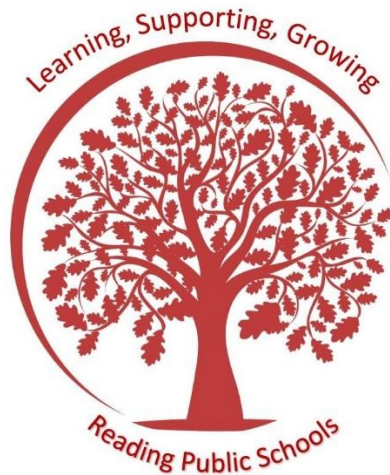


Reading Public Schools
School Committee Meeting Packet
August 29, 2022



Open Session 7 pm
Reading Memorial High School Library
Reading, MA



Town of Reading Meeting Posting with Agenda

2018-07-16 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2022-08-29

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Shawn Brandt, Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

7:00 p.m.	A.	Call to Order
7:05 p.m.	C.	Personnel 1. New Staff Introduction and Welcome
7:15 p.m.	B.	Routine Matters Public Comment Consent Agenda 1. Minutes (08-11-2022) 2. Surplus Property Reports 1. Student 2. Assistant Superintendent of Student Services 3. Assistant Superintendent of Learning & Teaching 4. Director of Finance and Operations 5. Superintendent 6. Liaison/Sub-Committee
7:45 p.m.	E.	New Business 1. SY22/23 Beginning of School Update
8:15 p.m.	D.	Old Business 1. RMHS Track Naming Advisory Committee Recommendation 2. Discuss and Vote on RMHS Track Naming (A)
8:30 p.m.	E.	New Business 2. Review and Approve RMHS Handbook Updates (A) 3. Review and Approve Parker Handbook Updates (A) 4. Introduction to Killam School Building Project

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.



Town of Reading Meeting Posting with Agenda

		5. Introduce Draft Feasibility Study Warrant Article for Subsequent Town Meeting 6. Overview of New District Website
	F.	Information / Correspondence 1.
10:30 p.m.		Adjourn

**Times are approximate

Reading Public Schools
School Committee Meeting Packet
August 29, 2022



Consent Agenda

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Susan Bottan, Director of Finance and Operations
DATE: August 29, 2022
RE: Surplus Property

In compliance with the surplus disposition requirements of Massachusetts procurement law MGL Chapter 30B, I ask that the School Committee declare the items outlined below as surplus property:

LOCATION	ITEM	QUANTITY	REASON FOR SURPLUS
Equipment			
Districtwide	Aquarium (dry)	4	Donated several years ago, unused
RMHS	Computer tables, 30"x40"	4	In disrepair, missing feet
RMHS	Particle board cabinets	2	In disrepair from Food Services Office
Furniture			
Coolidge	Table 24"x60"	1	Broken
Coolidge	Study Carrels	2	Legs broken

Once declared, the school department will take the required steps to offer these items to Town departments and/or dispose of these items in accordance with the laws and regulations of the Commonwealth of Massachusetts. Please feel free to contact me with questions about this request. Thank you.



Town of Reading Meeting Minutes

Board – Committee – Commission – Council:

School Committee

Date: 2022-08-11

Time: 7:00 PM

Building: Reading Memorial High School

Location: Library

Address: 62 Oakland Road, Reading, MA

Members Present: Shawn Brandt, Tom Wise, Erin Gaffen, Chuck Robinson, Sarah McLaughlin

Members Absent: Carla Nazzaro

Others Present: Superintendent Dr. Tom Milaschewski, Superintendent, Dr Sarah Hardy, Assistant Superintendent Learning and Teaching, Dr Jennifer Stys, Assistant Superintendent of Student Services, Susan Botton, Director of Finance and Operations.

Minutes Respectfully submitted: Susan E Brown on behalf of the chairperson

A. Call to order – Mr. Brandt opened the session at 7:00 pm and reviewed the agenda for the evening.

B. Public Comment – Public Comment – Karen Herrick mentioned that residents are concerned about AC usage in schools while they are closed; reminded committee and viewers that there will be a financial forum update Sept 21st; expressed concerns about assumptions used in the population study recently reviewed by the committee.

Chris James, resident on Charles Street, expressed concern about the size of a potential new building at Killam and the increased impact it would have on traffic in the neighborhood.

Consent Agenda – two additional items were added to the agenda - a donation to Parker and a field trip for Parker 8th grade.

Motion made to move to approve as amended motion by Mr. Wise, seconded by Ms. McLaughlin. Passes 5-0.

Reports

1. Dr. Stys – update on ESY Program, housed at RISE/RMHS/Birch Meadow, there were 170 students in attendance, 60 staff members, much thanks to Allison Wright and Jackie Payton for running the program.

Attendance has been an issue and RPS is trying to get ahead of the issue for the coming year, there will be updated attendance policies, DESE will be providing yearlong workshops for sense of belonging, there will be workshops throughout the year for staff. There will be more details in the future.

2. Dr. Hardy – Summer Education Academy, expanded to offer rising 1st – 6th covering math and literacy, this year was a pilot program, with a total of 63 students spread across the grades, the avg attendance was 14 days out of the 19-day program. Total of 7 teachers, there were a mix of students 37 with IEP's, 7 EL, 4 Boston Residents, 11 economically disadvantaged students. Feedback is being compiled from attendees, care givers and staff, so far; it's been positive. This program was funded by a grant which

delayed the outreach to join the program, the grant funds are available later in Spring causing the delay. Teachers worked to make it more enjoyable for the students.

The new literacy program for 3rd, 4th, and 5th grades, all the books have arrived for the coming school year, we are excited to beginning this program providing RPS with an excellent literacy program, we are in the process of getting all the items delivered to the various classrooms.

3. Ms. Bottan – We are pleased to have restored the option to pay tuition/fees online with MS Bucks through Heartland, an electronic pay program to pay fees, we recognize there have been real challenges, our staff is working through the challenges with the parents and working with the district manager from Heartland.

Second update is School Choice 2nd round which is open until August 22, anyone looking to apply please check out our website for the application. The lottery will close on August 22.

4. Dr. Milaschewski – The track timing update, the RMHS track unfortunately the vendor Cape & Islands notified us that they are delayed with supplies, thus a delay in the opening of the track to Sept 22, 2022, we recognize this makes it difficult for Reading athletics, and other programs, our facilities department has been instrumental in getting this done in a timely fashion and it's unfortunate it's delayed 3 weeks.

Food service update - Danielle Collins, has transitioned into another district, we have been searching for a replacement of for that position, thank you to Danielle Collins for her service to the district. Working with Wakefield's superintendent Doug Lyons, and it was determined to sever the last year of the joint agreement and post for a 1.0 FT position, Reading is hiring a FT Director, Sasha Palmer former director of Brookline Public Schools. She will be a welcome addition to RPS.

HR Update – Dr. Milaschewski presented on behalf of Michelle Roach – we are in a positive position to start the school year, we are having a challenge hiring para positions, food service and substitutes.

5. Mr. Robinson – the Track naming committee meeting is Aug 17, we are hoping to have public input on Hal Cross' candidacy, then there will be a vote to present to the School Committee.

Mr. Wise– attended the audit committee July 28 reviewed FY 21, no special areas came out, the next audit to come were requests for athletics and procedures around cash box at events, and police and parking, also the accrediting agency's look highly on towns with 10 years or less of debt. It plays into the rating of the school systems etc.

Ms. Mc Laughlin – Killam Building Committee met to elect a chairperson, Pat Tompkins was selected, and Carla Nazzaro vice chair.

Mr. Brandt – Tom and he attended Aug 3 meeting or ARPA Advisory Committee, RPS unions who submitted requests were able to present at the meeting, Shawn and Tom were to work offline to come up with a model to support a discussion about how to allocate essential worker premium pay. Next meeting is Aug 31.

Select Board met Tuesday, not a heavy agenda relevant to RPS,, but discussions on Senior Center could impact Killam project borrowing, etc.

Mr. Wise moved to take E1 Capital Plan Update out of order, seconded by Ms. McLaughlin, vote passed 5-0.

E. New Business

- 1. Capital Plan update** – included in the packet are all the core capital items, some changes have been made from the beginning of the year, those changes and additions are noted in the report. Which you can view in its entirety in the SC Packet.

Joe Huggins presented on some of the changes to the capital plan surrounding replacing the roof on Parker Middle School, due to pricing on roofing and glycol for the project. The roof pricing needs to be locked in with roofing companies, prior to winter to lock in a good pricing. The Parker Roof will be 500k.

Joe also presented on building security project, the school principals are asking for 30 more card readers, costing 60K for the systems, that needs to go before the town to manager at that cost. The card readers would be moved to FY 24.

Questions raised regarding why spending on RISE preschool playground when we are looking to move the RISE to the new Killam Building. The plan for that spending is only in beginning stages. Because repairs were made postponing the rebuild is now manageable.

D. Old Business

- 1. MSBA deliverables**

Ms. Bottan reported there is an educational profile in the packet, showing how the classrooms are being used now, and the vision for what is going to be possible in the future building. This is a non-binding opportunity to present what RPS envisions for the future regarding this project. It also encompasses Mr. McKibben's projections for the town of Reading as well that were presented at a previous meeting.

Mr. Wise had some questions surrounding the report, on projecting classroom size with regards to needs of the school, that will be covered in the feasibility phase, which will include the community forums etc.

Ms. McLaughlin had a question on removal of modular classrooms, will that be taken into consideration?

Ms. Bottan reiterated that in the feasibility phase will cover those details, this is just the bigger picture part of the project.

There needs to be a discussion on the impact of the building of the new Killam building, regarding traffic, safety, redistricting, educating the community on the need of the district with regards to this build. Need to think how to best present this to the community.

E. New Business

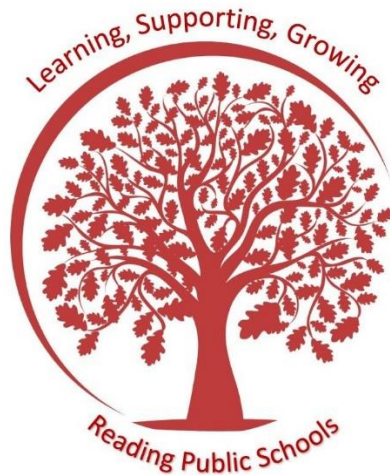
- 2. DESE District Review**

Dr Milaschewski reported on the district review from DESE, the entire presentation is available in the packet and the review itself is available on the DESE website.

3. There was a discussion surrounding CHCA policy as well as MGL regarding school handbook terminology and consistency district wide, the RMHS Handbook is required to be reviewed yearly. This will be reviewed over the next couple of meetings. Dr. Milaschewski, gave a general overview of the things that will be reviewed and changed, i.e.: gender pronouns, also the addition for addressing caregivers to be more inclusive.

With no further business motion to adjourn by Ms. Gaffen, seconded by Mr. Wise. The meeting adjourned at

Reading Public Schools
School Committee Meeting Packet
August 29, 2022



New Business

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

To: School Committee

From: Dr. Thomas Milaschewski

Date: Aug 24, 2022

Re: SY22/23 Beginning of School Update

During the August 29 School Committee meeting, I will provide a brief beginning of school update. This will include a summary of the RPS COVID-19 protocols, an overview of the additional supports added through the FY23 budget process, a preview of the 2022-2023 district areas of focus, and an update of staffing vacancies.

Reading Public Schools
School Committee Meeting Packet
August 29, 2022



Old Business



Administrative Offices
82 Oakland Road
Reading, MA 01867
781 944-5800

READING SCHOOL COMMITTEE

Shawn Brandt Chair
Carla Nazzaro Vice-Chair

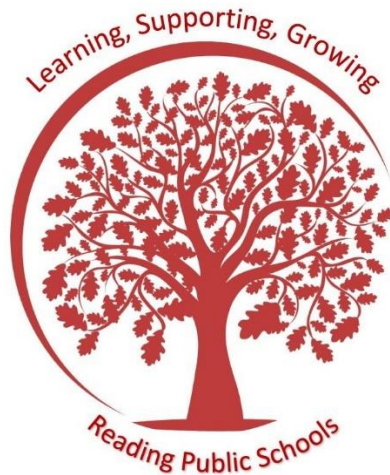
Erin Gaffen
Sarah McLaughlin
Charles Robinson
Thomas Wise

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Reading School Committee
FROM: Chuck Robinson, RMHS Track Naming Committee Chair
DATE: August 29, 2022
TOPIC: RMHS Track Naming Committee – Final Vote and Recommendation

At our August 29th School Committee Meeting I will be reporting on the Naming Committee's final vote and recommendation to the School Committee that the RMHS Track be named after Hal Croft.

Reading Public Schools
School Committee Meeting Packet
August 29, 2022



New Business

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

To: School Committee
From: Dr. Thomas Milaschewski
Date: Aug 24, 2022
Re: Review and Approve RMHS and Parker Handbook Updates

School Committee Policy CHCA reads as follows:

The law directs that in each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September. It is essential that the contents of all handbooks conform with School Committee policies. It is also important that all handbooks bearing the name of the school system or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent. Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent will use his/her judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

Therefore, during the August 29th School Committee meeting, Reading Memorial High School Principal Kevin Tracey will present proposed updates to the RMHS Handbook for School Committee approval. These updates are reflected in Principal Tracey's cover letter and in the draft 2022-2023 RMHS Handbook, both included in the packet. Also, Parker Middle School Principal Rochelle Rubino will present proposed updates to the Parker Middle School Handbook for School Committee approval as some of the proposed updates connect to "standards of conduct." The packet includes a PowerPoint of the proposed updates to the handbook, a copy of the current school handbook, as well as a draft of the proposed handbook with annotated changes.



Memo

To: Dr. Thomas Milaschewski, Superintendent

From: Kevin T. Tracey, RMHS Principal, Jessica Theriault and Kadi Buckley, RMHS Assistant Principals, Tom Zaya, RMHS Athletic Director and Jessica Callanan, Director of Academic Achievement.

Date: August 1, 2022

Re: Proposed Changes to the 2022-23 RMHS Student/Parent Handbook

The following are the proposed edits and policy changes for the 2022-2023 RMHS Student/Parent Handbook. The proposed changes are a product of conversations with administrators, faculty, staff, students and school council. For organizational purposes, all changes are listed in the order they appear in the original document. Deletions are in **Red**, additions are in **Blue**, and updates are in **Green**. Please note that there may be additional changes in the appendix beginning on page 74 if new legislation or district policies warrant an amendment. Consistent with all Reading public school handbooks, the proposed changes to the RMHS student handbook also includes language given directly by our attorney to ensure we are in compliance with legal and legislative requirements and updates. **The following has been revised from the original memo to incorporate the feedback approved through RMHS School Council from our meeting on August 25th. In short, we decided to only move forward the attendance and code of conduct language and press pause on the others until we can meet this fall and involve the students in the discussion.** We, the RMHS school council, appreciate your understanding.

Entire Document:

Cover Page and all page headings:

Update all dates to 2022-2023

Page 2: Update language to the introduction appropriate for a non-COVID disrupted year. Add names Kevin Tracey, Jessica Theriault, Kathleen Buckley, Jessica Callanan, Thomas Zaya with titles.



Pages 4-6: [Update Table of Contents](#) to include updated pagination and dates

Page 10: [Update with 2022-2023 District Calendar](#)

Page 11: Under Graduation requirements, [update Math to 4 years for incoming class of 2026](#) to match MassCore requirements.

Pages 25-26 under Behavioral Health and Guidance: [Update with current language regarding Project Wayfinder and the revised counseling curriculum. Replace “guidance” with “counseling”.](#)

Pages 37-44 under Attendance:

[RPS Attendance Policy](#)

Pages 45-61 under Code of Conduct and Behavioral Expectations:

[RMHS Code of Conduct Updates](#)

Pages 74-123 under School and District Policies per Federal and State Laws and Regulations:
Amend to include any new district-wide policy changes.

2022-2023 RMHS Student Handbook



Overview and Context

- Given the timing and process in which the proposed language changes were made, a decision was made to focus on only two main areas of the RMHS handbook- attendance and code of conduct.
- Any other changes are updates to reflect our current practice and/update names, dates.
- In addition, we were given revisions from our attorney in August that are also reflected in the handbook and in the handbooks across the district.
- The RMHS School Council did meet to review all updates and are in unanimous agreement to move forward with the proposed changes.

Rationale for Attendance and Code of Conduct Changes

- Student attendance and tardiness continue to be a major area of concern at RMHS.
- A district-wide committee was formed last year to collaboratively tackle the issue from a pre-K-12 perspective and to align our practices with what is required by the state.
- The changes in attendance language reflects a need to be more transparent, proactive and timely in communicating concerns with families.
- Increased accountability on behalf of the school to regularly and systematically review attendance data and strategize in partnership with families to address chronic absenteeism.
- The changes in the Code of Conduct reflect our current practices and is consistent with our desire to balance restorative practices with more traditional “consequences”.

Overview of Attendance Policy Proposed Changes

- Aligned policies across schools:
 - Communication checkpoints, partnership with families and accountability
- Included a “Quick Guide” for family referencing
- Created a streamlined system for credit recovery at RMHS

Overview of the Code of Conduct Proposed Changes

- The general behavioral guidelines section was omitted and a new beginning of code of conduct, including philosophy of discipline which includes wording from the portrait of a graduate, was created.
- Keep a proper RMHS identification badge added to school-wide expectations.
- New page added to 1st examples of prohibited conduct and possible discipline/interventions.
- Language added to further describe infractions so that it is accessible to students.
- Detention section separated into teacher detention and administrative/office detention.
- Social-probation added as possible major infractions consequence.

Student Handbook 2022-2023



Reading Memorial High School

62 Oakland Road
Reading, Massachusetts 01867
Phone: (781) 944-8200
Fax: (781) 942-5435
Mr. Kevin Tracey, Principal

<https://www.reading.k12.ma.us/memorial/>

"We believe our work centers on the pursuit of knowledge and the cultivation of intellectual, emotional and physical well-being."

Paper copies are available for view in the Main Office

August July, 2022

Dear Members of the Reading Memorial High School Community,

This handbook includes helpful information, policies, and procedures about our high school that reflect the traditional brick and mortar in school experience. It also includes our behavioral expectations for students, which is designed to keep all members of our high school community safe and secure ~~that are also applicable to the virtual classroom~~. As part of our Core Values and Beliefs, we expect all RMHS students to act with **respect** towards all members of the school community, take **responsibility** for their actions, **persevere** through challenges and exhibit **scholarship** in their studies. RMHS is a great place. Here, we value our students and see them as individuals. However, we must all be responsible and contribute to a culture of respect, safety, and tolerance. Know that upon entering and exiting this building you represent Reading Memorial High School, a school rich in tradition yet unafraid to embrace change.

It is important that all students feel safe to learn and grow academically, socially, and personally. As you plan for the upcoming year, I encourage you to take advantage of opportunities, as they are plentiful here at the high school. The rules, as outlined in this handbook, are in place to make your high school experience a safe one. Know that each year is a fresh start for our students. Take advantage of that fresh start. ~~Hook forward to getting to know the students of Reading Memorial High School~~. Thank you in advance for your help in keeping our school a safe place to achieve inside and outside of the classroom.

With Respect,

RMHS Administration

Handbook Disclaimer

The laws, School Committee policies, and school rules stated in this handbook are intended to ensure the safe, orderly, and educationally sound operation of Reading Memorial High School. In addition to these written provisions, there may be times where, to further insure the safe, orderly, and educationally sound operation of the school, the school administration may enforce a standard of conduct upon students that furthers this end. Furthermore, the school administration has the right to enforce any law, ordinance, or Sschool Ccommittee policy not written in this handbook. If a new law or ordinance, or Sschool Ccommittee policy is passed, it supersedes current rules.

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, disability, 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.

