mathematics. The state assessments provide important data that helps informs our practice, but we are careful to remember that their results are just one small piece of our overall assessment of student learning. Grade 5 also takes the Science/Technology MCAS assessment. This testing will take place from the end of March through the beginning of May.

EDUCATIONAL TRIPS/FIELD TRIPS (Subject to change post COVID)

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 educational trip, a Reading Public Schools Field Trip Permission Form, signed by the parent, must be obtained prior to the field trip. This insures parents will have adequate time to plan for possible disruption of family schedule, etc. Proper supervision will be provided by the school.

Transportation and admission charges are usually supplemented by the P.T.O. All chaperones for educational trips must have a current CORI on file with the school and, depending on the nature of the trip, may also be required to complete a fingerprinting check as well.

CURRICULUM NIGHT/OPEN HOUSES

During Curriculum Night (Open House) events, parents are invited to visit their children's classroom to meet the teacher, the parents of their children's friends, and see the work being done in the room. Please be sure to remember that our Open House Nights are not times for parent/teacher conferences. Should you need/want to speak with a teacher directly, please call/email the teacher to set up a meeting.

VOLUNTEERS (Subject to change post COVID)

Volunteers are part of the foundation of our school life. Volunteers work in the classrooms, library, on special

projects, and with the PTO. There are hundreds of ways people can be part of our school. Each fall the PTO sends home a sign-up sheet with descriptions of various volunteer opportunities for parents. If you miss that opportunity to volunteer, you should contact your child's teacher, the principal, or the Barrows PTO to let us know of your interest and availability to volunteer. Volunteers must undergo a CORI (Criminal History Systems Board) check before volunteering in the school. Depending on the nature of the volunteer role, the volunteer may also have to undergo a state mandated fingerprinting background check.

UNDERSTANDING DISABILITIES

The Understanding Disabilities program is designed to increase sensitivity toward others by emphasizing the similarities that all people share. A positive, "can do" approach stresses the achievements of individuals with disabilities while educating the community to better understand different disabilities. The program, which is provided to all grade levels, seeks to banish fear and misunderstanding through knowledge of disabilities and knowledge of how to be helpful to those with disabilities. Units on blindness, deafness, physical limitations, mental retardation, invisible disabilities, allergies and learning disabilities are presented.

PARENT/TEACHER CONFERENCES

During the month of November, parent/teacher conferences are held to explain your child's academic progress for the first marking period. We encourage all parents to make every effort to attend the scheduled conference with their child's classroom teacher. The main advantage of the conference is that it gives parents an opportunity to discover firsthand how their child is progressing and to ask questions. A primary goal of the conference is to encourage parental involvement in their children's education.

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

HOW TO GET READY FOR THE CONFERENCE

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 a list of questions is the most important part of your planning. Be specific. Ask your child if they have any questions for the teacher. Confirm the suggested appointment time and, if at all possible, try to arrange a time when both parents can come together.

QUESTIONS YOU MIGHT WANT TO ASK

- "Is my child doing as well as possible in school?"
- "May I see some examples of work?"
- "Does my child display any particular aptitude or interests that I should



encourage?

- "What can I do to help my child?"
- "How is my child getting along in individual subjects?"
- "What kinds of books is my child using?"
- "Have you noticed any signs of initiative, originality, and responsibility in the classroom?"

AT THE CONFERENCE

Arrive on time and please don't stay longer than your scheduled time as other parents will be waiting. If you need to talk more, arrange for another conference. It's best to let the teacher take the lead; then at your first opportunity, let them know you have a list of questions. Keep the attention focused on your child, strengths and weaknesses, and how you can assist both your child and the teacher. Be open to suggestions from the teacher. Parents are informed of their children's progress towards grade-level standards three times a year. All parents are invited to attend a conference with the teacher at the end of the first marking period in November. A standards-based report card is sent out in November, March and again at the end of the school year.

ONGOING COMMUNICATION

Parent support of the school's goals and activities is the <u>most</u> important ingredient to your child's success in school. Members of the staff will often take the initiative to send home a message about student achievement or difficulty. Questions and concerns from parents and always welcome. Parents are urged to follow the "chain of command" when addressing a problem/concern/question regarding their child. Parents should first speak to the teacher or staff member most directly involved with the student. If a satisfactory resolution is not reached between the parent and teacher, these issues should be directed to the attention of the principal. We recommend parents consult our Communication Guidelines for additional information about our school-based communication practices.

VISITATION POLICY (Subject to change post COVID)

The Barrows School welcomes visitors to its doors. Visitors and classroom volunteers should arrange an appropriate time with the classroom teacher prior to the visit. We ask that visitors sign in at the office and get a visitor pass upon entering the building. Prior arrangements to visit or observe classrooms must be made with the principal before arriving at the building.

HOME/SCHOOL COMMUNICATIONS

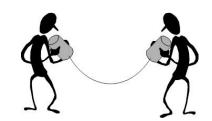
Two-way communication is vital in supporting our students' success. There are many ways that communication is utilized at Barrows. School wide communication includes the following;

- Barrows school webpage: http://www.reading.k12.ma.us/barrows/
- Twitter: @BarrowsSchool https://twitter.com/BarrowsSchool
- Facebook: www.facebook.com/BarrowsElementary
- Weekly Starburst Newsletters
- Curriculum Night (Fall)
- Open House (Spring)

• PTO presentations

Classroom communication is structured with the various grade-level teachers. Classroom communications may include the following;

- Classroom based webpages (you may need to log into the parent Portal to access key information)
- Classroom based Dojo
- Student/Classroom blogs
- Homework assignment books
- Email
- Newsletters
- Phone calls
- Parent conferences
- Conference Reporting Forms & Report Cards
- Classroom performances/work celebrations



Teachers will provide information early in the school year about the best way to stay connected to classroom information.

Open communication is a foundation to successful education, allowing our families and school staff to collaborate together to best support our learners. Barrows School staff use many vehicles for communication including but not limited to; progress reports, report cards, conferences, notes, newsletters, websites, blogs, social media pages, emails, meetings, phone calls, pupil folders which should be designed positively and professionally.

Families can expect classroom-to-home communication to occur on an average of a weekly basis. Although communication may take multiple forms (blog, Classroom Dojo, wiki, private social media page, email, newsletter, etc.), the information about access to the weekly communication should be posted on the school-based webpage to provide a consistent vehicle through which families can find each educator's communication tool. Parents are encouraged to log-in to the PlusPortal to ensure access to all teacher information and postings. Communication from specialist teachers may occur less frequently, but will be regular and done in a manner most appropriate with their content area.

Ongoing school-to-home communication will continue as well. School-to-home communication will include a weekly "Starburst" newsletter to all families, updated website with calendar of events, and social media use (including Twitter @BarrowsSchool and Facebook.)

Home-to-school communication is important, as it helps school staff better know about our learners' strengths, interests, needs, challenges, and presentation at home. The vehicle through which you choose to communicate should be considered based on the nature of the communication and the level of time-sensitivity. Please view the included guidance to help identify the best communication methods.

We look forward to our continued communication with you and trust that these guidelines will result in successful communication for our learners.

Family Guidelines for Home/School Communication

Email is the most frequently utilized form of communication between home and school. Due to the nature of a teacher's roles and responsibilities, they do not always have immediate access to email. As email is public record, the guidelines

listed below are meant to improve the use of email and other tools as effective communication options for parents, while maintaining the confidentiality of our families.

Phone Call	Hand-written Note	In-person or Phone Meeting	Email
Level of Confidentiality:	Level of Confidentiality:	Level of Confidentiality:	Level of Confidentiality:
HIGH	HIGH	HIGH	LOW
Choose this method for URGENT communication needs. Front Office personnel will relay your message to the teacher.	Choose this method to share time-sensitive information your child's teacher or other school personnel (such as the nurse), need. For example: - change in after-school plans - medical concerns - personal issues - tardiness or absence reasons.	Request an in-person or phone meeting if the topic to be discussed with the teacher or administrator is lengthy and/or complex. Please send a note or email to the teacher/administrator requesting a meeting and allow a reasonable timeframe for the staff member to contact you and schedule it. Your child's academic progress, learning expectations, or behavioral issues are best addressed through a telephone conversation or	Choose this method to share information that is not time-sensitive and does not require immediate action or response from either your child's teacher or school personnel. Please be aware that teachers have minimal time to check email during the school day. Also, teachers generally do not check school email if they are absent. For any email requesting a response, please allow 2 days. Email responses from staff can usually be expected within 2 school days. Teachers will make every attempt to check their email daily, however, depending on their individual schedules, this is not always possible. During the day, our staff members are working with learners and are unable to consistently access their email. Some teachers also may prefer to respond to email by phone or writing a note. A good rule of thumb, if the email goes beyond 2
Urgent information or anything time-sensitive is best relayed to teachers via written notes or telephone calls. This would include medical concerns, changes in after-school plans, personal issues, and attendance information (absences, tardiness, and dismissals).		by scheduling a personal conference with your child's teacher. If you need to have a conversation with a teacher, email may not be the best or most efficient communication tool to address your needs. If necessary, please set up a meeting or have a phone conversation with the teacher.	paragraphs, it may be too lengthy to be effective and may be better communicated in-person or through a phone call. When teachers are absent from school, substitutes will not be reading the teachers' emails. If a teacher is absent from school, they most likely will not be checking their email on that day. Because emails can be easily misinterpreted, "tone" and "respect" are paramount in all communications. Before clicking "send", all Barrows community members should reread their email at least once to make sure that they are communicating the information accurately and with a neutral respectful tone. IMPORTANT: The "Level of Confidentiality" is LOW, because email sent to school employees is retained indefinitely and is part of the "Public Record." If you prefer your communications to a school employee not become part of the Public Record, please communicate with a different method.