Table of Contents

Table of Contents	4
I. RMHS Core Values and Beliefs and Portrait of the Graduate	7
II. Expectations for Student Learning	8
III. Academic Information	Error! Bookmark not defined.
A. 2022-2023 School Year Calendar	10
B. RMHS Bell Schedule 2022-2023	10
C. Graduation and Promotion Requirements	11
D. Course Selection Process	12
E. Course Changes	12
F. Grading System and Associated Honors	13
G. Honor Roll	15
H. Weighted Grade Point Average	15
I. Academic Honors Speakers for Graduation	16
J. Grade Reporting/Report Cards	16
K. Mid-Year and Final Exams	17
L. National Honor Society	17
M. Century Club	18
N. Summer School	19
O. Financial Obligations	19
P. Student Records	20
IV. Student Supports	23
A. Academic Support	23
B. District Wide Curriculum Accommodation Plan	23
C. Education Proficiency Plans	23
D. Services and Accommodations for Students with Disabilities	23
E. Behavioral Health	25
F. RMHS Guidance Department	26
G. RMHS Health Services	26
H. Library Media Center	28
I. Communication	29
J. Parent/Guardian Involvement	29
V. Safety and Security	30
A. Visitors	30
B. School Resource Officer	30
C. Fire Drill / Evacuation / Lockdown Procedures	31
VI. Student Life	32
A. Cafeteria and School Lunches	32

B. Lockers	32
C. Parking Regulations	32
D. Insurance	33
E. Working Papers	33
F. Guests	33
G. Release of Students From Class For An Activity	34
H. -Truancy from Directed Study	34
I. Pass System	34
J. Assemblies	34
K. Dance Contracts	34
L. Dress Code	36
M. Food Regulations	36
N. Identification	37
O. Leaving School Grounds	37
P. Skateboards and Inline Skates	37

VII. Attendance 37

A. Laws Governing School Attendance	Error! Bookmark not defined.
B. Parent/Guardian & School Responsibilities for Attendance	Error! Bookmark not defined.
C. Excused Absences	Error! Bookmark not defined.
D. Reporting a Student Absence	Error! Bookmark not defined.
E. Attendance Guidelines	Error! Bookmark not defined.
F. Loss of Credit Policy	Error! Bookmark not defined.
G. Tardiness Policy	Error! Bookmark not defined.
H. Due Process Hearing for Attendance Review and Credit Recovery	Error! Bookmark not defined.
I. Dismissal	Error! Bookmark not defined.
J. Vacation Absence Policy	Error! Bookmark not defined.
K. Truancy Policy	Error! Bookmark not defined.
L. Attendance and Participation in Co-Curricular and Athletic Activities	Error! Bookmark not defined.

VIII. Code of Conduct and Behavioral Expectations 67

A. General Behavioral Guidelines	67
B. Overview of Conduct Expectations	68
C. Overview of Consequences and Interventions	69
D. Detailed List of Infractions and Consequences by Level and Type (Major or Minor)	70
E. Conduct of Students at School and School Sponsored Events	72
F. Student Chemical Health Policies	73
G. Academic Integrity: Cheating & Plagiarism	80
H. Assault of a Faculty/Staff Member, Dangerous Weapons and Narcotics	81
I. Conduct of Students Outside of School	82

IX. Reading Public Schools Virtual Technology Procedures and Protocols, Computer Network and Internet Acceptable Use Policy For 6-12 Students	83
X. Co-Curricular Activities	89
A. Activities, Organizations and Clubs	89
B. User Fees	90
C. Student Leader/Team Captain Responsibilities	91
D. Athletic Participation Guidelines	91
XI. School and District Policies per Federal and State Laws and Regulations	96
A. Restraint	96
B. Protection of Pupil Rights Amendment	96
C. Harassment and Discrimination Policies	98
D. Bullying Prevention	100
E. Pregnant Students	105
F. McKinney-Vento Homeless Education Assistance Act	105
G. Hazing	106
H. Student Due Process Rights under M.G.L. c 71 §37H & 37H1/2	108
I. M.G.L. c.71, §37H3/4	110
J. Discipline of Students with Disabilities	112
K. M.G.L. c.76, §21	113
L. M.G.L. c.71, §37L	113
M. Parent/Guardian Notification Regarding Sexual Education And Human Sexuality Issues	114
N. Search and Seizure Policy	114
XII. Appendices	118

I. RMHS Core Values and Beliefs and Portrait of the Graduate

The primary goal of Reading Memorial High School is the preparation of students to be literate, skilled, creative, healthy, competent and informed citizens-appreciative of the arts; capable of critical thinking and problem-solving; and able to function intellectually, emotionally and physically within a complex, interdependent and pluralistic world.

The Core Values that guide all members of the RMHS Community and all of our actions and decisions are:

- ❖ RESPECT
- ❖ RESPONSIBILITY
- ❖ PERSEVERANCE
- ❖ SCHOLARSHIP

As educators, we believe our work centers on the pursuit of knowledge and the cultivation of intellectual, emotional and physical well-being. We help our students enhance their ability to think by teaching the symbols and concepts through which thought, and creativity take place, and by developing the skills for using those symbols and concepts. The uses of intelligence with which we are concerned include critical thinking, observing, information gathering, processing and evaluating, listening, logic, computation, oral and written communication, and the application of these skills in decision-making and problem solving. We help our students by imparting knowledge of their bodies and providing opportunities for physical activity.

We believe that a positive learning community:

- ❖ is safe, caring, consistent, fair, flexible, open and democratic.
- ❖ meets the needs of all students through educational programs that promote individual fulfillment in a variety of ways as well as encompasses the complex interdependence of the world and the community.
- ❖ achieves educational excellence in an environment which promotes the free and open exchange of ideas; encourages mutual respect, creative expression and problem-solving skills; fosters human dignity; and recognizes and respects racial, ethnic, cultural and sexual differences.
- ❖ promotes individuality; nurtures self-esteem, health and well-being; and encourages participation in a democratic society.

We believe that the education of our young people is the shared responsibility of the school, student, family and community.

Portrait of a Graduate Reading Public Schools

RPS Graduates are leaders of their own learning journey who demonstrate kindness and empathy towards others and a commitment to wellness. They persevere through challenges, embrace multiple perspectives, and aspire to be their best selves in the service of others to better our community and our world.

Learn - Grow - Teach

RPS Graduates are critical thinkers and creative problem solvers. They take ownership of their learning journey and are open to struggle to foster personal growth. They are confident in their beliefs and consider the thoughts and ideas of others. They embrace collaboration to help teach others and remain curious life-long learners.

Empathize - Consider Perspectives - Practice Communal Care

RPS Graduates show kindness and empathy towards others and a commitment to personal wellness and communal care. They are able to persevere through challenges and demonstrate resilience. They authentically reflect through hearing and understanding the experiences, perspectives, and needs of people around them. To navigate relationships with generosity and patience, they listen actively and compassionately.

Engage - Serve - Thrive

RPS Graduates responsibly shape our world through collaboration with their community. They engage with and communicate multiple perspectives, aspire to be their best selves in the service of others in order to thrive, and bring their skills and knowledge to action for the benefit of each other and our world.

II. Expectations for Student Learning

❖ Students will Act Effectively and Responsibly

- Students will use sound reasoning to defend their own actions, thoughts and decisions.
- Students will demonstrate an understanding of the need to act responsibly and ethically in making life decisions related to economics, civics and health related behaviors
- Students' actions and thoughts will demonstrate an awareness of their place as citizens in a global society.

❖ **Students will Search for Knowledge and Understanding**

- Students will pursue learning with persistence as demonstrated through reading, comprehension, and interpretation in an effort to effectively access information and deepen their understanding and quality of their work.
- Students will demonstrate cultural literacy.

❖ **Students will Communicate with Clarity**

- Students will communicate clearly and effectively in written form.
- Students will effectively articulate in oral form a stand on issues and support their position with credible information and cogent arguments.
- Students will use technology to communicate responsibly and effectively.

❖ **Students will Think Creatively and Critically**

- Students will demonstrate flexibility in his/her thinking by considering multiple solutions to a problem.
- Students will work collaboratively with team members to produce/create complex, well-conceived answers and solutions.

III. Academic Information

A. 2022-2023 School Year Calendar

2022-2023 DISTRICT CALENDAR

2022

2023

Major Religious & Cultural Holidays

2022	2023
Sep. 16-21* Rosh Hashanah	Jan. 1 New Year's Day
Oct. 5* Yom Kippur	Jan. 7 Orthodox Christmas
Oct. 24 Diwali begins	Jan. 22 Chinese New Year
Nov. 24 Thanksgiving	Mar. 22 Ramadan Begins
Dec. 19-Dec. 20* Hanukkah	April 2 Palm Sunday
Dec. 25 Christmas	April 7 Good Friday
Dec. 26 - Jan. 1 Kwanzaa	April 8-12* Passover
	April 9 Easter
	April 21 Eid al-Fitr
	April 16 Orthodox Easter

*begin the night before at sun down

(See page 2 for a full list of early release days)

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*Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year.

▲ - First Day of School

□ - No School

○ - Teacher In-Service: No School

◆ - RMHS Graduation

▼ - Last Day of School

B. RMHS Bell Schedule 2022-23

Monday-Wednesday-Friday										
Block	Start	Duration	End	1	2	3	4	5	6	7
1	8:30: AM	0:58:00	9:28: AM	B	A	A	A	A	A	A
2	9:32: AM	0:56:00	10:28: AM	C	C	B	B	B	B	B
3	10:32: AM	0:56:00	11:28: AM	D	D	D	C	C	C	C
4	11:32: AM	1:30:00	1:02: PM	E	E	E	E	D	D	D
5	1:06: PM	0:56:00	2:02: PM	F	F	F	F	F	E	E
6	2:06: PM	0:56:00	3:02: PM	G	G	G	G	G	G	F

Tuesday-Thursday										
Block	Start	Duration	End	1	2	3	4	5	6	7
1	8:30: AM	0:48:00	9:18: AM	B	A	A	A	A	A	A
2	9:22: AM	0:46:00	10:08: AM	C	C	B	B	B	B	B
Flex	10:12: AM	0:46:00	10:58: AM	Flex	Flex	Flex	Flex	Flex	Flex	Flex
3	11:02: AM	0:46:00	11:48: AM	D	D	D	C	C	C	C
4	11:52: AM	1:30:00	1:22: PM	E	E	E	E	D	D	D
5	1:26: PM	0:46:00	2:12: PM	F	F	F	F	F	E	E
6	2:16: PM	0:46:00	3:02: PM	G	G	G	G	G	G	F

C. Graduation and Promotion Requirements

Each student who successfully passes all of the required courses listed in the table below, in addition to receiving passing scores on the Massachusetts Comprehensive Assessment System (MCAS) Subject Tests in English Language Arts, Mathematics and Science will earn a diploma from Reading Memorial High School. Students are enrolled in major academic courses based on teacher, counselor, and parent/guardian recommendations.

English: 4 years	Math: 4 years
Science: 3 years	Social Studies: 3 years
Foreign Language: 2 years	Business/Technology: 1 year or 2 semesters
Physical Education: 4 Semesters	Health Issues: 1 Semester (11th grade)
Intro to Health: 1 Semester (9th grade)	Fine and Performing Arts: 1 year or 2 Semesters

- The [MassCore](#) strongly recommends 4 years of math for all students

All students must pass 90 credits in order to graduate from Reading Memorial High School. Also, Seniors must pass a minimum of 19 credits during their senior year.

Course credit is awarded on a yearly basis. Semester 1 includes Term 1 and 2 and the mid-year assessment. Semester 2 includes Terms 3 and 4 and the end of year assessment. Only the final course grade will appear on the transcript.

- All students must carry between 23-25 credits per year, unless approved and signed off by the administration.
- 1 credit course - meets 3 or fewer times a cycle for a semester
- 2 credit course - meets 4 or more times a cycle for a semester

CREDIT REQUIREMENTS FOR PROMOTION AND GRADUATION	
End of Grade 9	18 Credits
End of Grade 10	40 Credits
End of Grade 11	65 Credits
End of Grade 12	90 Credits
• <i>Students must pass a minimum of 19 credits during senior year</i>	

D. Course Selection Process

The Program of Studies is posted on the RMHS webpage and updated every year. The Program includes a description of every course to be offered in the next academic year. Students are required to make their first choices and alternates on the course selection sheets provided and then to have these selections signed off by teachers in the appropriate department as well as by a parent/guardian. In the event that a student does not submit a course selection sheet, a schedule of courses will be devised by the student's guidance counselor working in cooperation with an assistant principal.

E. Course Changes

It is recommended that students choose courses carefully with the advice of their current teachers and counselors. If a student finds a course difficult, s/he may request to transfer to a more appropriate level of the same course. Schedule changes should be made by the counselor during the first week of each semester. After that, the process for requesting a course change is as follows:

Student or parent/guardian-initiated request

- A change request should be directed to the student's guidance counselor who will discuss the request with the student and outline the process to be followed.
- The student and parent/guardian will begin the process by discussing the change request with the classroom teacher. Efforts to be successful in the course will be considered. Meeting with the teacher of the course for extra help and completion of assigned work are evidence of effort.
- The department chair will approve the change request.
- The counselor will make the schedule change and inform the new teacher receiving the student of the reason for the change.
- The student must continue to attend the originally scheduled course until s/he is notified that the schedule change has been finalized by the guidance counselor and, if necessary, the appropriate administrator.
- The parent/guardian will be made aware when a schedule is changed.

Teacher, counselor or administrator-initiated request

- The change request should be directed to the appropriate guidance counselor.
- The teacher or administrator will discuss the change request with the student and parent/guardian.
- The department chair will approve the change request.
- The counselor will make the schedule change and inform the new teacher receiving the student of the reason for the change
- The parent/guardian will be made aware when a schedule is changed.

Students wishing to drop a year-long course must seek permission from the assistant principal. A grade of "WF" will be assigned to any course that is dropped after the third week.

F. Grading System and Associated Honors

The permanent transcript includes all end of year course grades. Transcripts sent as part of the student's college application process report only the final grades for grades 9-11. Transcripts sent during senior year also include Quarter 1 and/or Semester 1 grades. Quarter 3 senior year grades are sent as needed.

Report Card Grade Scale

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59
P	Pass
N	No Credit
I	Incomplete *
X	Medical Excuse
W	Withdrawn
WF	Withdrawn and failure - no credit given

- **Note on Incomplete Grades:** Work is incomplete because of illness or other verified reason. Incompletes must be made up within two weeks of the end of the quarter. Those not made up within two weeks may be considered failures. A student is not eligible for the honor roll until all work is made up.
- **Summer School Eligibility:** Students who receive a failing grade of 50-59 are eligible to take summer school to make up course credits. Students who receive a failing grade below a 50 (0-49) must retake the failed course the following school year.

G. Honor Roll

Honor Roll is computed at the end of each quarter. Honor Roll is calculated in the following way:

- Quarterly grades are the basis for determining honor roll.
- There must be a minimum of 4 graded courses.
- There can be no "Incompletes."

HIGH HONOR ROLL	HONOR ROLL
All grades of A- and above	All grades of B- and above

H. Weighted Grade Point Average

RMHS does not communicate Class Rank or Deciles on student transcripts. Both Weighted and Unweighted GPA will be communicated on the student's official transcript. RMHS has adopted the University of Massachusetts Weighted GPA Scale which will be implemented for the graduating classes of ~~2022~~, 2023 and 2024 and all subsequent graduating classes.

Unweighted Grade Point Average

The Unweighted Grade Point Average (GPA) includes all graded courses taken at RMHS and is based on a 4.0 scale. Unweighted GPA will also be reported on transcripts.

Weighted Grade Point Average / Weighting Scale

- Only courses taken during the school day at RMHS are included in the calculation of GPA. Credit towards graduation may be awarded for courses taken at other high schools, summer school, night school, colleges, etc., but those courses are NOT included in the calculation of GPA.
- Exceptions may be made for a student who has exhausted a sequential program of courses offered at RMHS.
- The GPA calculation is cumulative and year end grades for the calculation.
- Courses taken on a Pass/Fail basis will be awarded credits but are not included in the calculation of cumulative Grade Point Average.
- Most elective courses (such as those in business, art, music, and PE/wellness) are not leveled. They will therefore be assigned no weight and will not be included in the calculation of the Weighted Grade Point Average.
- There are multiple levels of weighting given to classes in the English, Social Studies, Mathematics, Foreign Language and Science Departments as well as in Accounting 1, Honors Accounting, and AP Art. Courses are weighted according to their level of rigor. For example, an Advanced Placement course carries a higher value than a College Preparatory course. Course levels and corresponding weighting are as follows:

Commented [1]: Accounting 1 is not longer in the program of studies. It has been replaced with "Intro to financial Accounting"

Grade	College Preparatory		Honors		AP	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
A/A+	4.0	4.0	4.0	4.5	4.0	5.0
A-	3.7	3.7	3.7	4.2	3.7	4.7
B+	3.3	3.3	3.3	3.8	3.3	4.3
B	3.0	3.0	3.0	3.5	3.0	4.0
B-	2.7	2.7	2.7	3.2	2.7	3.7
C+	2.3	2.3	2.3	2.8	2.3	3.3
C	2.0	2.0	2.0	2.5	2.0	3.0
C-	1.7	1.7	1.7	2.2	1.7	2.7
D+	1.3	1.3	1.3	1.8	1.3	2.3
D	1.0	1.0	1.0	1.5	1.0	2.0
D-	.7	.7	.7	1.2	.7	1.7
F	0	0	0	0	0	0

I. Academic Honors Speakers for Graduation

The Valedictorian and Salutatorian are named at the end of third quarter or the beginning of fourth quarter senior year based on their weighted cumulative GPA. At a minimum, a student must be enrolled as a full-time student at RMHS throughout both junior and senior year to be eligible for Valedictorian and Salutatorian.

J. Grade Reporting/Report Cards

Students, parents and/or guardians can access student grades via their log-in to plusportals at any time. Grades will be updated via student's plusportals account at least four times during each quarter (roughly every 2-3 weeks). Mid-quarter grades and quarterly report cards are posted online for all students. Year-end report cards will be sent electronically at the start of the summer. Paper copies are available upon request.

Commented [2]: This has yet to happen, the year end report cards sent electronically. Rather, they are posted to the portal and you are lucky if you get them and download them before the portal goes down for the summer. We do not consistently get emailed when the report cards are ready in the portal. In all my time dealing with RMHS (since fall of 2019), we have not been sent a report card electronically from RMHS

K. Mid-Year and Final Exams

- Exams are scheduled for 4 days at the end of each semester (in January and in June). Two exams are scheduled per day.
- Semester-length courses generally have a 2 hour exam which counts for 20% of the student's semester grade. In courses where an exam may be inappropriate, an alternative evaluative activity is scheduled. In courses that meet every other day, appropriate assessments are scheduled.
- Students are not required to be in school except when they have a scheduled exam.
- The usual school support services are available to students during exam days.

Senior Exam Exemption Guidelines

Seniors who earn an average of at least a B through the end of 3rd quarter (83-86), and have been absent less than 6 days during second semester will be exempt from taking the final assessment.

- The only absences that will be considered excused for the purposes of exam exemption include: illnesses documented by a physician, bereavement, field trips, school-sponsored exam (for example, AP exam) or extreme personal circumstances if verified and approved by administration.

L. National Honor Society

Selection to the RMHS Chapter of National Honor Society conforms to the guidelines set by the National Council. Eligible students are invited to provide information to the RMHS Faculty Council to support their candidacy for membership. The selection process is open to juniors and seniors who meet the following criteria:

- The student must maintain a weighted GPA of 3.5. The average is calculated based upon grades in five college preparatory departments: English, Math, Social Studies, Science and Foreign Language. However, low grades in subjects not included in the GPA will be considered a character issue to be considered by the Faculty Council.
- The student must have devoted a minimum of 40 hours during the past year to community service. Service must be documented and verified by a supervising adult.
- The student must have fulfilled a minimum of 2 significant leadership roles in school or community activities since starting high school. Leadership must be documented and verified by a supervising adult.
- The student must be considered of outstanding character. A letter of reference attesting to the student's character is required. (Outstanding character is demonstrated by: honesty, integrity, responsibility, respectfulness, fairness, citizenship, and behavior consistent with school rules and public law.)
- Students meeting the scholastic criterion for membership are asked to submit a portfolio showing that they fulfill the other three criteria. Teachers are given a chance to submit their observations about how well individual students meet the criteria. The National

Honor Society Faculty Council then selects those students who will be inducted into the society. The portfolio requires a statement by the student regarding any discipline issues beyond the classroom that involve the high school administration or police since the start of high school. Any violation of school rules or public law substantial enough to result in suspension from school will be grounds for not considering a student for selection as a member until at least 12 calendar months have passed.

Once selected, members are expected to continue to meet the selection criteria. Each member must:

- Maintain a 3.5 GPA
- Volunteer at least 20 hours of service every 6 months
- Fulfill at least one significant leadership role each year
- Participate in RMHS chapter activities
- Continue to demonstrate good character.

A member's records will be reviewed at the start of each semester. Not meeting the above standards will leave the member subject to the possibility of probation for a semester. Should non-compliance extend into another semester, the member will be considered for dismissal from the Society and a hearing will be scheduled. Any report of flagrant violation of either school rules or public law by a member will cause the Faculty Council to:

- Review the report.
- Hear the member's account of the situation.
- Determine whether probation, dismissal, or no action is merited.

TIMELINE FOR POTENTIAL NHS MEMBERS

1. At the end of sophomore year, students who have a GPA of 3.45 or above are invited to a meeting to learn about the criteria for selection to NHS.
2. At the end of first semester, juniors who meet the academic eligibility requirements are notified of a meeting explaining the selection process with instructions and the deadline for submitting a portfolio, usually due by mid-March. The induction ceremony is held in May.
3. In September, seniors who are academically eligible are notified of the opportunity to submit a portfolio in time for a fall induction ceremony.

Contact Information:

Information about the selection process and downloadable forms are available online. Contact the NHS faculty advisor Ms. HollyBeth Murphy for more information.

M. Century Club

The Century Club is an annual recognition of academically outstanding students in the high school. All courses are included in the selection of Century Club members. There is no application process. To be eligible a student must have completed a minimum of 10 credits (freshmen 11 credits) during each of the first three-quarters of the current school year. Students with I (Incomplete) grades during the current year will not be eligible. The eligible students with

the highest unweighted grade-point average are automatically selected: 40 seniors, 30 juniors, 20 sophomores, and 10 freshmen. Students selected are inducted into the Century Club as a part of the high school's annual Awards celebration at the end of the year.

N. Summer School

While we hope for all of our students to be as successful as they can be, some students benefit from additional instruction and reinforcement during the summer months. Summer school is recommended for students who have failed required courses but have earned an average higher than or equal to a 50% (F) in that course. Students whose average is 49% or lower must repeat the course and are not eligible for summer school. Guidance has information on approved summer school options at RMHS and other sites.

- Credit is only awarded for courses previously failed at RMHS.
- The original grade and the summer school grade appear on the student's transcript.
- Summer school grades have no effect on weighted GPA
- All make-up work done during the summer vacation shall be subject to evaluation within two weeks after the fall opening of school.

O. Financial Obligations

Students who owe the Reading Public Schools money for lost or damaged books & materials, for vandalism damage, or for other reasons will be expected to pay for the cost of replacement as promptly as possible. Students are encouraged to look and return the lost books/items and ensure credit to their account. The parents of students owing bills will be notified in writing via e-mail at the end of the school year or end of season if it is a sport or activity.

Athletic & Student Activities:

- Families for whom athletic and/ or co-curricular activities user fees present a hardship may apply for fee waivers through the Federal Free and Reduced Meals (FFRM) program. Please see the Financial Assistance Information document on the RPS District Food Services web page.
- Applications for the FFRM are found online under Food Services.
- User fees are payable the first week of each season. The online payment system [ESchool](#) is the preferred method of payment.
- If paying by check, submit to the Athletic/Student Activities Department, Room 220. Checks are payable to: Town of Reading.
- All outstanding financial obligations out of the Athletic & Student Activities Office must be resolved before the next season in order for students to participate in ~~extracurricular~~
~~extra-curricular~~ activities and athletics.
- At the end of the school year any outstanding debt will be reported to the main office for collection.

Library Books and Materials:

- Students who fail to return library books and materials can use materials in the library but will not be permitted to sign-out overnight books or materials until they have settled their debts.
- At the end of the school year any outstanding debts will be reported to the main office for collection.

Other Material or Equipment:

- Students who lose equipment that has been issued or loaned to them, such as computers, books, gym locks, will not be issued replacements until they have settled their debts.
- At the end of the school year any outstanding debt will be reported to the main office for collection.

Damaged Property:

- Students who owe money for breakage due to negligence or vandalism will be expected to make restitution.
- If restitution as a single payment is not possible, the student and the building principal will make an agreement on how and when restitution will be made.
- At the end of the school year any outstanding debt will be reported to the main office for collection.

Senior Financial Obligations:

- Include any of the item's listed above books, locks, athletic/activity fees, equipment, etc.
- Any outstanding debts from freshmen year to senior year that have failed to be collected can be included in the final total to be collected.
- Students will be able to participate in the graduation week activities/ceremony only after any outstanding financial obligations have been resolved

P. 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/guardian's and eligible student's rights to access, inspect, and to request amendment of the child's student record.

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

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

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

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

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

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

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

Destruction of Records: The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent/guardian 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 enroll, or already has enrolled in another public school district, if the disclosure is for purposes of the student's enrollment or transfer. The parent/guardian or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

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

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

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

IV. Student Supports

A. Academic Support

Students are encouraged to seek academic assistance from their classroom teachers. Students may be recommended for additional support by teachers, guidance counselors, or other building professionals. Academic assistance opportunities include, but are not limited to:

- Flex Block
- General Peer Tutoring - contact Guidance for more information
- National Honor Society Tutoring – contact the NHS Coordinator or Guidance Counselor
- Academic Support Center - subject specific support for students, executive function and study skills coaching (available to students through drop in, teacher referral and long term assignment as needed to build necessary skills for success)

B. District Wide Curriculum Accommodation Plan

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

C. Education Proficiency Plans

Students who score below the Proficient level on MCAS exams in English Language Arts or Mathematics are required to continue to enroll in coursework in that academic area. The Guidance Department will prepare an Educational Proficiency Plan to guide the student's progress towards greater skill attainment.

D. Services and Accommodations for Students with Disabilities

Under the Individuals with Disabilities Education Act ("IDEA") and M.G.L.c. 71B, some students with disabilities may be eligible for services if they require specialized instruction and/or

supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a learning center. 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/guardian(s). Within forty-five (45) school days of receipt of the parent/guardian(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.

Section 504 of the Rehabilitation Act of 1973, protects the rights of individuals with disabilities in programs and activities that receive federal funding or federal financial assistance. These 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. An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling, and medical diagnostic services necessary to the child's education.

An appropriate education will include:

- education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;
- the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability;

- evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and
- establishment of due process procedures that enable parents and guardians to:
 - receive required notices;
 - review their child's records; and
 - challenge identification, evaluation and placement decisions.

Due process procedures must also provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

The quality of education services provided to students with disabilities must equal the quality of services provided to nondisabled students. Teachers of students with disabilities must be trained in the instruction of individuals with disabilities. Facilities must be comparable, and appropriate materials and equipment must be available.

In addition, students with disabilities may not be excluded from participating in nonacademic services and extracurricular activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students. 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.

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

<https://www.reading.k12.ma.us/departments/student-services/>

<https://www.reading.k12.ma.us/departments/student-services/sepac/>

E. Behavioral Health

As always, it is important to share concerns with trusted adults throughout the building. This may include a trusted teacher or staff member in the building. Additionally, guidance and adjustment counselors, nurses, school psychologists, social workers, administrators and the School Resource Officer (SRO) are available to assist students with issues that interfere with their school experience. Referrals for assistance outside of school may be recommended in

consultation with students and families. More information about resources for students' behavioral health is available via the [Behavioral Health link](https://www.reading.k12.ma.us/departments/behavioral-health/) at: <https://www.reading.k12.ma.us/departments/behavioral-health/>

F. RMHS Counseling Department

Counselors assist students in making choices concerning their personal growth and development that are realistic, suitable and align with the student's goals. Emphasis is placed upon educational, vocational, and personal interests. Conversations between students and counselors are held in private and treated confidentially. Students can make appointments to meet with their counselor at any time by arranging one directly with the counselor or by seeing the guidance secretary.

Each student is assigned a counselor for 4 years alphabetically by last name. Please see the counseling department page on our RMHS website to see a detailed distribution

The Developmental Counseling Program

Counselors meet with students in each grade level to present a sequentially designed program of guidance workshops beginning in the fall of the freshman year. These sessions are conducted often during our flex blocks in a classroom setting with approximately 15 to 25 students. Topics covered include:

- Grade 9: Transition from middle to high school and expectations at the high school level
- Grade 10: Career interests/aspirations
- Grade 11: Standardized testing and post-secondary issues/planning
- Grade 12: Transitional issues of moving on from high school to work or post-secondary education.

Group and individual tests of learning ability, academic aptitude, academic achievement, vocational aptitude and interest, or personality traits and characteristics may be administered by the Student Services Department in order to gather objective data concerning the student's relative strengths and weaknesses. This objective data is used by the guidance personnel in assisting individual students with program planning and program changes.

Each year the Counseling Department arranges a series of educational and occupational conferences with representatives of colleges and universities, institutions of further training, business, industry, labor, and the armed services.

G. RMHS Health Services

The School Nurses can be reached at 781-944-8200, Ext. 867. Medical excuses from Physical Education should be brought to the Health Office.

- **Screening**

- Hearing and vision screening is performed for all 10th grade students.
- All 10th grade students will have their height and weight checked.
- Postural screening is performed on all 9th grade students unless verification of a recent screening by a physician is provided.
- SBIRT (Screening, Brief Intervention and Referral to Treatment) will be conducted for all 10th graders

- **Medication in School**

- The school nurse may dispense Tylenol and/or Ibuprofen if the parent/guardian has signed permission for the nurse to do so as noted on the Emergency Information Health Form. This form will be provided to each student on the first day of school.
- The only two medications that students are allowed to carry in school are Epi-Pens and inhalers, provided the nurse has doctor's orders and parental/guardian permission forms updated each year.
- Any prescription medication to be dispensed from the Health Office must be in a container with a pharmacy label which includes the student's name, drug's name, dosage, and time and duration of administration.
- If a student is attending a school-sponsored event and requires medication, the nurse must be notified and the same process should be followed. The nurse will then provide an approved list of names to administration.
- Any over-the-counter (OTC) medication, with the exception of Tylenol and Ibuprofen, requires the labeled medication provided to the Health Office.
- Doctors' orders and parental/guardian permission forms are required for all medication, with the exception of Tylenol and Ibuprofen.
- The administration of medication in schools are subject to the provisions of 105 C.M.R. § 210.006.

- **Physical Examinations**

- All athletes are required to have a physical exam by the school doctor or their personal physician before they can compete in the sports program.

- **Illness**

- Any student who becomes ill during school should report directly to the Health Office. The student should bring a pass from the classroom teacher.
- If a child is demonstrating symptoms of illness that require dismissal from school, the parent/guardian or responsible party shall be notified. Parental/guardian permission is necessary for dismissal, unless the student has reached Age of Majority and filled out the necessary form.
- When reporting to the Health Office, students must be sure that they are signed in by the Nurse.

- **Immunizations**

- State law requires that all students attending high school should have been sufficiently immunized during middle school years.
- Parent/guardian(s) will be notified if a student needs a booster (DPT, polio and MMR) according to school health records.
- Parents/Guardians will be notified if a student needs any immunizations. Lack of compliance with this law could mean risk of exclusion from school.

- **Accident Reports**

- Students who are injured during school hours must report to the school nurse and file an accident report in the Health Office if necessary.
- If an injury occurs during an after-school activity, it should be reported immediately to the advisor or coach.

- **Home Hospital Tutoring**

- If a child will be absent from school for medical reasons for more than 10 school days, contact the school nurse or guidance to discuss the procedures for obtaining tutorial services if the student is physically unable to attend school for medical reasons. It is the physician's responsibility to fill out the "28R/3 form." Parent/guardian(s) may have to remind their physicians to take this action.

H. Library Media Center (Does this need to be updated?)

Library hours are typically 8:00 am – 3:30 pm, Monday – Friday. To attend the library during study, students are required to obtain a library-issued pass and may do so prior to school at between 8-8:30 am or after school the day before until 3:30 pm as availability may be limited. Students must first check in with their assigned study hall teacher for attendance purposes prior to reporting to the library. Students are expected to be in either their study or the library. If students go to a directed study, they may not leave half way through the period to go to the library, except for an academic emergency and only with a pass from their study teacher. Students may not use cell phone devices to game in the library at any time. Failure to comply with these policies may result in loss of access to the library. (Is this changing w/ new library media specialist and pass system? Should we update the whole section?)

The following tips are provided to guide students in taking full advantage of the Library/Media Center:

- The Library/Media Center is PC and Mac friendly/ Wireless internet access
- Students have access to powerful research databases in all core subject areas.
- Equipment available for overnight reserve includes:
 - Laptops
 - Audio
 - Video and still cameras
 - Projectors

- Students and others may reserve project rooms for quiet or group study. Sign up at the front desk.

- Students may stop by or make an appointment with for help in the following:
 - Managing research projects
 - Finding and evaluating sources
 - Digital video
 - Writing and Editing
 - Bibliography and documentation

The library prides itself on its student-friendly policies. If students have suggestions or would like to request materials, please email Insert New Library / Media Specialist's Name and email
~~Ms. Burke at Sharon.Burke@reading.k12.ma.us~~

I. Communication

Communication between school and home is a key ingredient to school success. The RMHS website and portal is one of the primary methods for broadcasting information from the school to families. Parent/guardian(s) can keep updated regarding students' grades by checking them on plus portals (<https://www.reading.k12.ma.us/memorial/>), as grades are updated at least three times in every quarter. Teachers may also be contacted via telephone voice message or e-mail in order to engage in more interactive dialogue regarding student performance. Please understand that due to the nature of a teacher's role and responsibilities, teachers will not necessarily have the opportunity to answer emails and phone calls immediately during the school day. Consider the following when contacting a teacher or staff member:

- Urgent and time sensitive issues can be facilitated by contacting the student's guidance counselor or Assistant Principal.
- Responses from teachers to parent/guardian(s) can usually be expected within 2 school days. Although teachers will make every attempt to check their email and phone messages daily, due to the nature of the profession, this may not be possible. Teachers are only able to check messages when they are not instructing students.
- Reading Public School email is a public record.
- Refer to the [RMHS Protocols for Communication](#)

J. Parent/Guardian Involvement

There are a variety of ways parents/guardians can contribute to the student experience at RMHS. Volunteer opportunities are available through the various booster organizations for co-curricular activities. The [PTO](#) meets quarterly and provides a forum for parents/guardians to learn about and support our school. The School Council is an advisory body to the Principal with parent/guardian, teacher, community, and student representatives.

V. Safety and Security

A. Visitors

All visitors to Reading Memorial High School between the hours of 8:00am and 3:30pm must report to the main entrance, state their purpose for entering the building, and then sign in at the RMHS Main Office. Visitors must obtain a badge that will be displayed visibly during their visit. This practice will ensure that only properly identified and approved visitors will be admitted to offices where they may have direct or incidental contact with students. Finally, parents/guardians must present a photo ID when picking up a student for dismissal.

B. School Resource Officer

The School Resource Officer (SRO) Brian Lewis has an office on Main Street within RMHS along with Cooper, our comfort dog. Officer Lewis is available to students to discuss concerns at any time and is a valuable resource in keeping our school safe and respectful for all. Officer Lewis can be reached at blewis@ci.reading.ma.us or 781- 670-2806 RMHS Direct Line or 781-944-1212 Police Department Direct Line.

The Reading Police Department sponsors a 100% anonymous **Text A Tip** line.



C. Fire Drill / Evacuation / Lockdown Procedures

FIRE DRILL/EVACUATION PROCEDURE

- Exit under the direction of the teacher or as posted in the room (using the nearest exit).
- Do not go to lockers unless so instructed.
- Move out of the building, quickly, and quietly.
- ~~If an alarm~~~~if alarm~~ sounds during passing time, exit the building~~exit-building using the closest~~~~using closest~~ exit and check-in with a faculty member outside.
- Move far enough away from the building to allow fire apparatus speedy access to the building.
- **All students must remain with their teacher in order to ensure proper supervision and that attendance is taken during this important school safety event.**
- Remain standing, away from parked cars.
- Do not return to the building until authorized by an administrator.

ALICE PROCEDURE: ENHANCED LOCKDOWN

- An Enhanced Lockdown may be announced/utilized during situations that involve a dangerous person. Depending upon ~~the~~~~then~~ information provided regarding the person and the location to this danger, students and staff may elect to do any of the following actions:
- Evacuate if able (door, window, etc.) and run to safety with hands visible. If necessary, run in a ~~zigzag~~~~zig-zag~~ motion and follow law enforcement commands.
- Lockdown ~~in the nearest~~~~in-nearest~~ classroom, office, kitchen, or other securable location. Barricade using heavy objects and silence mobile devices.
- As an absolute last resort, counter the dangerous person by moving about the room, making and throwing objects to distract, using body weight and force to gain control

NO PASS PERIOD

- In the event of a medical emergency or other special circumstance, a "No Pass" period will be announced in order to ensure that responding personnel are not impeded in the execution of their duties.
- Students should remain in their regularly scheduled classrooms or report to the nearest alternate location should they be in a hallway when the "No Pass" period is announced.
- This period of time should be brief and regular educational practice should continue.
- Staff and students will be informed promptly when the "No Pass" period has ended.

VI. Student Life

A. Cafeteria and School Lunches (Will this be the same w/ the new cafe manager?)

There are three thirty-minute lunch blocks daily. Hot lunches are served every day with two different menus usually available. A la carte items are also available. Lunch is to be eaten in the cafeteria or in designated areas approved by school administrators. Free and Reduced Lunch application forms are available via the Food Services link online. Free breakfast and lunch programs will continue through the 2022-23 school year. The first breakfast and lunch for each student during the school day is free, additional meals are available for the established price.

<https://www.reading.k12.ma.us/departments/food-services/>

B. Lockers

Lockers will be ~~back~~ in use for the 2022-23 school year. Every student will be assigned a locker with a specific combination or a lock.

1. **Students are advised to lock up valuable personal belongings.**
2. Students are not to share lockers.
3. Personal locks are not to be attached to lockers. Lockers and locks issued to students are the property of the Reading Public Schools and are issued to students for their use while a student at Reading Memorial High School and therefore, there is no expectation of privacy on the student's behalf. RMHS reserves the discretion to search student lockers at any time.
4. Master keys and combinations are kept by school officials.
5. The school does not assume liability for lost or stolen items.
6. Students must clean out lockers at the end of the school year. Any remaining articles will be disposed of at that time by the school staff.
7. Vandalizing and/or defacing of lockers may result in suspension and/or monetary restitution.

C. Parking Regulations

Students who drive automobiles or motorcycles to school should note the following regulations:

1. A student must register and receive a parking tag from the Main Office before being granted permission to park on school premises.
2. Students are only to park in areas designated for students.
3. Students may not be in or near any automobiles during the school day without permission. Students with no cause to be in or around cars will be considered to be

"Out-of-Bounds" and will be subject to disciplinary consequences up to and including suspension.

4. Permission may only be granted by the administration to any student who makes a valid request to go to his/her car during the school day.

4-5. Any student violating these rules will not be permitted to park on school grounds. Furthermore, students violating motor vehicle laws will be reported to the Reading Police Department. **Students are reminded to be especially careful driving and parking on Oakland Road, Park View Road, Longfellow Road, and Birch Meadow Drive.**

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.