HOMEWORK

The Barrows School Council utilized research, feedback from staff, parents, and students, and examined current practices to develop a Homework Guidelines Document for the Barrows School.

PURPOSE

Homework is... a tool that is utilized to provide practice opportunities to strengthen skills, preview or activate background knowledge for upcoming lessons, review and reinforce previously taught learning, or provide extra practice or extension or application of classwork.

Homework should... engage students at their level that can be completed independently, be thoughtful and purposeful, connect to the classroom learning, strengthen the school-to-home link, and be consistent and take appropriate incremental steps throughout the school year and across grades.

HOMEWORK AMOUNTS

Students in grades K through 2nd may receive homework on a less formalized basis if at all, and as they get older it may increase accordingly. Based on research, Barrows staff will utilize the "10 min rule" as an **approximation** for nightly homework amounts. (Cooper, 2001) **These numbers are not an exact rule**, but are general guidelines for homework assigned 4-5 nights per week. New homework should not be assigned to be completed during the weekend days only or on vacations.

- Kindergarten 0-5 mins
- 1st grade 10 mins
- 2nd grade 20 mins
- 3rd grade 30 mins
- 4th grade 40 mins
- 5th grade 50 mins

These time guidelines should be considered all-inclusive of school assigned work, but students and families are also strongly encouraged to expand the time spent reading to support the development of literacy skills and encourage a love of reading by our learners.

Assignments are based on individual class and individual student needs; therefore the amount and type of homework assignments will vary. We acknowledge that students work at different paces and have different areas of strength. If a parent finds that their child is spending more than an additional 50% of the amount of time (i.e. for 2nd grade, an additional 10 mins; 30mins total) recommended by their grade level, they should reach out to the teacher to work collaboratively around a solution. Teachers may also assign assignments over a longer period of time that can be completed as with a more flexible schedule.

TUTORING

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

PTO

The mission of the A. M. Barrows Parent Teacher Organization (PTO) is to be committed to enriching the

curriculum and culture at the Barrows School. This mission is accomplished through fundraising activities and events that bring parents, teachers, and students together to share and enhance learning and growth opportunities. Our PTO is a vital part of our school so we encourage you to get involved. Please check out more PTO information on our Barrows School PTO website, Facebook page, or stop in the main office to pick up a PTO packet. Barrows PTO: http://www.reading.kl2.ma.us/barrows/parents/pto/

NEWSLETTERS

The Starburst Newsletter provides parents with information about what is happening in the school. The Starburst will be emailed home to families on a weekly basis. If you require a paper-based copy of the newsletter please let your teacher and the school office know.

WEBSITE

School communications can be accessed from the Reading Public Schools website link. You may access this site online here: http://www.reading.k12.ma.us/ Please be sure to log into the Portal to access the additional information specific to your learner.

CONNECT ED

Connect Ed is a district-based communication tool utilized during emergencies. Your information is requested at the start of each school year to ensure we have the accurate contact for your family if needed.

COMPUTER/TECHNOLOGY USAGE

The Reading Public Schools frequently use various technology devices as learning tools. Students use iPads and computers for typing, collecting and disseminating data, practicing skills, and doing research. As more and more devices 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 always available for viewing at the school.

LIBRARY/MEDIA CENTER

Your child will be able to check out books and magazines from the school library and take them home. The library is staffed by a librarian, and additional support is provided through volunteer efforts. Parents are responsible for the replacement cost of lost or damaged books and materials that are checked out to the children. If, for some reason, you do not want your



child to bring library books home from school, please send a note to school to let us know.