D. Insurance

- Every student is given the opportunity to purchase an accident insurance policy each fall.
- All accident or injury insurance claims must be filed by the student on a special form following an accident. The form can be obtained in the office of the assigned assistant principal and is required to support an insurance claim using the school's insurance policy.

E. Working Papers

- Every individual from fourteen to seventeen years of age in the Commonwealth of Massachusetts must have a working certificate to hold a job (MA General Laws, Chapter 149, Section 86).
- Working certificates are issued through the Guidance Office.
- Proof of age must be presented.
- Students must appear in person to obtain working papers.
- A new work certificate must be obtained with each job change. If you are a student, your certificate is good only for part-time work.

F. Guests

Students are discouraged from bringing guests to school as it may interfere with the educational process. If a student wishes to bring a guest to school, permission must be obtained from the assistant principal or the principal 72-hours prior to the visit, and it will be granted only if there is a valid reason for the guest to be present in school. The guest must check into the office on the day of the visitation and be introduced to the assistant principal or principal. Guests are permitted to attend certain school dances, such as semi-formal and formal dances, for which the

guest has filled out and had authorized "Permission to Attend" form. Guests must be under the age of 21.

G. Release of Students From Class For An Activity

- Students must obtain permission from the teacher excusing them from class prior to the activity (minimum 2 days).
- Release of the student is at the discretion of the excusing teacher.
- Students who fail to obtain the permission of their teachers and miss class are subject to a zero for that period's work.

H. Truancy from Directed Study

1 st Offense	2 administrative detentions
2 nd Offense	4 administrative detentions
Additional Offenses	Possible in-house suspensions

I. Pass System (Is this changing w/ new pass system?)

Every student is assigned to a particular classroom or supervised area each period of each school day. Students leaving any assigned area during class period must have an **official** written pass from the **assigned teacher**. Any student without an official pass is considered unauthorized from class and will be subject to the penalties for cutting class.

J. Assemblies

Assemblies are scheduled periodically for class meetings or special presentations on topics relevant to the RMHS school community. Respectful attention is expected during any school assembly. Whistling, raucous applause, talking, using electronic devices and other distracting actions are forbidden.

K. Dance Contracts

This contract states the rules that must be followed at all school events, on or off campus. This includes dances/semi-formals/proms/banquets (heretofore referred to as dances). By signing this contract, the student comprehends and will abide by its rules. All students are subject to a bag search and breathalyzer check before admission to a school dance and during the event.

Furthermore, it is understood that if the student breaks a rule, s/he will be subject to the consequences listed below. In order for a student to attend any school-sponsored events, both the student and parent/guardian must sign the dance contract. Go to Appendix D for a copy of the Dance Contract Form.

Rules and Consequences

- Students must attend school the day of the dance or they will not be admitted.
- -If the event is on a weekend day, students must be in school on Friday or last school day of the week to be eligible to attend.
- Students are expected to wear the appropriate attire for the occasion.
 - Consequence: Students will be denied admission.
- Consumption of alcohol or any controlled substance will not be allowed before or during the dance.
 - Consequence: Parent/guardian(s) and police will be notified. A five to ten-day suspension will result after a due process hearing. (Do you want to keep this definitive or give yourself room by stating?)
 - Consequence: Suspension from sports and extracurricular activities. MIAA rules will apply. (Refer to updated MIAA rules, Rule 62, in your Student Handbook.)
 - Consequence: Failure to abide by this rule will result in exclusion from up to three dances, and the student must have administrative approval before attending a dance. This will carry over to the following school year if applicable.
- Inappropriate language, gestures, and/or behaviors are unacceptable.
 - Consequence: A student will be removed from the dance and suspension may result.
- Once a student leaves the dance, s/he may not return.
 - Consequence: There will be no re-admittance for any reason.
- Students must remain within the physical boundaries of the dance area.
 - Consequence: If a student is found beyond the specific dance area, s/he will be removed from the dance. Parent/guardian(s) will be notified, and the student will be sent home.
- Students must adhere to any specific rules for a particular dance.
 - Consequence: Failure to comply with rules will result in the student's removal from the dance.
- Entrance to the dance will be closed one half hour after the stated beginning time. (If a student is to be late for a valid reason, prior authorization for entry must be obtained from the assistant principal.)
- Certain RMHS Dances may be open to guests. For these events, the **Permission to Attend Form** must be submitted and approved before a ticket may be purchased. Go to Appendix B for a copy of the Permission to Attend Form.
 - Consequences: Any non-RMHS students and their host will be asked to leave the dance.

L. Dress Code

Reading Memorial High School students should take pride in their personal appearance so that it reflects the qualities of appropriate dress and good grooming. When in school or representing the school, (e.g., athletics, band, drama, competitions, and field trips), the following are guidelines for student dress:

- Student dress should insure the health of the individual student.
- Student dress should insure the safety of the individual student and the school property therein.
- Student dress should not create disruption which would directly interfere with the educational process.
- The creation of a safe environment in our school requires the identification of students by teachers, administrators, and other personnel in our building. The wearing of hoods or other material that covers the face, other than face coverings worn in accordance with Reading Public Schools policy EBCFA interferes with the identification of students. Therefore, barring religious, public health, and/or medical circumstances, students are not allowed to wear hoods while in the school building. Students are permitted and/or required to wear face coverings in compliance with Reading Public Schools policy EBCFA.

In an effort to maintain a respectful school environment that is focused on teaching and learning it is requested that students follow these specific guidelines regarding their attire while attending school.

Students are asked to refrain from wearing:

- Shirts/tops that do not sufficiently cover the torso.
- Excessively short pants, shorts, skirts or dresses.
- Articles of clothing that depict cigarettes, alcohol, drugs, drug paraphernalia or language/gestures that are lewd, obscene or that [violate the anti-discrimination policies listed herein](#).

M. Food Regulations

- Due to sanitation issues, food must remain in the cafeteria or in approved designated areas. If students are found with open containers of food outside those areas, they will be told to dispose of them.
- Blatant disregard for the cleanliness of the building will result in further disciplinary action such as detention, after-school custodial work, restorative justice, restitution, or loss of café privileges.

N. Identification

All students asked to identify themselves by a staff member must do so. Failure to comply or providing a false name will be considered insubordination and will result in a disciplinary consequence up to and including suspension.

O. Leaving School Grounds

Students enrolled in internship programs such as Field Seminar and Career/Community Service Internships, Real World Problem Solving, or part of the Field Biology class have specific permission to leave school grounds during the school day as part of their educational program. With the exception of those leaving for legitimate reasons, and with the exception of any open campus policies in place during hybrid and partial hybrid learning, students are not allowed to leave the campus. Those students who leave without permission during any part of the day are subject to immediate suspension after being given the right to a due process hearing.

The following areas are out of bounds for students:

- Any area outside the building, including parking lots, walkways, and roads, without permission.
 - In the vicinity of any cars in the parking lots during the school day or during any fire drill or emergency evacuations.
- If a student needs to go to his/her car to get a book or lunch money, s/he must have permission from an administrator. Students who are found to be "out of bounds" will incur suspension. If a student is found to be sitting in a car for any length of time, s/he may be subject to suspension.

P. Skateboards and Inline Skates

Students who ride skateboards or wear inline skates to school must carry them to and from their lockers and keep them in their lockers for the school day.

VII. Attendance

Reading Public Schools' Attendance Policy and Quick Guide

The administration and faculty of Reading Public Schools believe the learning experiences that take place through the classroom environment constitute the heart of the educational process. Time lost from class is time lost from learning, time that is irretrievable, particularly in terms of the opportunity for teacher instruction and the exchange of ideas. Research has shown a direct correlation between attendance and grades, indicating high attendance contributes to high achievement. **Attending school regularly inspires purpose and a strong sense of belonging and allows students to engage in rigorous purposeful tasks at school.**

Repeated absences (including tardiness and dismissals that result in class absences) often result in incomplete and unsatisfactory work, ultimately affecting course grades. Consequently, the Reading Public Schools policy is meant to foster strong attendance so that each student may have the opportunity to receive the necessary knowledge, experience, and skills for future success.

Quick Guide for RPS attendance policies:

Topic	Details
Excused Absences	<ol style="list-style-type: none"> 1. Illness supported by a doctor's note 2. Medical appointment (a doctor or dentist certificate should be provided for appointments scheduled during the school day) 3. Death in the student's family 4. Observance of a religious holiday 5. Court appointments 6. College visits (gr.11/12 only) 7. School sanctioned absences: representing the school, field trips 8. Extreme personal circumstances as determined by administration <p>Parents or guardians must contact the school main office via email or phone to report a student absent with the above listed reasons.</p>
Notification	<p>Parents/guardians must notify the school of an absence, tardy or dismissal by phone, email or Google form. (add emails as well)</p> <ul style="list-style-type: none"> • RISE (781)-942-9179 • Barrows ((781)-942-9166 • Joshua Eaton (781)-942-9161 • Birch (781) 944-2335 • Killam (781)-944-7831 • Wood End (781)-942-5420 • Coolidge (781)-942-9158 • Parker (781)-944-1236 • RMHS (781)-670-2819
Unexcused Absences	<p>Parents or guardians are legally responsible for ensuring a child under their control attends school daily.</p> <p>A school administrator will reach out to engage an RPS family when a student is having an attendance issue to help mitigate the problem and provide support to the family. At a minimum, the school administrator will reach out in the follow circumstances:</p> <ul style="list-style-type: none"> • Each time a student is absent and it has not been reported by the guardian, the school's office staff must communicate with the family (ex: robocall, personal call from administrative assistant) • 5 absences per semester

	<ul style="list-style-type: none"> • 8 absences per semester <p>Students who are chronically absent as outlined in the attendance policy could be subject to loss of credit or have other consequences.</p>
Truancy	<p>Truant - Under state law, a school-aged child who is not excused from attendance and who "willfully" fails to attend school.</p> <p>Habitually Truant- A school aged child is "habitually truant" when not otherwise excused from attendance in accordance with lawful and reasonable school regulations and willfully fails to attend school for more than 8 school days in a quarter.</p>
Tardies	<p>Students are expected to arrive on time per their school's designated arrival time. Late arrivals impede time on learning. (Add start times)</p> <ul style="list-style-type: none"> • RISE • Barrows • Joshua Eaton • Birch Meadow • Killam • Wood End • Coolidge (7:50 AM) • Parker • RMHS (8:30 AM)
Dismissal	<p>If a parent/guardian wishes to have a student dismissed early from school for any reason, a note/email must be given to the school's main office prior to morning attendance on the day the dismissal is desired.</p> <p>Medical dismissals must be determined by the nurse.</p> <p>A student is considered absent if they report to school after 12:00 p.m. or is dismissed prior to 12:00 p.m.</p>
Co-Curricular activities, Sports	<p>All students must be in attendance at school in order to participate and/or attend co-curricular activities that day. This includes PTO sponsored events and after school programs. To be considered in attendance for the day (and be eligible for co-curricular activities) a student must either arrive <u>before 12 p.m.</u> and remain for the rest of the day or arrive on time and not be dismissed until <u>after 12 p.m.</u> Exceptions may be made, such as college visits, family emergencies, funerals, scheduled appointments etc. These all require a note and must be cleared by the Vice Principal who will notify the Director of Athletics in advance, whenever possible. If a student athlete is dismissed by the school nurse due to illness; he/she is ineligible to participate in athletics that day. If a contest is scheduled on a weekend day or over a</p>

	school vacation, the student must be in attendance the preceding Friday in order to participate.
Credit Recovery	More than 8 unexcused absences in any class per semester may result in potential loss of credit for that semester only.
Massachusetts Laws	Department of Elementary and Secondary Education's attendance policy Commonwealth of Massachusetts Chapter 76 laws on attendance: https://malegislature.gov/laws/generallaws/parti/titlexii/chapter76
Chronic Absenteeism	Students may receive a letter citing chronic absenteeism which is excessive absences in a combination of both excused and unexcused absences Massachusetts defines Chronically Absent as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time. DOE Guidelines
District Wide Calendar	
Age of Majority	When a student turns 18 years old, they reach the Age of Majority, at which time they may assume all responsibility for their academic affairs and earn the privilege of writing their own excuse notes and submit appropriate documentation. See below to read the steps to take to enact Age of Majority.
Withdrawal	At RPS, we are committed to partner with your family to help your child experience a rigorous and purposeful education in our buildings. We will work with your family to help your child matriculate through our program and achieve high school graduation and a diploma. Research has shown that young adults experience more opportunity and success when they graduate high school. See below for policies and expectations.

Excused Absences

The following reasons are considered excused absences from school/class:

1. Illness supported by a doctor's note

2. Medical appointment (a doctor or dentist certificate should be provided for appointments scheduled during the school day)
3. Death in the student's family
4. Observance of a religious holiday
5. Court appointments
6. College visits (grades 11/12 only)
7. School sanctioned absences: representing the school, field trips
8. Extreme personal circumstances as determined by administration

Please consult with your student's main office staff regarding questions about legitimate absence from school.

Students are expected to make up any missed work within parameters defined by the teacher.

Suspension

Days missed because of suspension will not be counted as absences. 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. 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. The student is responsible for making up all missed work. Students who are suspended for more than ten (10) consecutive days will also have the opportunity to receive educational services. who are suspended for more than ten (10) consecutive days will also have the opportunity to receive educational services.

Notification - Reporting a Student Absence

If an absence meets the excused criteria above, a student must bring verification from a doctor's office, college, court, or home (if it is a death in the family or a religious holiday) to their school's main office **on the day of their return** for the absence to be considered excused.

These notes will provide an assurance that parent/guardian(s) are aware of their child's absenteeism and present documentation in the event of a loss of credit appeal determination.

Parents/guardians must notify the school of an absence, tardy or dismissal by phone or email before the start time of the school day. **The attendance line at RMHS is (781)-670-2819.**

Unexcused Absences

Parents or guardians are legally responsible for ensuring that their child attends school daily. If a student accumulates 5 unexcused absences or 10 half days in any semester, or a

combination of the two equal to 5 full days of absence the school administration may address the situation. If a child reaches five (5) unexcused absences (as allowed by law) the school will notify the parent/guardian of the student's attendance record. Upon eight (8) unexcused absences, the school will schedule a parent/guardian conference to discuss and/or investigate the root cause and plan the implementation of intervention. Excessive unexcused absences could result in a loss of credit/loss of other privileges and may be reported to the Department of Children and Families. Department of Children and Families.

Absences are considered unexcused unless it meets the excused criteria above.

Each time a student is absent and it has not been reported by the guardian, the school's office staff must communicate with the family (ex: robocall, personal call from administrative assistant)

A student is considered absent if they report to school after 12:00 p.m. or are dismissed prior to 12:00 p.m. A student who has been absent from school is not eligible to take part in any practice session, game, event, or co-curricular activity which is scheduled for the same day.

Students are expected to make up any missed work within parameters defined by the teacher.

Any student changing classes during the marking period will have their total accumulation of absences in the former class carried over to the new class.

Vacation Absence is considered unexcused

Family vacations should be planned for those times when school is not in session. If vacation interferes with the school year, the principal should be notified in writing in advance. All classes missed will be counted toward cumulative absences in each class. Vacations are unexcused absences.

As the last of the school year is a tentative date, referring to days reserved for Snow Day makeup and other emergencies should be considered. Please refer to the Reading Public School's calendar.

"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,"(per the Reading Public School Policy Manual, Section J, Student Attendance).

Students are expected to make up any missed work within parameters defined by the teacher.

Truancy

A student will be considered truant when they are "willfully" absent from school without permission of parent/guardian or school administration, or when a student is deliberately late to

school or leaves early without permission. This applies to students at all grade levels.

Truancy will result in an unexcused absence for each class period missed due to the absence. These absences will be subject to the Loss Of Credit Policy. Students who are truant are subject to disciplinary consequences up to and including suspension.

Students who are proven truant and are members of extra-curricular activities are ineligible to participate in the activity for the duration of the truancy as well as during the resultant disciplinary consequences unless excused by the Principal or designee.

Progressive Consequences and Interventions - The following are examples of what will occur when a student is truant from class:

First Offense

The Assistant Principal/Principal will have a conference with the student to determine the reason for the truancy.

The Assistant Principal will assign a detention

The school will notify parent/guardian(s) by telephone and/or email.

Students may not be eligible to make-up work missed because of the truancy or work that is due on the day of the truancy.

Second & Subsequent Offenses

On the second proven truancy in the same course, the teacher will notify the appropriate Assistant Principal who may issue an in house suspension.

The Assistant Principal will notify the parent/guardian

- Students will not be eligible to make-up work missed because of the truancy or work that is due on the day of the truancy.

- Under M.G.L. c. 119, § 21, a child may be eligible for "Child Requiring Assistance" services through the juvenile court system if the child: repeatedly runs away from the home of a parent or legal guardian; repeatedly fails to obey the lawful and reasonable commands of a parent or legal guardian, thereby interfering with the parent's or legal guardian's ability to adequately care for and protect the child; repeatedly fails to obey lawful and reasonable school regulations; or is "habitually truant." A school aged child is "habitually truant" when not otherwise excused from attendance in accordance with lawful and reasonable school regulations, willfully fails to attend school for more than 8 school days in a quarter. The school may file a CRA or may file a CRA or assist parent/guardian(s) with pursuing "CRA" services and supports.

- Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of sixteen for educational neglect if a child is chronically absent without excuses. In this context, DCF defines neglect as failure by a caregiver, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate education for the child. This report of suspected Child Abuse or Neglect, commonly referred to as a 51A, is filed with the Department of Children and Family Services. By law, school personnel are mandated reporters.

Tardies

Arrival to school and classes should be ON TIME. On time in the morning means in class by the start of the school day. **Please note the high school starts promptly at 8:30.**

Only legitimate medical or court-ordered reasons supported by official documentation will be considered excused. It is incumbent upon the student to obtain and deliver this official documentation for being tardy upon return, or the tardiness will be considered unexcused.

A student who is tardy on the day of a quiz/test may be expected to make-up this assessment on the same day.

If a tardy meets the excused criteria listed in the Excused Absence Policy, a student must bring verification from a doctor's office, college, court, or home (if it is a death in the family or a religious holiday) to their school's main office **on the day of their return** for the absence to be considered excused.

Secondary School Specific: A student not in their first period class at the designated school start time is considered tardy to school and must sign in with the main office. The tardy count is cumulative over the course of the quarter.

- One unexcused tardy equals $\frac{1}{2}$ of an absence
- More than 8 unexcused absences in any class may result in loss of credit in that class
- Frequent tardiness to school may also lead to disciplinary measures including detention, or loss of privileges
- The parent/guardian will also be informed of recurring tardiness issues
- If a student misses more than $\frac{1}{2}$ of a period due to tardiness or dismissal, the missed period will be logged as an absence for that class.

A student is considered absent if they report to school after 12:00 p.m. or is dismissed prior to 12:00 p.m.

Dismissals

If a parent/guardian wishes to have a student dismissed early from school for any reason, a note/email must be given to the school's main office prior to morning attendance on the day the dismissal is desired. Written notes will be verified by a phone call to the parent/guardian. Parent/guardian(s) are strongly urged to make medical and dental appointments at times that do not conflict with the school schedule. Students should not be calling or texting home to be dismissed during the day.

Parents/guardians must present a photo ID when picking up a student for dismissal.

All medical dismissals MUST BE processed through the Nurse's Office.

The student should report to their school's main office to sign out at the dismissal time.

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

Unscheduled dismissals are also permitted under certain circumstances. These dismissals will require the following:

- A personal appearance from the parent/guardian
- Approval from the administration.

A student is considered absent if they report to school after 12:00 p.m. or is dismissed prior to 12:00 p.m.

Participation in Co-Curricular and Athletic Activities and Attendance

- All students must be in attendance at school in order to participate and/or attend co-curricular activities that day. This includes athletic events, dances, and proms.. etc.. If the event occurs on a weekend, students must be in attendance on the Friday preceding the event.
- A student is considered absent if they report to school after 12:00 p.m. or is dismissed prior to 12:00 p.m.
- Exceptions may be made if the absence from school is considered legitimate by the administration.
- Students who are dismissed or tardy/absent (arrival after 12:00) must see their school administration prior to dismissal or upon arrival for a decision on participation.
- Students who are on suspension cannot participate and/or attend extra-curricular activities on the day(s) they are suspended. If the suspension should occur on a day prior to a non-school day, students cannot participate until they are reinstated in school as members in good standing on the next school day.

Credit Recovery

More than 8 unexcused absences (or 16 tardies/dismissals) in any class per quarter will result in potential loss of credit for that semester. (RMHS)

When a student has more than 8 unexcused absences in a quarter, their parent/ guardian may be invited in for a conversation around attendance. During that meeting, the student will make commitments to mitigate the attendance problem. Progress will be tracked and communicated with the student and their parent/guardian.

If a student is passing an academic class, and has more than 8.5 absences in that class, they may be eligible for credit recovery. The credit recovery assignment will be communicated to the student and their parent/guardian. The student will have two weeks (14 calendar days) to complete the assignment to reinstate the credit.

Massachusetts Laws

A. Laws Governing School Attendance Chapters 76 of the General Laws Relating to Education in the Commonwealth of Massachusetts specifically state the responsibility of parent/guardian(s), pupils, and the school regarding attendance. • School attendance prior to age 16 is compulsory.

The laws specific to school attendance, include:

M.G.L. c. 76 § 1 - Compulsory attendance for students under the age of 16

M.G.L. c. 76, § 2 - Parent responsibility to ensure that a child in their care attends school

M.G.L. c. 76, §§ 1A, 1B - Parents' responsibility to notify the school or absence. School's responsibility to contact the parent when no such notification has been received and school's responsibility to 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.

M.G.L. c. 76, § 19 - School's responsibility to appoint one or more supervisors of attendance.

M.G.L. c. 76, § 20 - Specifies some of the duties of the supervisors of attendance

M.G.L. c. 76, § 18 - Drop out prevention - sets forth specific process before students are permanently withdrawn from school.

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• When students turn 18 years old, they reach the "age of majority," at which time they may assume all responsibility for their academic affairs and earn the privilege of writing their own excuse notes. First, they must fill out a form , which will then be mailed home to inform their parent/guardian(s). they must receive the written permission of their parent/guardian(s) and approval from their Assistant Principal or designated school attendance personnel. Students who receive this permission are responsible for the notes written. Students who have reached the age of majority still will not be dismissed without an appropriate reason and are subject to all the same rules and procedures.

M.G.L. c. 119, § 21- a child may be eligible for "Child Requiring Assistance" services through the juvenile court system if the child is habitually truant. "Habitually truant" is defined as "a school-aged child, not excused from attendance under the lawful and reasonable regulations of such child's school, who willfully fails to attend school for more than 8 school days in a quarter."
;

M.G.L. c. 119, § 51A - a report can be filed on behalf of a child under the age of sixteen for educational neglect if a child is chronically absent without excuse not attending school on a regular basis. In this context, DCF defines neglect as failure by a caregiver, either deliberately

or through negligence or inability, to take those actions necessary to provide a child with minimally adequate education for the child.

Age of Majority*

When a student turns 18 years old, they reach the Age of Majority, at which time they may assume all responsibility for their academic affairs and earn the privilege of writing their own excuse notes and submit appropriate documentation. To implement age of majority, the student must visit their Assistant Principal to complete and submit a form which will be mailed home to inform parent/guardian. Students who receive the age of majority will not be dismissed without an appropriate reason, and will be subject to all community rules and procedures.

- School attendance prior to age 16 is compulsory.
- When students turn 18 years old, they reach the “age of majority,” at which time they may assume all responsibility for their academic affairs and earn the privilege of writing their own excuse notes. First, they must fill out a form in their school's main office which will then be mailed home to inform their parents/guardian. Students are responsible for the notes written. Y

Withdrawal

- Pursuant to M.G.L. c. 76, § 18: . No student (16 years or older) who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student's tenth consecutive absence to the student and the parent or guardian of that student in both the primary language of the parent or guardian, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the superintendent, or a designee, and the student and the parent or guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview, and that interview shall occur within 10 days after the sending of the notice. The time for the exit interview may be extended at the request of the parent or guardian and no extension shall be for longer than 14 days. The superintendent, or a designee, may proceed with any such interview without a parent or guardian if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

The superintendent or a designee shall convene a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in the exit interview with the student and the parent or guardian of the student. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

Additional links for support:

[Attendance Works](#)

[Present, Engaged and Accounted For](#)

[Undroppable](#)

[Absences add up](#)

[School Refusal Guidance NASP](#)

[Anxiety & Depression Association of America: School Refusal](#)

VIII. Code of Conduct, Discipline and Interventions and Behavioral Expectations

This section of the handbook outlines the basic rules and regulations of Reading Memorial High School. We expect students to respect the rights and well-being of all individuals and to take responsibility for their actions. We believe that the following expectations and policies inspire positive participation in all areas of the school, promote learning, and encourage the respect for self and for others that lie at the heart of our school community. We leave many specific applications of the following rules unstated, taking for granted the honesty and good judgment of our students.

We expect the cooperation of parents and guardians in upholding our standards, as we are in partnership, working together to inspire future leaders of our community. We will work with students to support their understanding of and adherence to the values and principles of this community, with safety for our community members remaining our number one priority.

In any situation involving a threat to student or staff safety, or in which the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, the principal or assistant principal may, consistent with the procedures set forth below, order the immediate removal of a student from the campus. Depending on the facts of the case, the removal may be extended through the appropriate due process procedures.. Depending on the facts of the case, the removal may be extended through the due process procedures.

Philosophy of Discipline

Philosophy of Discipline

RPS Graduates are leaders of their own learning journey who demonstrate kindness and empathy towards others and a commitment to wellness. They persevere through challenges, embrace multiple perspectives, and aspire to be their best selves in the service of others to better our community and our world. We expect students to conduct themselves in a manner which promotes a safe, orderly, and respectful learning environment for all, and to take responsibility for their actions.

The goal of positive discipline is to teach students to develop safe, socially responsible behavior that promotes self-respect and respect for the feelings and property of others. Remember that discipline and punishment are not the same. Discipline is guidance and teaching that promotes positive behavior. Restorative discipline is proactive and supportive as much as it is responsive. It aims to create conditions in which issues are less likely to arise, and in which, when they do arise, we have the connections and skills needed to handle them and restore the community as needed. Logical consequences help students look more closely at their behaviors, consider the results of their choices, learn from their mistakes in a supportive atmosphere, and desire to meet expectations.

We believe that the education of our young people is the shared responsibility of the school, student, family, and community.

Students will be held responsible for their conduct while they are on school grounds, while they are in attendance at all school-sponsored activities, and in all situations where the school code of conduct applies. All students are expected to remember that their actions reflect who they are and what they value. It is important for all students to demonstrate respect for those around them and to contribute to the school community in a positive manner. Students are expected to abide by the policies as set forth in the student code of conduct and to respect the authority of all school personnel. Below is a list of school wide and classroom expectations.

School-Wide Expectations

- Arrive at school on time with school-issued computer and charger
- Comply with all classroom expectations
- Carry an official school pass when in the hallways, and refrain from wandering the halls
- Refrain from engaging in overt public displays of affection
- Dress appropriately
- Refrain from the use of profanity
- Treat others respectfully
- Respecting physical boundaries
- Clean up after oneself (ex. Classrooms, cafeteria, bathrooms, fieldhouse)
- Follow all school rules and/or guidelines for the use and maintenance of the facility cafeteria, and its related grounds, as well as technology
- Comply with all school rules and/or adopted guidelines when participating in athletics, co-curricular clubs and activities, school-related functions and events, and school-provided transportation
- Wear a proper RMHS identification badge.

Classroom Expectations

- Arrive to class on time
- Participate in class
- Complete assigned tasks
- Bring the appropriate materials to class, including school-issued computer fully charged
- Remain attentive for the entire period

- Pass in assigned work on time
- Make up missed work in a reasonable timeframe
- Follow any rules and/or guidelines specific to a particular class/laboratory
- Remain in class until the bell rings

Disciplinary Infractions

A student who engages in, or contributes to, any behavior which disrupts the safe and orderly environment of the school is subject to disciplinary action. Thus, the following are merely examples of conduct which is prohibited in school and on school grounds:

- Missing classes, study halls, or other assigned activities without acceptable excuse
- Truancy
- Smoking or vaping anywhere on campus or at school events
- Gambling
- Theft
- Fireworks
- Loitering in unauthorized areas
- Throwing dangerous objects
- Insubordination
- Vulgar or obscene language or gestures
- Vandalism
- Violence
- Threats of violence
- Hazing, bullying, harassment
- Disrespectful use of social media
- Improper use of technology
- Use or possession of weapons
- Use or possession of alcoholic beverages, drugs, narcotics, or other controlled substances
- Failure to comply with previously assigned disciplinary action

Discipline and/or interventions which may be imposed include but are not limited to:

- Contact with parents/guardian by mail or email
- Telephone or virtual parent/guardian conference
- After-school or lunch detentions
- Loss of privileges (ex. Senior privilege, parking, social-probation, cell phone or electronic devices)
- Temporary or permanent removal from classes
- Short term or long term in-school or out-of-school suspension
- Expulsion (i.e., permanent exclusion applies to possession of narcotics, dangerous weapons, an assault on staff, or felony offenses)
- Safety plan
- Restorative justice

- Service to the school or community
- Peer or staff mediation or conflict resolution
- Substance abuse training
- Recommendation for counseling

Students are also reminded that conduct at school may lead to consequences beyond school discipline. These consequences may include requirements for monetary restitution for damages caused and town fines. In addition, when school staff have a reasonable basis for believing that a crime has been or is being committed by a student on school property or at school-related events, such matters will be reported to the police. Reportable crimes include, but are not limited to, possession of a controlled substance or dangerous weapon, assault, vandalism, stalking and hazing.

A. General Behavioral Guidelines

Reading Memorial High School has reasonable rules and regulations for student behavior so that a healthy and respectful climate for learning can be maintained. Students are expected to display proper behavior in school and at all school events. All school rules regarding student behavior apply at all school events on or off campus and on school-provided transportation.

The infraction and the consequences contained within this handbook are not exhaustive nor are they meant to be; rather these are guidelines for addressing inappropriate conduct and suggested disciplinary consequences. A range of discipline is possible within these guidelines, and school administrators have the discretion to impose more severe consequences than contained within these guidelines depending on the individual circumstances presented. In some instances consequences may carry over from one year to the next. Please be aware that some behavior warrants police investigation as the breach of conduct may also be a criminal offense.

Summary of Conduct/Behavioral Expectations and Consequences for Infractions

In the spirit of Positive Behavior Intervention System (PBIS) philosophy, RMHS believes in being clear as a community about sharing and teaching clear expectations to our students. We then hope to acknowledge and recognize the many positive examples of our students successfully demonstrating these expectations throughout the year with our various recognition programs and our award ceremonies. Of course at times, even great kids make mistakes and require clear and consistent interventions and consequences to get them back on track. Below is a summarized list of consequences and expectations followed by a more detailed list of infractions organized by level of severity (minor or major) and the corresponding intervention/consequence. Please note that the consequences and interventions below are merely guidelines. In each case, school administrators are expected to consider the individual circumstances, as well as the student's prior history. A school administrator always has the discretion to impose a more or less severe consequence than described below.

C. Overview of Consequences and Interventions

Teacher Detention (used with minor infractions)

While teacher detentions are typically associated with work or conduct in the classroom that is unsatisfactory, it should be clear to all students that any member of the faculty or staff has the authority to correct misconduct at any-time, anywhere in the building or on school grounds; therefore, it is not uncommon for a member of the faculty or staff to require a student who is not in any of their classes to report to them for detention. Teacher detention will be served for a period of time after school that is designated by the teacher. Students are expected to serve the detention and any failure to report will result in a referral to administration for office detention(s). It should also be noted that teacher detention takes precedence over all other in-school and out-of-school commitments, work, and participation in co-curricular clubs and activities, or interscholastic athletics.

Administrative/Office Detention (used with major infractions)

- Office Detention is held after-school Monday through Thursday. Location is in a classroom determined by the Assistant Principals.
- Detention starts promptly at 3:05 P.M. and runs until 3:45 P.M.
- Students should be prepared to work while there. They will not be allowed to return to their lockers.
- Any student who skips detention is subject to added consequences, including possible suspension. Students who disrupt detention or who are in any way insubordinate may be subject to suspension.
- Seniors must make up all detentions before they may attend graduation and receive their diploma.
- Detention takes precedence over any other school related activity, including social commitments and athletic competitions. There are few exceptions.
- The Assistant Principal may consider outside conflicts or problems (doctor's appointments, work, etc), if presented beforehand.
- Students are not permitted to communicate with others while in detention.
- Students are to check in their cellphones at the beginning of detention and will receive them back after detention is served.

Social-Probation (used with major infractions)

Some violations of the code of conduct may cause a student to be placed on social probation for a period of time to be determined by the administration. Social probation is defined as follows:

- The student may lose the privilege of participating in athletic events, practices, or games or after-school clubs and activities.
- The student may not attend school functions, including those open to the public.
- Student leaders (i.e. class officers, captains, etc.) must vacate their position during the term of the social probation.
- Any violation of social probation may result in in-school suspension.

In-School Suspension (used with major infractions)

In an effort to minimize disruption to a student's education, in-school suspension will often be utilized by administration for frequent or more serious disciplinary issues. Students assigned an in-school suspension will report directly to their Assistant Principal's office with their books and laptop. Their Assistant Principal will then work jointly with the students' teachers and school counselor to provide academic support for the students. Any disruption or non-compliance on the part of the student may result in emergency removal and/or out-of-school suspension. Students are not allowed to use their cell phones during in-school suspension.

Out of School Suspension (Used with major infractions)

A student may be temporarily removed from school for disciplinary reasons. During the suspension, the student is neither to enter the premises of Reading Memorial High School nor participate in any school activity or athletic event. A suspended student 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. Absences due to suspension will be exempt from the Loss of Credit policy.

Expulsion

Students may be expelled consistent with M.G.L. c. 71, Sections 37H and 37H ½.

Student Referrals to the Office for Discipline Purposes

Unless legitimately delayed by a staff member, students who fail to report to the office for scheduled appointments may be subject to disciplinary consequences up to and including suspension.

D. Detailed List of Infractions and Consequences by Level and Type (Major or Minor)

Please note that the consequences and interventions below are merely guidelines. In each case, school administrators are expected to consider the individual circumstances, as well as the student's prior conduct history. A school administrator always has the discretion to impose a more or less severe consequence or determine that an offense should be addressed at a different level than described below.

Level 1 Infractions & Consequences—Minor Infractions:

A student who fails to abide by the classroom or school-wide expectations listed above will generally be warned on a first offense. A second offense may result in the assignment of a teacher or office detention. Recurring offenses will result in an office detention.

Level 2 Infractions & Consequences—Major Infractions:

A student who commits an infraction from the list below will be referred to the office, and the student might be suspended from school for a period of time lasting between one (1) and three (3) school days, depending on the infraction. At the discretion of the administration, office detentions, social probation, restriction from co-curricular activities, restorative justice/restitution/community service or in-school suspension may be incorporated into the resulting discipline as deemed appropriate. Examples of such infractions may include:

1. Verbal abuse, insolence, or insubordination toward school staff.
2. Truancy (see Attendance).
3. Refusing to hand in a personal electronic device if directed to do so by a staff member
4. Forging, falsifying, stealing or otherwise altering any school-related document or record including passes.
5. Dropping or throwing food in cafeteria or stairwells; leaving a mess on the table
6. Disruptive behavior: Any actions that disturb lessons, classes, or disrupt the educational process in the school building or during school-related functions.
7. Food deliveries. RMHS is a closed campus. Students should not order food for delivery to RMHS. If a student violates this policy food/drink will be confiscated. We discourage delivery of flowers, candy and non-related school materials during the day.
8. Attempt to purchase/Use/possession of tobacco/nicotine product including delivery devices such as vape pens, e-cigarettes, etc. (first offense--see smoking/tobacco policy)
9. Directing vulgar and/or abusive language or gestures at a member of the school community.
10. Gambling, or playing a game of chance for stakes.
11. Intimidating, bullying, or threatening another student (see Harassment).
12. Skipping class and/or leaving the school building without permission from an administrator. (A student's ability to succeed in school is severely impacted by choosing not to attend class. Students who wish to see their school counselor, social worker, assistant principal, nurse, etc. must obtain a pass through SmartPass and present it to their assigned teacher prior to their appointment. Students may not be eligible to make up work missed because of skipping class or work that is due on the day of the skipped class.)
13. Refusing to identify oneself upon request.
14. Misbehaving at a co-curricular activity or event, on a field trip, or at an interscholastic athletic contest.
15. Lying to a member of the faculty of staff, or defying the authority of a member of the faculty or staff through willful non-compliance or insubordination (not following instructions from staff members.)
16. Speeding, reckless driving, or parking in areas other than the student parking lot. (This will also result in the loss of the student's privilege of driving the car on school grounds.)
17. Direct insubordination concerning penalties assigned by the Assistant Principal.
18. Refusing to report to the Assistant Principal when told to do so by a teacher.
19. Any unauthorized use/abuse of computer system or equipment.
20. Improper use of or not wearing a student ID. Students will be issued identification badges which must be visible when in the building and for entrance to classrooms. Anyone in the school without an identification badge will be considered to be an intruder and may be charged with trespassing. Unauthorized use or reproduction of ID's will result in disciplinary action. Defacing, destroying, or altering assigned badges will be considered acts of vandalism and restitution will be required.
21. Horseplay or roughhousing
22. Possession of drug paraphernalia
23. Repeated and/or extreme violations of Level 1 or 2 infractions.

Level 3 Infractions & Consequences—Major Infractions

A student who commits an infraction from the list below might be suspended from school for a period of time lasting three (3) to five (5) school days. The administrator might also, in his or her discretion, impose the sanctions set forth for Level 1 or Level 2 Infractions. Depending on the nature and severity of the conduct in question, a referral to the police department might also be made. Depending on the infraction, and at the discretion of the administration, Saturday detention or in-school suspension might be incorporated into the resulting discipline.

1. Fighting (see Fighting).

2. Any student who records a fight without bringing it to the immediate attention of a school administrator will be subject to disciplinary consequences, including suspension.

Any student who, by word or action, is determined to have provoked or instigated a fight involving themselves or others will be subject to disciplinary consequences, including suspension.

3. Stealing, or being found to be in possession of stolen personal or school property.

4. Participating in the practice of hazing (see Hazing).

5. Enabling unapproved access to the school building to non-school personnel, or to students who do not attend Reading Memorial High School.

6. Destruction, damaging, or defacing of school property, or any other deliberate act of vandalism. (Restitution of property and any associated clean-up costs will be required and police will be notified, if warranted.) parent/guardian(s) should know that under the Laws of Massachusetts parent/guardians are liable in a civil action for any willful act committed by a minor child which results in damage to the property of another person or municipality up to \$1,000.

7. Repeated and/or extreme violations of Level 1, 2 or 3 infractions.

8. Discriminatory Harassment

9. Sexual Harassment

Level 4 Infractions & Consequences—Major Infractions

In the case of serious or flagrant disregard of school rules, the school administration may consider long-term suspension or expulsion (under M.G.L. c. 71, 37H and 37H ½) Principal for an expulsion hearing. The administrator might also, in his or her discretion, impose the sanctions set forth for Level 1, Level 2, or Level 3 Infractions. The student might also be subject to an immediate referral to the police department.

1. Disrupting school by creating or perpetrating a false fire alarm or bomb scare.

2. Using, possessing, distributing, or selling controlled or banned substances, or items purported to be controlled or banned substances, including but not limited to: drugs (see JICH & JICH-R per Reading School Committee Policy and refer to detailed Chemical Health Policies for RMHS outlined in Section IX Part F of the Handbook)

3. Possession of alcohol, dangerous weapons, and pyrotechnics.

4. Arson, or starting a fire.

5. Sexual Assault/Sexual Harassment

6. Violating another student's civil rights—including hate crimes. Students have the right to be free from discrimination including verbal or physical attacks based on gender, gender identity, race, religion, national origin, ethnic background, color, age, sexual orientation, or disability. Any

student who violates another student's or students' rights to be free from discrimination will be subject to disciplinary sanctions which will vary, depending on the seriousness of the offense, from detention up to and including expulsion. Particularly serious violations will also be referred to the police.