PHOTOGRAPHS AND VIDEO-RECORDING

On occasion, students will be photographed or videotaped at school for school-based media, the local newspaper, cable channel, or some other publication. Please notify the office and your child's teacher in writing if you would prefer that your child not be photographed or videotaped.

SUSPENSIONS

The school may suspend a student from school for 1 or more days in accordance with M.G.L. c. 71, § 37H, 37H1/2 and 37H3/4, depending on the nature and severity of the incident, and history of prior offenses. The following conduct may result in suspension: 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 or possessing a knife or other weapon in school
- Truancy or leaving school grounds without permission
- Forgery and cheating
- Insubordination; defying a direct order from an adult
- Repeated violation of school rules and regulations
- Throwing snow or snowballs
- 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
- Stealing
- Throwing food in the cafeteria
- Assaulting a staff member
- Purchasing, using or possession of drugs, drug paraphernalia, or alcohol
- Sale or distribution of alcohol or other drugs
- Hazing
- Other violations of school rules and policies where determined appropriate by school 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 exists 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.

NOTICE OF NON-DISCRIMINATION

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

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

GRIEVANCE PROCEDURES/POLICY ON HARASSMENT AND DISCRIMINATION:

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

Definitions

For the purposes of this procedure:

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

When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and

relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment And Retaliation 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 they have 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, they 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 they have been discriminated against or harassed should report the incident to the building principal, assistant principal, department chair or supervisor. Additionally, the employee may, if applicable, request union/association representation to assist 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 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. 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 with 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, they 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, they 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 their discretion, from completing the investigation sooner than the fifteen (15) school days described above.

- A. If the investigator determines that discrimination or harassment has occurred, they shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to determining what discriminary 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.
- B. 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.).
- C. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designees determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further written appeal to the Superintendent within five (5) days of receipt of the decision of the Civil Rights Coordinator.

D. The District's Civil Rights Coordinator is:

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

The Human Resources Administrator is:

Michelle Roache 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:

Sarah Hardy Assistant Superintendent

Section 504 Coordinator (disability-related claims):

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

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



Reading Public Schools

Bullying Prevention Plan Overview for Families

BULLYING PREVENTION AND INTERVENTION

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

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, photoelectronic or photo optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communication. Cyber-bullying shall also include (i) knowing impersonation of another person as the author of posted content or messages, if the creator or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or persons.

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

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

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

Bullying is prohibited:

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

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

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

The following procedures are based on the requirements of M.G.L. c. 71, § 370. In addition to the requirements of M.G.L. c. 71, § 370, 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 the 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 their 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.

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 Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education

records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in $\S99.31(a)(1)(i)(B)(1)$ (a)(1)(i)(B)(2) are met. $(\S99.31(a)(1))$
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c)

improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

READING PUBLIC SCHOOLS DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Reading Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Reading Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Reading Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and

Principal) in writing by October 1st.

• Sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.(1) The Reading Memorial High School Pupil Emergency card has a question allowing military recruiters to access directory information. If you do not want the Reading Public Schools to disclose directory information from your child's

The Reading Public Schools has designated the following

education records without your prior written consent, you must notify the District (Building

information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Footnotes: 1.These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

For further information, refer to the following websites:

http://www.ed.gov/policy/gen/guid/fpco/index.html and

http://www2.ed.gov/policy/gen/guid/fpco/hottopics/ht-10-09-02a.html.

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 school.

Noncustodial Parents: Unless there is a court order to the contrary, a noncustodial 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 noncustodial 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 noncustodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the noncustodial parent's ineligibility to access such information. In all cases where school records are provided to a noncustodial 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 noncustodial 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 noncustodial parent that it shall cease to provide access to the student record to the noncustodial 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. 202025901, (202) 2603887 or with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148, 7813383300. 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.

DISTRICTWIDE 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 districtwide 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.

PREVENTION OF PHYSICAL RESTRAINT

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

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

SERVICES AND ACCOMODATIONS 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.

Appendix A

Disciplinary Due Process

Definitions

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

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

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

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

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

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

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

Discipline of Students with Disabilities

The following procedures apply to suspension of students with disabilities when suspensions exceed 10 consecutive schools 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 a court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

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

MASSACHUSETTS STATUTES RELATED TO DISCIPLINE

M.G.L. c. 71, § 37H

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

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

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

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

- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
- (f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
- (g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

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. SUSPENSION AND EXPULSION

(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

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.

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.

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:

- 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, antisocial, 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.
- Receive notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any nonemergency, 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.

Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum. These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The Reading Public Schools will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and 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 nonemergency, 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. 202025901