7. Assaulting, and/or attempting or threatening bodily harm to a member of the faculty or staff.

8. Any attack or assault on another student that would appear to a neutral observer to be unprovoked. (One-sided student on student attack)

9. Student is charged with a felony offense and their continued presence would have a substantial detrimental effect on the general welfare of the school.

10. Repeated and/or extreme violations of Level 1, 2, or 3, or 4 infractions.

Conduct at School Sponsored Events

Students are expected to display proper behavior at all school sponsored events. All school rules regarding student behavior apply at school events on campus or on the property of venues off of campus.

F. Student Chemical Health Policies

In compliance with chemical health regulations JICH & JICH-R per Reading School Committee Policy

NICOTINE-RELATED SCHOOL POLICIES OVERVIEW

The Reading School Committee Chemical Health Policy pertains to all students restricting any use/consumption, possession, to buy, sell or give away

NICOTINE, VAPE AND/OR TOBACCO PRODUCTS

A student will not be penalized for pro-actively seeking assistance. Resources are available for any student that is in need of assistance.

The Reading Coalition for Prevention and Support (A division of the Reading Police Department) currently coordinates the education and support program for policy violations with our in-house educators.

<u>All Students Affected</u>	<u>Related Consequences</u>
<u>The Chemical Health Policy for nicotine violations at 'in-school activities' or 'at school sponsored events' affects ALL students at Reading Memorial High School (RMHS). students at Reading Memorial High School (RMHS).</u>	<ul style="list-style-type: none">• <u>Possible School Suspension</u>• <u>1st offense- participate in the Chemical Health Education Program, operated by The Coalition</u>• <u>2nd or higher offense- follow referral process for outside services, operated by The Coalition</u>
<u>Extracurricular Students Affected</u>	<u>Related Consequences</u>

<p><u>Students enrolled in RMHS extracurricular activities agree to additional requirements when they join an activity.</u></p> <p><u>These students are held accountable for any nicotine violations that occur out of school (24/7 including summers).</u></p> <p><u>Impacts student participation in extracurricular activities from the beginning of the summer after 8th grade until 12th grade completion of extracurricular activities.</u></p>	<ul style="list-style-type: none"> ● <u>Loss of competitive play/activity but student remains on team/club. Length of time varies by type of offense starting at 25% of season</u> ● <u>Student may lose leadership roles/captaincy</u> <p><u>1st NICOTINE OFFENSE</u></p> <ul style="list-style-type: none"> ● <u>Referral to Chemical Health Education Program, operated by The Coalition & RMHS</u> <p><u>2nd NICOTINE OFFENSE</u></p> <ul style="list-style-type: none"> ● <u>Referral to Primary Care Provider and completion of recommendations, operated by the The Coalition & RMHS</u> <p><u>3 RD NICOTINE OFFENSE OR MORE</u></p> <ul style="list-style-type: none"> ● <u>Follow-up with Primary Care Provider for nicotine cessation and completion of recommendations, operated by The Coalition & RMHS</u>
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ALCOHOL/DRUG SCHOOL POLICIES OVERVIEW

The Reading School Committee Chemical Health Policy pertains to all students and restricts—any use/consumption, possession, to buy, sell or give away ALCOHOL & DRUGS.

A student will not be penalized for pro-actively seeking assistance in accordance with the Good Samaritan Law.

The Reading Coalition for Prevention and Support (A division of the Reading Police Department) currently coordinates the education and support program for Chemical Health Policy violations. Resources are available for any student that is in need of assistance.

<u>All Students Affected</u>	<u>Related Consequences</u>
<p><u>The Chemical Health Policy for any alcohol/drug violation at 'in-school activities' or 'at school sponsored events' affects ALL students at Reading Memorial High School (RMHS).</u></p>	<ul style="list-style-type: none"> ● <u>Possible School Suspension for any alcohol/drug offense (5 to 10 days)</u> ● <u>1st offense- participate in the Chemical Health Education Program, operated by The Coalition</u> ● <u>2nd or higher offense- follow referral process for outside services, operated by The Coalition</u>

<u>Extracurricular Students Affected</u>	<u>Related Consequences</u>
<p><u>Students enrolled in RMHS extracurricular activities agree to additional requirements when they join an activity.</u></p> <p><u>These students are held accountable for any alcohol/drug violation that occurs out of school (24/7 including summers).</u></p> <p><u>Impacts student participation in extracurricular activities from the beginning of the summer after 8th grade until 12th grade completion of extracurricular activities.</u></p>	<ul style="list-style-type: none"> • <u>Loss of competitive play/activity, student remains on team/club. Length of time varies by type of offense starting at 25% of season</u> • <u>Student may lose leadership roles/captaincy</u> <p><u>1st OFFENSE</u></p> <ul style="list-style-type: none"> • <u>Referral to Chemical Health Education Program, operated by The Coalition & RMHS</u> <p><u>2nd OFFENSE</u></p> <ul style="list-style-type: none"> • <u>Referral for Adolescent Assessment of substance misuse and completion of recommendations, operated by The Coalition</u> <p><u>3rd OFFENSE OR MORE</u></p> <ul style="list-style-type: none"> • <u>Referral for Adolescent Assessment of substance misuse and completion of recommendations, operated by The Coalition</u>

Details of Chemical Health Policy and Approved Programs Explanation In School or School Sponsored Event Violations- ALL STUDENTS

This section applies to students that attend RMHS and violate the School Chemical Health Policy. The partner for the approved programs is the Reading Coalition for Prevention and Support. The primary difference between 'in school' and 'out of school' is the addition of school suspension and potential fines/community service at the discretion of the administrator

Penalties for Tobacco, Nicotine, Vaping

<u>FIRST OFFENSE</u>	<u>SECOND OFFENSE</u>	<u>THIRD OFFENSE</u>	<u>FOURTH OFFENSE</u>
<u>One day suspension (possible)</u>	<u>Three day suspension</u>	<u>Three day suspension</u>	<u>Five-day suspension</u>
<u>Payment of a fine or 6 hours of community service</u>	<u>Payment of \$75 fine</u>	<u>Payment of \$75 fine</u>	<u>Payment of \$75 fine</u>
<u>Notification to parent/guardian and parent/guardian conference</u>	<u>Notification to parent/guardian and parent/guardian conference</u>	<u>Notification to parent/guardian and parent/guardian conference</u>	<u>Notification to parent/guardian and parent/guardian conference</u>

Referral to Approved Program (The Coalition/RMHS Chemical Health Education Program Class)	Referral to Approved Program (Visit to Primary Care Provider)	Referral to Approved Program (Return to Primary Care Provider)	Referral to Approved Program (Return to Primary Care Provider)
Confirmation of class completion provided by The Coalition	Confirmation of visit to PCP provided to The Coalition	Mandatory parent/guardian conference prior to re-admission to school	Mandatory parent/guardian conference prior to re-admission to school

Penalties for Alcohol & Other Drugs including possession or use of a substance other than nicotine occurring 'in school' or 'at a school sponsored event'

- [Possible Suspension](#)
- [Referral to The Coalition Chemical Health Education Program class \(1st violation only\)](#)
- [Conditions set by School Administrators. For a full explanation of the suspension and hearing process, please view the official policy.](#)

Out of School Violations- Approved Program

This section applies to students that participate in afterschool activities. This section is for those students who violate the Chemical Health Policy 'outside of school'. The partner for the approved programs is the Reading Coalition for Prevention and Support.

FIRST Violation due to possession or use of a substance

- [Student Meeting with School Administrator\(s\)](#)
- [Parent/guardian Notification](#)
- [Student must complete the Approved Program](#)
- [Student experiences 25% loss of competitive sport/club/activity season if engaged in extracurricular activities at RMHS.](#)

The Approved Program for FIRST Violations contains three elements carried out by the staff of The Reading Coalition for Prevention and Support and Reading Memorial High School (RMHS):

1. Group Education: The Coalition & RMHS host a monthly Chemical Health Education Program (CHEP) class for 2 hours after school. The Coalition provides the class schedule to the School Administrators for the school year. RMHS will send a letter home with the next class date following the issuance of a first violation. The Coalition & RMHS staff will host the class as directed.

2. Youth Support: At their class, students will be given a date to return to meet individually with the designated staff member to debrief on their experience in the class. At their debriefing meeting, students will receive their official "Letter of Completion"

3. Family Follow-up: The Coalition will contact parent/guardian after the child completes the class and mail a packet of resources for follow-up.

Student Responsibilities

- Attend Chemical Health Education Class and complete assignments
- Attend debriefing meeting with Class Facilitator to obtain "Letter of Completion"
- Attend practices/meetings
- Remain in good standing with their team/club/activity
- Sit out 25% of competitive play/activities as directed by Assistant Principal

SECOND Violation due to possession or use of a substance

- Student Meeting with School Administrator(s)
- Parent/guardian Notification
- Student must complete the Approved Program for SECOND Violations
- Student experiences loss of competitive sport/club/activity for 40-60% of the season

The Coalition and RMHS coordinate the approved program for SECOND violations that comply with the School Chemical Health Policy. The requirement for SECOND violations due to nicotine including vaping is a visit with the child's Primary Care Provider (PCP). The 57 approved program for SECOND violations for all other substances is a Substance Use Assessment by a Licensed Professional with a specialty in addiction counseling. A list of suggested providers will be included in the information sent to parents/guardians by The Coalition.

Assessment: The Coalition will send a letter to the family outlining the requirement for their child to meet with a Licensed Health Professional to assess their child's level of substance use. The Health Professional will complete the required Coalition form and make recommendations for follow-up.

Counseling: Students that complete their assessment and follow the recommendations from their Health Professional including counseling may reduce their competitive season penalty from 60% to 40%. Most professionals recommend at least 3 sessions of counseling and support for students.

Confirmation: For nicotine violations, the PCP will return the required form to The Coalition. For other substance use violations, the Licensed Professional will provide progress updates to The Coalition. The Coalition will communicate with the necessary school officials upon completion of requirements.

Student Responsibilities

- Attend PCP appointment and complete recommendations
- Return with required signed paperwork provided by THE COALITION indicating completion of recommendations

- Remain in good standing with their team/club/activity
- Sit out 40%* of competitive play/activities as directed by Assistant Principal (if requirements above are met)

*increases to 60% loss if program requirements are not met to seek assistance of a healthcare provider.

THIRD Violation due to possession or use of a substance

- Student Meeting with School Administrator(s)
- Parent/guardian Notification
- Student must complete the Approved Program for 3rd violations which includes a formal substance abuse evaluation or re-assessment and comply with treatment recommendations.
- Student experiences loss of competitive sport/club/activity for six months to one year.

Student Responsibilities

- Follow recommended program by Treatment Provider
- Provide required paperwork as directed
- Sit out competitive play/activities as directed by Assistant Principal

G. Academic Integrity: Cheating & Plagiarism In order to develop the skills to become effective communicators, learners and ethical citizens of the 21st century, students must maintain high standards of personal and academic integrity. Cheating and plagiarism undermine the educational process and deny students the opportunity to maximize their learning potential. Cheating is defined as obtaining an unfair advantage in completing academic work. Examples of cheating include, but are not limited to: 1. Copying another student's homework, paper, project or idea 2. Using books, calculators, translators, notebooks, "cheat sheet", or other resource during a test or to complete an assignment which has not been authorized by the teacher 3. Using unauthorized electronic resources (cell phones, text messages, iPods, etc.) to access information during an assessment 4. Copying or allowing another student to copy answers during a test, quiz or exam 5. Any form of unauthorized communication during an assessment or about an assessment 6. Purchasing an assignment from another person or online resource 7. Discussing a test/quiz with students who have not yet taken that test/quiz. Plagiarism occurs when a student copies information and/or ideas from another source, fails to give credit to that source, and passes the information off as his/her own. Examples of plagiarism include but are not limited to: 1. Failure to properly cite text, pictures, or ideas obtained directly from books, articles, internet resources, instant messages, or emails 2. Failure to cite quoted material or paraphrased material 3. Use of false data or citations 4. Buying research papers or paying someone to write research papers and submitting them as original work 5. Allowing someone else to submit your work as their own 6. Submitting someone else's work as your own

Consequences for Cheating and Plagiarism (Please note that offenses are cumulative over a student's high school career) First Offense 1. The teacher will notify administration to establish that this is a first offense. 2. The student cannot receive a passing grade on the assignment and may receive a score of zero. 3. The teacher will notify the student's parent or guardian and

guidance counselor 4. The student should meet with his/her guidance counselor. 5. If the student has applied for entry in the National Honor Society, NHS advisors will be notified of the infraction. 6. Administration reserves the right to impose disciplinary measures, including suspension. 59 Second Offense: 1. The teacher will notify administration. 2. The student will receive a score of zero on the assignment. 3. The teacher will notify the student's parent or guardian and guidance counselor 4. The student will meet with his/her guidance counselor. 5. Administration will document the incident in the student's discipline file. 6. If the student has applied for entry in the National Honor Society, NHS advisors will be notified of the infraction. 7. Administration will impose disciplinary measures that could include suspension. Subsequent Offenses: • All of the above with second offense and disciplinary measures consistent with progressive discipline at the discretion of administration.

H. M.G.L. c. 71, Section 37H: Assault of a Faculty/Staff Member, Dangerous Weapons and Narcotics Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions: 1. 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 ninetyfour C, including, but not limited to, marijuana, cocaine, and heroin, vaping paraphernalia may be subject to expulsion from the school or school district by the principal. 2. 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. 3. Any student who is charged with a violation of either paragraph (1) or (2) 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. 4. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2). 5. 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. 6. 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 60 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. 7. 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. 8. 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. (Mass. Gen. Laws ch.71, §37H) I. Conduct of Students Outside of School If a student were to engage in unlawful and/or improper conduct outside of school, thus raising serious question about the effect that his/her presence in school might have on the rest of the student body or the staff, the principal/Assistant Principal may consider such out of school activity sufficient cause for disciplinary action including suspension and or expulsion in accordance with the procedures delineated with in other parts of this handbook. Massachusetts General Law relevant to felony charges which occur outside of school provides as follows:

- I. M.G.L. c. 71, §37H1/2 - 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 their 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 their 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 61 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 their 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 their 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 their 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 a 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. IX. Reading Public Schools Virtual Technology Procedures and Protocols, Computer Network and Internet Acceptable Use Policy For 6-12 Students

G. Academic Integrity: Cheating & Plagiarism In order to develop the skills to become effective communicators, learners and ethical citizens of the 21st century, students must maintain high standards of personal and academic integrity. Cheating and plagiarism undermine the educational process and deny students the opportunity to maximize their learning potential. Cheating is defined as obtaining an unfair advantage in completing academic work. Examples of cheating include, but are not limited to: 1. Copying another student's homework, paper, project or idea 2. Using books, calculators, translators, notebooks, "cheat sheet", or other resource during a test or to complete an assignment which has not been authorized by the teacher 3. Using unauthorized electronic resources (cell phones, text messages, iPods, etc.) to access information during an assessment 4. Copying or allowing another student to copy answers during a test, quiz or exam 5. Any form of unauthorized communication during an assessment or about an assessment 6. Purchasing an assignment from another person or online resource 7. Discussing a test/quiz with students who have not yet taken that test/quiz. Plagiarism occurs when a student copies information and/or ideas from another source, fails to give credit to that source, and passes the information off as his/her own. Examples of plagiarism include but are not limited to: 1. Failure to properly cite text, pictures, or ideas obtained directly from books, articles, internet resources, instant messages, or emails 2. Failure to cite quoted material or paraphrased material 3. Use of false data or citations 4. Buying research papers or paying someone to write research papers and submitting them as original work 5. Allowing someone else to submit your work as their own 6. Submitting someone else's work as your own
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H. M.G.L. c. 71, Section 37H: Assault of a Faculty/Staff Member, Dangerous Weapons and Narcotics Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions: 1. 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 ninetyfour C, including, but not limited to, marijuana, cocaine, and heroin, vaping paraphernalia may be subject to expulsion from the school or school district by the principal. 2. 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. 3. Any student who is charged with a violation of either paragraph (1) or (2) 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. 4. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2). 5. 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. 6. 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 60 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. 7. 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. 8. 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. (Mass. Gen. Laws ch.71, §37H) I. Conduct of Students Outside of School If a student were to engage in unlawful and/or improper conduct outside of school, thus raising serious question about the effect that his/her presence in school might have on the rest of the student body or the staff, the principal/Assistant Principal may consider such out of school activity sufficient cause for disciplinary action including suspension and or expulsion in accordance with the procedures delineated with in other parts of this handbook. Massachusetts General Law relevant to felony charges which occur outside of school provides as follows:

- I. M.G.L. c. 71, §37H1/2 - 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 their 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 their 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 61 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 their 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 their 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 their 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 a 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. IX. Reading Public Schools Virtual Technology Procedures and Protocols, Computer Network and Internet Acceptable Use Policy For 6-12 Students

VIII. Code of Conduct and Behavioral Expectations

A. General Behavioral Guidelines

Reading Memorial High School has reasonable rules and regulations for student behavior so that a healthy and respectful climate for learning can be maintained. Students are expected to display proper behavior in school and at all school events. All school rules regarding student behavior apply at all school events on or off campus and on school-provided transportation.

The infraction and the consequences contained within this handbook are not exhaustive nor are they meant to be; rather these are guidelines for addressing inappropriate conduct and suggested disciplinary consequences. A range of discipline is possible within these guidelines, and school administrators have the discretion to impose more severe consequences than contained within these guidelines depending on the individual circumstances presented. In some instances consequences may carry over from one year to the next. Please be aware that

some behavior warrants police investigation as the breach of conduct may also be a criminal offense.

Summary of Conduct/Behavioral Expectations and Consequences for Infractions

In the spirit of Positive Behavior Intervention System (PBIS) philosophy, RMHS believes in being clear as a community about sharing and teaching clear expectations to our students. We then hope to acknowledge and recognize the many positive examples of our students successfully demonstrating these expectations throughout the year with our various recognition programs and our award ceremonies. Of course at times, even great kids make mistakes and require clear and consistent interventions and consequences to get them back on track. Below is a summarized list of consequences and expectations followed by a more detailed list of infractions organized by level of severity (minor or major) and the corresponding intervention/consequence.

B. Overview of Conduct Expectations

Classroom Expectations

1. Arrive to class on time.
2. Participate in class.
3. Complete assigned tasks.
4. Bring the appropriate materials to class.
5. Remain attentive for the entire period.
6. Pass in assigned work on time.
7. Make up missed work in a reasonable timeframe.
8. Follow any rules and/or guidelines specific to a particular class/laboratory.
9. Remain in class until the bell rings

School-Wide Expectations

1. Arrive at school on time.
2. Comply with all homeroom and classroom expectations.
3. Carry an official school pass when in the hallways, and refrain from wandering the halls.
4. Refrain from engaging in overt public displays of affection.
5. Dress appropriately.
6. Refrain from the use of profanity.
7. Treat others respectfully.
8. Clean up after oneself.
9. Follow all school rules and/or guidelines for the use and maintenance of the facility cafeteria, and its related grounds., as well as technology
10. Comply with all school rules and/or adopted guidelines when participating in athletics, co-curricular clubs and activities, school-related functions and events, and school-provided transportation.

C. Overview of Consequences and Interventions

Teacher Detention (used with minor infractions)

While teacher detentions are typically associated with work or conduct in the classroom that is unsatisfactory, it should be clear to all students that any member of the faculty or staff has the authority to correct misconduct at any-time, anywhere in the building or on school grounds; therefore, it is not uncommon for a member of the faculty or staff to require a student who is not in any of their classes to report to them for detention. Teacher detention will be served for a period of time after school that is designated by the teacher. Students are expected to serve the detention and any failure to report will result in a minimum assignment of two (2) office detentions. It should also be noted that teacher detention takes precedence over all other in-school and out-of-school commitments, work, and participation in co-curricular clubs and activities, or interscholastic athletics.

Administrative/Office Detention (used with major infractions)

- Detention is held Monday through Thursday. Location is in the Assistant Principals' offices.
- Detention starts promptly at 3:15 P.M. and runs until 4:15 P.M.
- Students should be prepared to work while there. They will not be allowed to return to their lockers.
- Any student who skips detention is subject to added consequences, including possible suspension. Students who disrupt detention or who are in any way insubordinate will be subject to suspension.
- Seniors must make up all detentions before they may attend graduation and receive their diploma.
- Detention takes precedence over any other school related activity, including social commitments and athletic competitions. There are few exceptions.
- The Assistant Principal may consider outside conflicts or problems (doctor's appointments, work, etc), if presented beforehand.
- Students are not allowed to use their cell phones during detention

In-School Suspension (used with major infractions)

In an effort to minimize disruption to a student's education, in-school suspension will often be utilized by administration for frequent or severe disciplinary issues. Students assigned an in-school suspension will report directly to their assistant principal's office with their books. Their assistant principal will then work jointly with the students' teachers to provide academic support for the students. Any disruption or non-compliance on the part of the student will result in the student being sent home and assigned an out-of school suspension. Students are not allowed to use their cell phones during in-school suspension.

Out of School Suspension (Used with major infractions)

A student may be temporarily removed from school for disciplinary reasons. During the suspension, the student is neither to enter the premises of Reading Memorial High School nor

participate in any school activity or athletic event. A suspended student 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. Absences due to suspension will be exempt from the Loss of Credit policy.

Student Referrals to the Office for Discipline Purposes

Unless legitimately delayed by a staff member, students who fail to report to the office for scheduled appointments may be subject to disciplinary consequences up to and including suspension.

D. Detailed List of Infractions and Consequences by Level and Type (Major or Minor)

Level 1 Infractions & Consequences—Minor Infractions:

A student who fails to abide by the classroom or school-wide expectations listed above will generally be warned on a first offense. A second offense might result in the assignment of a teacher or office detention. Recurring offenses will result in an office detention.

Level 2 Infractions & Consequences—Major Infractions:

A student who commits an infraction from the list below will be referred to the office, and the student might be suspended from school for a period of time lasting between one (1) and three (3) school days, depending on the infraction. At the discretion of the administration, office detentions, restriction from co-curricular activities, restorative justice/restitution/community service or in-school suspension may be incorporated into the resulting discipline as deemed appropriate:

1. Verbal abuse, insolence, or insubordination toward school staff.
2. Truancy (see Attendance).
3. Refusing to hand in a personal electronic device if directed to do so by a staff member (Office Detention will be the initial consequence, in-house and out-of-school for repeat instances)
4. Forging, falsifying, or otherwise altering any school-related document or record including passes.
5. Attempt to purchase/Use/possession of tobacco/nicotine product including delivery devices such as vape pens, e-cigarettes, etc. (first offense--see smoking/tobacco policy)
6. Directing vulgar and/or abusive language or gestures at a member of the school community.
7. Gambling, or playing a game of chance for stakes.
8. Intimidating, [bullying](#), or threatening another student (see Harassment).
9. Cutting class and/or leaving the school building without permission from an administrator.
10. Refusing to identify oneself upon request.

11. Misbehaving at a co-curricular activity or event, on a field trip, or at an interscholastic athletic contest.
12. Lying to a member of the faculty of staff, or defying the authority of a member of the faculty or staff through willful non-compliance or insubordination.
13. Speeding, reckless driving, or parking in areas other than the student parking lot. (This will also result in the loss of the student's privilege of driving the car on school grounds.)
14. Enabling unapproved access to the school building to non-school personnel, or to students who do not attend Reading Memorial High School.
15. Direct insubordination concerning penalties assigned by the Assistant Principal.
16. Refusing to report to the Assistant Principal when told to do so by a teacher.
17. Any unauthorized use/abuse of computer system or equipment.
18. Improper use of student ID
19. Horseplay or roughhousing
20. Possession of drug paraphernalia
21. Repeated and/or extreme violations of Level 1 infractions.

Level 3 Infractions & Consequences—Major Infractions

A student who commits an infraction from the list below might be suspended from school for a period of time lasting three (3) to five (5) school days. The administrator might also, in his or her discretion, impose the sanctions set forth for Level 1 or Level 2 Infractions. Depending on the nature and severity of the conduct in question, a referral to the police department might also be made. Depending on the infraction, and at the discretion of the administration, Saturday detention or in-school suspension might be incorporated into the resulting discipline.

1. Fighting (see Fighting).
2. Stealing, or being found to be in possession of stolen personal or school property.
3. Participating in the practice of hazing (see Hazing).
4. Destruction, damaging, or defacing of school property, or any other deliberate act of vandalism. (Restitution of property and any associated clean-up costs will be required and police will be notified, if warranted.) parent/guardian(s) should know that under the Laws of Massachusetts parent/guardians are liable in a civil action for any willful act committed by a minor child which results in damage to the property of another person or municipality up to \$1,000.
5. Repeated and/or extreme violations of Level 2 infractions.

Level 4 Infractions & Consequences—Major Infractions

In the case of serious or flagrant disregard of school rules, the Assistant Principal has the authority to suspend the student for five (5) days and may refer the suspension to the Principal for an expulsion hearing. The administrator might also, in his or her discretion, impose the sanctions set forth for Level 1, Level 2, or Level 3 Infractions. The student might also be subject to an immediate referral to the police department.

1. Disrupting school by creating or perpetrating a false fire alarm or bomb scare.
2. Using, possessing, distributing, or selling controlled or banned substances, or items purported to be controlled or banned substances, including but not limited to: drugs (**see**

JICH & JICH-R per Reading School Committee Policy and refer to detailed Chemical Health Policies for RMHS outlined in Section IX Part F of the Handbook)

3. alcohol, dangerous weapons, and pyrotechnics.
4. Arson, or starting a fire.
5. Violating another student's civil rights—including hate crimes.
6. Assaulting, and/or attempting or threatening bodily harm to a member of the faculty or staff.
7. Any attack or assault on another student that would appear to a neutral observer to be unprovoked.
8. Repeated and/or extreme violations of Level 3 infractions.

Threats

Any time an individual or group of individuals threaten an individual or the Reading Public Schools in any way, it will be the standard operating procedure of the RPS for the principal to contact the superintendent, who will work directly with the principal to assess and then to act on the threat. When necessary, the superintendent will seek input from external sources to assess the threat and to determine when the threat has been removed and the school or individual(s) is safe

Vandalism and Theft

Each student is expected to assume responsibility for and care of all school and private property. Destruction, defacing and/or theft of private or community property deprives individuals of their rights of ownership. Anyone found vandalizing or stealing private or school property will be requested to make restitution and will be subject to discipline up to and including suspension. **Students are advised to make use of their school locks and gym locks at all times.**

E. Conduct of Students at School and School Sponsored Events

If a student were to engage in unlawful and/or improper conduct in school, thus raising serious questions about the effect that his/her presence in school might have on the rest of the student body or the staff, the principal may consider such activities sufficient cause for enacting suspension or expulsion proceedings in accordance with the procedures delineated in other parts of this handbook.

Conduct at School Sponsored Events

Students are expected to display proper behavior at all school sponsored events. All school rules regarding student behavior apply at school events on campus or on the property of venues off of campus.

Fighting

It should be clear to all students that violence in any form will not be tolerated in school or on school grounds. Reading Memorial High School has the following resources to help alleviate conflict or mediate differences: school adjustment counselors, guidance counselors, teachers,

and administrators. Students in violation of this offense or of repeatedly instigating fights might be subject to the following disciplinary consequences:

1. First offense: up to 3-5 days out-of-school suspension at the Administrator's discretion
2. Second offense: up to 5-10 days out-of-school suspension at the Administrator's discretion
3. Third offense: up to ten (10) days out-of-school suspension and a mandatory expulsion hearing at the Principal's discretion.

As always, the Administration reserves the right to penalize acts of violence with more extreme penalties that are commensurate with the act(s) of violence committed by the student(s). Additionally, the police department may be notified as per our memorandum of understanding regarding drugs, weapons, and violence.

F. Student Chemical Health Policies

In compliance with chemical health regulations JICH & JICH-R per Reading School Committee Policy

NICOTINE-RELATED SCHOOL POLICIES OVERVIEW	
The Reading School Committee Chemical Health Policy pertains to all students restricting any use/consumption, possession, to buy, sell or give away NICOTINE,VAPE AND/OR TOBACCO PRODUCTS	
A student will not be penalized for pro-actively seeking assistance. Resources are available for any student that is in need of assistance.	
The Reading Coalition for Prevention and Support (A division of the Reading Police Department) currently coordinates the education and support program for policy violations with our in house educators.	
All Students Affected	Related Consequences
The Chemical Health Policy for nicotine violations at 'in-school activities' or 'at school sponsored events' affects ALL students at Reading Memorial High School (RMHS).	<ul style="list-style-type: none">• Possible School Suspension• 1st offense- participate in the Chemical Health Education Program, operated by The Coalition• 2nd or higher offense- follow referral process for outside

	services, operated by The Coalition
<p>Extracurricular Students Affected</p> <p>Students enrolled in RMHS extracurricular activities agree to additional requirements when they join an activity.</p> <p>These students are held accountable for any nicotine violations that occur out of school (24/7 including summers).</p> <p>Impacts student participation in extracurricular activities from the beginning of the summer after 8th grade until 12th grade completion of extracurricular activities.</p>	<p>Related Consequences</p> <ul style="list-style-type: none"> • Loss of competitive play/activity but student remains on team/club. Length of time varies by type of offense starting at 25% of season • Student may lose leadership roles/captaincy <p>1ST NICOTINE OFFENSE</p> <ul style="list-style-type: none"> • Referral to Chemical Health Education Program, operated by The Coalition & RMHS <p>2ND NICOTINE OFFENSE</p> <ul style="list-style-type: none"> • Referral to Primary Care Provider and completion of recommendations, operated by the The Coalition & RMHS <p>3RD NICOTINE OFFENSE OR MORE</p> <ul style="list-style-type: none"> • Follow-up with Primary Care Provider for nicotine cessation and completion of recommendations, operated by The Coalition & RMHS

ALCOHOL/DRUG SCHOOL POLICIES OVERVIEW

The Reading School Committee Chemical Health Policy pertains to **all students** and restricts—any use/consumption, possession, to buy, sell or give away

ALCOHOL & DRUGS.

A student will not be penalized for pro-actively seeking assistance in accordance with the Good Samaritan Law

The Reading Coalition for Prevention and Support (A division of the Reading Police Department) currently coordinates the education and support program for Chemical Health Policy violations. Resources are available for any student that is in need of assistance.

All Students Affected

The Chemical Health Policy for any alcohol/drug violation at 'in-school activities' or 'at school sponsored events' affects ALL students at Reading Memorial High School (RMHS).

Related Consequences

- Possible School Suspension for any alcohol/drug offense (5 to 10 days)
- 1st offense- participate in the Chemical Health Education Program, operated by The Coalition
- 2nd or higher offense- follow referral process for outside services, operated by The Coalition

Extracurricular Students Affected	Related Consequences
<p>Students enrolled in RMHS extracurricular activities agree to additional requirements when they join an activity.</p> <p>These students are held accountable for any alcohol/drug violation that occurs out of school (24/7 including summers).</p> <p>Impacts student participation in extracurricular activities from the beginning of the summer after 8th grade until 12th grade completion of extracurricular activities.</p>	<ul style="list-style-type: none"> • Loss of competitive play/activity, student remains on team/club. Length of time varies by type of offense starting at 25% of season • Student may lose leadership roles/captaincy <p>1ST OFFENSE</p> <ul style="list-style-type: none"> • Referral to Chemical Health Education Program, operated by The Coalition & RMHS <p>2ND OFFENSE</p> <ul style="list-style-type: none"> • Referral for Adolescent Assessment of substance misuse and completion of recommendations, operated by The Coalition <p>3RD OFFENSE OR MORE</p> <ul style="list-style-type: none"> • Referral for Adolescent Assessment of substance misuse and completion of recommendations, operated by The Coalition

**Details of Chemical Health Policy and Approved Programs Explanation
In School or School Sponsored Event Violations- ALL STUDENTS**

This section applies to students that attend RMHS and violate the School Chemical Health Policy. The partner for the approved programs is the Reading Coalition for Prevention and Support The primary difference between 'in school' and 'out of school' is the addition of school suspension and potential fines/community service at the discretion of the administrator

Penalties for Tobacco, Nicotine, Vaping:

FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
One day suspension (possible)	Three day suspension	Three day suspension	Five-day suspension
Payment of fine or 6 hours of community service	Payment of \$75 fine	Payment of \$75 fine	Payment of \$75 fine
Notification to parent/guardian and parent/guardian conference	Notification to parent/guardian and parent/guardian conference	Notification to parent/guardian and parent/guardian conference	Notification to parent/guardian and parent/guardian conference
Referral to Approved Program (The Coalition/RMHS Chemical Health Education Program Class)	Referral to Approved Program (Visit to Primary Care Provider)	Referral to Approved Program (Return to Primary Care Provider)	Referral to Approved Program (Return to Primary Care Provider)
Confirmation of class completion provided by The Coalition	Confirmation of visit to PCP provided to The Coalition	Mandatory parent/guardian conference prior to re-admission to school	Mandatory parent/guardian conference prior to re-admission to school

Penalties for Alcohol & Other Drugs including possession or use of a substance other than nicotine occurring 'in school' or 'at a school sponsored event'

- Possible Suspension
- Referral to The Coalition Chemical Health Education Program class (1st violation only)
- Conditions set by School Administrators. For a full explanation of the suspension and hearing process, please view the official policy.

Out of School' Violations- Approved Program

This section applies to students that participate in afterschool activities. This section is for those students who violate the Chemical Health Policy 'outside of school'. The partner for the approved programs is the Reading Coalition for Prevention and Support.

FIRST Violation due to possession or use of a substance

- Student Meeting with School Administrator(s)
- parent/guardian Notification
- Student must complete the **Approved Program**
- Student experiences 25% loss of competitive sport/club/activity season if engaged in extracurricular activities at RMHS, and possible loss of team captaincy.

The **Approved Program** for **FIRST Violations** contains three elements carried out by the staff of The Reading Coalition for Prevention and Support and Reading Memorial High School (RMHS):

1. **Group Education:** The Coalition & RMHS host a monthly Chemical Health Education Program (CHEP) class for 2 hours after school. The Coalition provides the class schedule to the School Administrators for the school year. RMHS will send a letter home with the next class date following the issuance of a first violation. The Coalition & RMHS staff will host the class as directed.
2. **Youth Support:** At their class, students will be given a date to return to meet individually with the designated staff member to debrief on their experience in the class. At their debriefing meeting, students will receive their official "Letter of Completion"
3. **Family Follow-up:** The Coalition will contact parent/guardian after the child completes the class and mail a packet of resources for follow-up.

Student Responsibilities

- Attend Chemical Health Education Class and complete assignments
- Attend debriefing meeting with Class Facilitator to obtain "Letter of Completion"
- Attend practices/meetings
- Remain in good standing with their team/club/activity
- Sit out 25% of competitive play/activities as directed by Assistant Principal

SECOND Violation due to possession or use of a substance

- Student Meeting with School Administrator(s)
- Pparent/guardian Notification
- Student must complete the **Approved Program for SECOND Violations**
- -Student experiences loss of competitive sport/club/activity for 40-60% of the season, and loss of team captaincy

The Coalition and RMHS coordinate the approved program for SECOND violations that comply with the School Chemical Health Policy. The requirement for SECOND violations due to

nicotine including vaping is a visit with the child's **Primary Care Provider (PCP)**. The approved program for SECOND violations for **all other substances** is a Substance Use Assessment by a Licensed Professional with a specialty in addiction counseling. A list of suggested providers will be included in the information sent to parents/guardians by The Coalition.

Assessment: The Coalition will send a letter to the family outlining the requirement for their child to meet with a Licensed Health Professional to assess their child's level of substance use. The Health Professional will complete the required Coalition form and make recommendations for follow-up.

Counseling: Students that complete their assessment and follow the recommendations from their Health Professional including counseling may reduce their competitive season penalty from 60% to 40%. Most professionals recommend at least 3 sessions of counseling and support for students.

Confirmation: For nicotine violations, the PCP will return the required form to The Coalition. For other substance use violations, the Licensed Professional will provide progress updates to The Coalition. The Coalition will communicate with the necessary school officials upon completion of requirements.

Student Responsibilities

- Attend PCP appointment and complete recommendations
- Return with required signed paperwork provided by RCASA indicating completion of recommendations
- Remain in good standing with their team/club/activity
- Sit out 40%* of competitive play/activities as directed by Assistant Principal (if requirements above are met)

**increases to 60% loss if program requirements are not met to seek assistance of a healthcare provider.*

THIRD Violation due to possession or use of a substance

- Student Meeting with School Administrator(s)
- parent/guardian Notification
- Student must complete the **Approved Program for 3rd violations** which includes a formal substance abuse evaluation or re-assessment and comply with treatment recommendations.
- Student experiences loss of competitive sport/club/activity for six months to one year.

Student Responsibilities

- Follow recommended program by Treatment Provider
- Provide required paperwork as directed
- Sit out competitive play/activities as directed by Assistant Principal

G. Academic Integrity: Cheating & Plagiarism

In order to develop the skills to become effective communicators, learners and ethical citizens of the 21st century, students must maintain high standards of personal and academic integrity. Cheating and plagiarism undermine the educational process and deny students the opportunity to maximize their learning potential.

Cheating is defined as obtaining an unfair advantage in completing academic work. Examples of cheating include, but are not limited to:

1. Copying another student's homework, paper, project or idea
2. Using books, calculators, translators, notebooks, "cheat sheet", or other resource during a test or to complete an assignment which has not been authorized by the teacher
3. Using unauthorized electronic resources (cell phones, text messages, iPods, etc.) to access information during an assessment
4. Copying or allowing another student to copy answers during a test, quiz or exam
5. Any form of unauthorized communication during an assessment or about an assessment
6. Purchasing an assignment from another person or online resource
7. Discussing a test/quiz with students who have not yet taken that test/quiz

Plagiarism occurs when a student copies information and/or ideas from another source, fails to give credit to that source, and passes the information off as his/her own. Examples of plagiarism include but are not limited to:

1. Failure to properly cite text, pictures, or ideas obtained directly from books, articles, internet resources, instant messages, or emails
2. Failure to cite quoted material or paraphrased material
3. Use of false data or citations
4. Buying research papers or paying someone to write research papers and submitting them as original work
5. Allowing someone else to submit your work as their own
6. Submitting someone else's work as your own

Consequences for Cheating and Plagiarism

(Please note that offenses are cumulative over a student's high school career)

First Offense

1. The teacher will notify administration to establish that this is a first offense.
2. The student cannot receive a passing grade on the assignment and may receive a score of zero.
3. The teacher will notify the student's parent or guardian and guidance counselor
4. The student should meet with his/her guidance counselor.
5. If the student has applied for entry in the National Honor Society, NHS advisors will be notified of the infraction.
6. Administration reserves the right to impose disciplinary measures, including suspension.

Second Offense:

1. The teacher will notify administration.
2. The student will receive a score of zero on the assignment.
3. The teacher will notify the student's parent or guardian and guidance counselor
4. The student will meet with his/her guidance counselor.
5. Administration will document the incident in the student's discipline file.
6. If the student has applied for entry in the National Honor Society, NHS advisors will be notified of the infraction.
7. Administration will impose disciplinary measures that could include suspension.

Subsequent Offenses:

- All of the above with second offense and disciplinary measures consistent with progressive discipline at the discretion of administration.

H. Assault of a Faculty/Staff Member, Dangerous Weapons and Narcotics

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

1. 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, vaping paraphernalia may be subject to expulsion from the school or school district by the principal.
2. 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.
3. Any student who is charged with a violation of either paragraph (1) or (2) 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.
4. 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 (1) or (2).
5. 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.
6. 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.

7. 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.
8. 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. (Mass. Gen. Laws ch.71, §37H)

I. Conduct of Students Outside of School

If a student were to engage in unlawful and/or improper conduct outside of school, thus raising serious question about the effect that his/her presence in school might have on the rest of the student body or the staff, the principal/assistant principal may consider such out of school activity sufficient cause for disciplinary action including suspension and or expulsion in accordance with the procedures delineated with in other parts of this handbook. Massachusetts General Law relevant to felony charges which occur outside of school provides as follows:

M.G.L. c. 71, §37H1/2 - 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 a 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.

IX. Reading Public Schools Virtual Technology Procedures and Protocols, Computer Network and Internet Acceptable Use Policy For 6-12 Students

DISTRICT'S EXPECTATIONS OF STUDENTS AND FAMILIES FOR APPROPRIATE VIRTUAL TECHNOLOGY USE

Protocol and Expectations for Video Conferencing

The Reading Public Schools is dedicated to providing engaging and effective remote learning opportunities for our students. As part of our remote learning opportunities, the District is offering these opportunities via a virtual platform. Prior to engaging in these virtual opportunities, the District seeks to clarify expectations around appropriate use of virtual technologies for educational opportunities. For questions regarding school policies and procedures, please contact your child's building principal.

1. Parents/guardians should review and sign electronically on the portal the Acceptable Use Policy (AUP) for Internet and Technology Use as soon as possible. The documents can be found for viewing ~~on their~~ the first day of school fliers located [here](#). During this transition time, when students are accessing remote lessons the AUP is in effect for all students.
2. Please note that during remote recorded or live telecommunication sessions, your child's image and voice will be transmitted over the internet and into other students computers and homes, and that by allowing your child to participate in these telecommunication services you understand and consent to the dissemination of your child's image and voice during these remote telecommunication sessions.
3. The District strictly prohibits screenshots, pictures, downloading, audio/video recording and distribution of any virtual educational experience by students or parents/guardians in order to protect student privacy, proactively prevent potential cyberbullying, prevent the distribution of copyrighted materials and comply with Massachusetts law. Please note that in Massachusetts, it is illegal to audio record another person through any medium without his or her knowledge.
4. Teachers will record lessons when they are using Zoom or Microsoft Teams for synchronous teaching and learning. Recorded instruction will be maintained by the teacher and will be available for instructional purposes using the protocol described below. Teachers may determine that some lessons will not be made available to students and will not provide access.
5. The District has made good faith efforts to ensure virtual platforms used comply with child Internet protection and confidentiality laws and do not sell, use or disclose any personally identifiable information or data for commercial purposes or to third parties. There are potential risks for Internet interruptions, unauthorized interruption by third ~~parties~~party and technical difficulties. You can minimize the risk of breaches in confidentiality by not sharing any links, ~~username~~user-name and passwords provided used for virtual opportunities access.
6. Students, and where appropriate parents/guardians, agree to engage in virtual educational experiences dressed appropriately, in a quiet, private area to the extent practicable given the circumstances, in order to minimize background noise and distractions and to protect the integrity of student engagement as well as student confidentiality. It is the expectation that students use appropriate backgrounds for their virtual calls.
7. The laws that protect the privacy and confidentiality of your child's personally identifiable information apply to virtual educational opportunities just as they do ~~during in-~~personduring an in-person services. Parents/guardians and other household members who normally are not privy to day-to-day classroom and group service discussions agree

to respect and keep confidential any personal or private information (e.g. disability status) inadvertently discovered about other students due to proximity of virtual education.

8. Parents and guardians agree that attendance in virtual education is necessary and required. Parents/guardians will make best efforts for the student(s) to be present during live lessons. Attendance will be taken each class period at the middle and high school level and once in the morning and once in the afternoon at the elementary school level.

Protocol for Access to Lessons

1. Teachers will use only Zoom or Microsoft Teams to record their lessons.
2. Recorded instruction will be maintained by the teacher.
3. Recorded lessons are available to the student for instructional purposes only and under the following guidelines:
 - a. The student has been absent from virtual or in person lessons for several days due to illness that did not allow them to access virtual or in person instruction. Medical documentation will be necessary to support this guideline.
 - b. The student has been struggling academically and it has been determined by the teacher that reviewing the recorded lessons would benefit the students academic progress.
4. Teachers may decide that other one time events (i.e. power outage or extra help session prior to an assessment) would be an appropriate reason to make a recorded lesson available. Since the expectation and requirement is that students attend all synchronous lessons, recorded lessons will not be available for general use. If a student needs extra help on a particular topic, it is encouraged that the student/parent/guardian reach out to the teacher for additional academic support.
5. If a student qualifies for one of the above categories, the teacher will contact the parent/guardian to make the lesson available to them.

In Person and Remote Computer Network and Internet Use

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

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

Members of the Reading Public Schools community are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications

on the network may reach larger audiences than face to face conversations or telephone discussions. General school rules for behavior and communication apply. Access to network services will be provided to those who act in a considerate and responsible manner.

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

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

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

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

Rules:

1. Network access is a privilege, not a right. The use of the network must be consistent with, and directly related to, the educational objectives of the Reading Public Schools. A violation of the terms of this Acceptable Use Policy may result in suspension or termination of network access privileges (other than directly supervised access during classroom instruction) and may also result in other

disciplinary action consistent with the disciplinary policies of the Reading Public Schools and could also result in criminal prosecution where applicable. The Reading Public Schools will cooperate fully with law enforcement officials in any investigation relating to misuse of the Reading Public Schools computer network.

2. Violations of this Acceptable Use Policy include, but are not limited to, the following conduct:
 - a. Cyberbullying, which is the repeated use by one or more students of an electronic expression (including transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to, the electronic mail, the internet communications, instant messages or facsimile communications, creation of web pages or blogs in which the creator assumes the identity of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution of communications to more than one person or the posting of material on an electronic medium that be me accessed by one or more persons), alone or in combination with any written or verbal expressions or physical acts or gestures, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (2) places the victim in reasonable fear of harm to himself or damage to his property, (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of the school. See Massachusetts General Laws, Chapter 71, Section 37O.
 - b. Using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
 - c. Sending messages or posting information that would likely result in the loss of a recipient's work or system.
 - d. Sending "chain letters" or "broadcast" messages to lists or individuals, subscribing to "listserves" or "newsgroups" without prior permission, or using the Internet access for any other personal use, without prior permission.
 - e. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
 - f. Using the network in a manner that would violate any U.S. or state law. This includes, but is not limited to, copyrighted material, threatening material and spreading of computer viruses.
 - g. Accessing or transmitting materials that are obscene, sexually explicit, or without redeeming educational value.
 - h. Accessing any prohibited sites on the Internet.
 - i. Revealing the personal address or telephone number or oneself or another person.
 - j. Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network.
 - k. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override, or to encourage others to override, any firewalls established on the network.
 - l. Attempting to harm, modify or destroy data of another user.

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

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

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

X. Co-Curricular Activities

A. Activities, Organizations and Clubs

RMHS provides a wide array of clubs/activities as an outlet and opportunity for the diverse talents and interests of the student body. Participation in clubs and activities is a privilege predicated on positive participation in accordance with all rules contained in this handbook. Therefore, each participant is bound by all requirements and regulations as established by this handbook. By participating in any extra-curricular activity you are accepting the high school rules governing participation. Members are subject to suspension from the organization or club for major violations of the school rules. See the school's web page for specific information about the range of school sponsored

No high school activities (e.g., Color Guard, drama) shall permit middle school students to participate. No middle school student will be given a performance role in an activity before all high school students are included.

RMHS will provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. The school district 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.

B. User Fees

In order to support the cost of the performing arts activities and teams that provide RMHS students with rich experiences beyond the classroom, Reading Memorial High School assesses a user fee for the co-curricular activities listed below. The revenue received from these user fees allows the school to maintain the present level of programs, advisors, and coaches.

Families for whom fees present a hardship may apply for fee waivers through the Federal Free and Reduced Meals (FFRM) program. Applications for the FFRM are found on the Reading Public Schools website under Food Service.

User fees are payable each season at the Athletic/Student Activities Department, Room 220. Checks are payable to: Town of Reading. The fee is due by the first week of each season.

Athletic/ Band/ Drama user fees cannot be combined to reach individual or family cap.

ACTIVITY	FEE	TIME COVERED
Athletics	\$250.00 per athlete per sport (2022-23 school year only due to COVID) \$750.00 cap per athlete per year \$950.00 cap per family per year	Three seasons: Fall, winter and spring
Band: Fall Marching Band, Stage Band, Color Guard, Band: Jazz Band, Winter Percussion, Winter Guard	\$200.00 per activity \$475.00 cap per student per year \$750.00 cap per family per year	Two seasons: Fall & Winter
Drama	\$150.00 per student per season \$75.00 per student for crew per season \$375.00 cap per student per year	Three seasons: Fall, Winter and Spring

	\$550.00 cap per family per year	
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C. Student Leader/Team Captain Responsibilities

- Elected Student Leaders/Team Captains are expected to be leaders and should be ready to assume designated duties and responsibilities as outlined by their advisor or coach. Those in leadership positions are expected to be aware of both school rules and activity/team rules and serve as role models for the groups they represent.
- When a student has been elected for a leadership position or selected to be a team captain and then subsequently is found in violation of the MIAA [and/or Reading Memorial High School Chemical Health Rule](#) or the Reading Public School's Policy on Bullying and Harassment, that student will lose all rights to continue to be an officer of that organization [or serve as captain](#) and forfeits the rights to be selected for any other leadership position [and/or captainship](#) for one calendar year.

D. Athletic Participation Guidelines

TRYOUTS

All students who meet the MIAA eligibility requirements, pass a physical examination, and are members in good standing at Reading Memorial High School are welcome and encouraged to try out for a team. In addition, students should understand that participation in athletics is a privilege; students try out voluntarily and risk being cut after a minimum trial period of five (5) practice sessions (excluding golf).

- Participation in athletics is a privilege. Each student tries out voluntarily and risks being cut after a minimum trial period of 5 practice sessions.
- A student who is ineligible by MIAA rules during the THIRD marking period may try out for a spring sport if s/he is maintaining a "C" average in his/her classes. This option may be granted only ONCE while attending RMHS.
- During the tryout period coaches will provide an explanation of their expectations. It is the student's duty to demonstrate to the coach that he/she can fulfill these expectations.
- If a student is cut, the coach will schedule a time for the athlete and coach to meet for an explanation, within 24 hours of the cut.
- Students cut from one team are encouraged to try out for another program with the consent of both coaches.
- No athlete may voluntarily leave one sport and try out for another after the season has begun (first day of practice), without the consent of both coaches involved and that of the Director of Athletics. (This restriction includes cheerleaders.)

PARENT/GUARDIAN PERMISSION (via registration on FamilyID.com)

Permission can be documented via FamilyID.com which can be accessed through the link on the RMHS Athletics Edline page. Alternately, parents/guardians can see Appendix F in this Handbook for more information.

No student will be allowed to practice without parental or guardian permission that has been documented through one of the two methods described above.

PHYSICAL EXAMINATION

All athletes are required to receive medical clearance by the school or their family physician before they can compete in a practice session.

EQUIPMENT CARE AND FINANCIAL OBLIGATION

- Students have an obligation and responsibility for all equipment issued and for its proper care from the date issued to the date of a return.
- Students failing to turn in all issued equipment or turn in equipment damaged through misuse are responsible to meet the current replacement cost of the equipment.
- Until all financial obligations are taken care of, the student will not be allowed to practice for or play in the next season's sport.

SCHOOL AND CLASS ATTENDANCE

All students must be in attendance at school in order to participate in practice or play in a game that day.

- Exceptions may be made if the absence from school is considered legitimate, and the coach has cleared it through the administration.
- Students who are dismissed or tardy/absent on the day of the game must see their assistant principal prior to dismissal or upon arrival for his decision on participation. Failure to do so will result in the student's being unable to participate.
- Students who are on out-of-school suspension cannot practice or participate in competition on the days they are suspended.

PRACTICE, CONTEST, AND TEAM ATTENDANCE

Athletes who have made a team have also made a commitment to be at all practice sessions, contests, and team meetings.

- If the player must be late or miss a practice, game, or meeting for any reason, the player has the responsibility to confer with the coach prior to that session. Absence from practices, games, or meetings jeopardizes one's position on the team.
- Attendance at all practices and games is mandatory. Special requests to be excused may be accepted before, (if possible) or immediately after the fact.

BONAFIDE TEAM MEMBER - MIAA RULE

A bonafide member of the school team is a student who is regularly present for, and actively participates in, all team practices and competitions. Bonafide members of a school team are precluded from missing a high school practice or competition in order to practice or compete with an out-of-school team.

LOCKERS (~~Note that no locker use is permitted during the 2020-2021 school year. The following regulations apply when locker use is reinstated~~)

- Most team members are issued lockers for their particular sport. The lockers are RMHS property and students have no expectation of privacy in those lockers. RMHS reserves the discretion to search student lockers at any time.
 - If a player terminates his/her place on the team, the student must clean out his/her locker immediately. If there is a delay, the coach will clean out the assigned locker and place its contents in the Physical Education Equipment Room after verbally reminding the player of a specified time limit to give up the locker for use by others.

TEAM RULES

- A physical exam, permission slip, and the carrying of the equivalent of four (4) full year courses (including English) are necessary.
- Athletes are required to return or pay for all equipment at the end of each season in order to participate in the next athletic season.
- Keep equipment locked at all times. Use school locks only (\$5.00 if lost).
- Stealing means immediate dismissal.
- Wear equipment at practice or games only.
- Switching sports is not allowed once games begin.
- Travel with the team only unless you have prior approval by the coach and parent/guardian to travel separately.
- Practice begins when the coach is present.
- Report all injuries to your coach and the school nurse. Follow the procedure noted on Page 16 of the handbook (under "Accident Reports.")

MASSACHUSETTS INTERSCHOLASTIC ATHLETIC ASSOCIATION (MIAA) INTERSCHOLASTIC ATHLETIC ELIGIBILITY RULES

- Physical exam required
- Limit is 12 consecutive semesters beyond grade 8.
- A player must be under 19 before September 1.
- A player disqualified from a game shall miss at least the next game.
- A player disqualified from a game twice in the same season is disqualified for one year.
- Striking an official results in the loss of playing privileges for one year.
- If hazing occurs and is verified by the building Principal, following regular due process procedures, those involved in the hazing shall be suspended for up to ten (10) days or more, ~~at their~~ at the discretion of the school principal.

Academic Eligibility- MIAA Rule 658

- 58.1 A student must secure during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility) passing grade, and full credit, in the equivalent of four traditional yearlong major English courses. A transfer student may not gain academic eligibility if he/she was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of parents/guardians and then eligibility would be determined by receiving schools eligibility standards. (see Rule 57.7.1)
- 58.2 A student cannot at any time represent a school unless that student is taking courses which would provide Carnegie Units equivalent to four 1-year major English courses.
- 58.3 To be eligible for the fall marking period, students are required to have passed for the previous academic year the equivalent of four 1-year major English courses.
- 58.4 Academic eligibility of all students shall be considered as official and determining only on the date when the report cards for that ranking period have been issued to the parents/guardians of all students within a particular class.

NOTE: The MIAA academic eligibility standards are designed to ensure that a student is fully enrolled in school and actively engaged in his/her academic life on a consistent basis throughout the school year. When utilizing a 4 x 4 block schedule (is this what RMHS has?), a student must pass at least two of the four required 'major' courses (or equivalent) in each academic marking period.

The questions you must ask in determining equivalency are the following:

- 1. How many minutes per day/week/semester does this course meet?
- 2. How many credits toward graduation as approved in advance by school committee policy will be offered for this course?
- 3. Is this equivalent to past academic requirements?
 - a. (If further clarification is necessary, the MIAA executive staff will be happy to assist.)

- 58.5 Incomplete grades may not be counted toward eligibility.
- 58.6 A student who repeats work upon which s/he has once received credit cannot count that subject a second time for eligibility.
- 58.7 A student cannot count for eligibility any subject taken during the summer vacation, unless that subject has been previously pursued and failed. All cooperative team athletes must meet the eligibility standards of their own school as well as the host school.

The violation of any eligibility rule may result in the forfeiture of a game won or the elimination of player from participation for one year. If, in your opinion, there is any doubt concerning your eligibility, consult your principal or the director of athletics. The rules apply to all teams - varsity,

junior varsity, sophomore, and freshman - all grades, and to both girls' and boys' sports. The Board of Control of MIAA will resolve all questions on eligibility.

The following topics reprinted here are key items found on the RMHS Athletic Permission Form (which can be accessed on our website in more detail)

INSURANCE COVERAGE

All participants in athletics must have health insurance. Parents/guardians are responsible for proper insurance coverage. No athlete may participate in RMHS sports without proper medical coverage.

TRANSPORTATION LIABILITY RELEASE

Because it is not always feasible to hire transportation for small groups such as golf, gymnastics, and tennis, it becomes necessary to ask parents/guardians to give their consent and to help with transportation. When signing the RMHS Athletic Permission Form, the parent/guardian understands and agrees that no member of the Athletic Department, or the School Department, or the Town of Reading will be liable in case of injury, claim, or loss of any kind in connection with the transportation of pupils.

MEDICAL REQUIREMENTS

Our school rules require that all students pass a medical examination to participate on any athletic team. Our school or team doctor will examine those students trying out for the activity. The student's own doctor, at the family's expense, may do the examining. In either case, this form must be stamped by the examining physician and dated with last physical or the student may attach a copy of a valid physical, certifying that the student is physically able to compete in the sport indicated on the form.

All students must pass a physical examination within 13 months of the start of the season.

VACATIONS

All student athletes who plan to take any type of vacation during the scheduled season must apply to the Athletic Director one (1) week before the first game of the season. Student athletes who take school-sponsored or family vacations during the scheduled season will not be penalized unless, in the opinion of the coach, the student athlete is not physically prepared to participate because of health or safety reasons.

USER FEES

User fees are payable each season at the Athletic Department, Room 220. Checks are payable to: Town of Reading. The fee is due by the first week of each season.

CONDUCT

- Proper conduct is expected both on and off the field by all participants in our athletic program.

- Respect for facilities (locker rooms, fields, etc.) used by Reading athletes, both home and away, is expected and falls under the category of proper conduct.

STUDENT LEADER/TEAM CAPTAIN RULE

- Student Leaders/Team Captains are expected to be leaders and should be ready to assume certain duties outlined by their advisor or coach. They are expected to be more aware of school rules and team rules as well as student/athlete responsibilities.
- When a student leader has been elected for a leadership position—and then subsequently is found in violation of the MIAA Chemical Health Rule, that student will lose all rights to continue to be an officer of that organization and forfeits the rights to be selected for any other leadership position.
- When an athlete has been designated as a team captain—and then subsequently is found in violation of the MIAA Chemical Health Rule, that athlete will lose all rights to continue to be a captain of that sport and forfeit the rights to be selected a captain in any other sport.

XI. School and District Policies per Federal and State Laws and Regulations

A. Restraint

The Reading Public Schools ("the District") seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00 effective January 1, 2016 and DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015). Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. Refer to Reading Public School Policy JKAA for more information.

B. Protection of Pupil Rights Amendment

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

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in

whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent/guardian; Mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parent/guardian(s); or income, other than as required by law to determine program eligibility.

2. Receive notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum.
4. These rights transfer from the parent/guardian(s) 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/guardians, 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/guardians 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, parent/guardian(s) of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents/guardians 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/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys.

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

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

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

C. Harassment and Discrimination Policies

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

At the District level, the ADA (employees), Title VI, Age Act, Coordinator is:
Dr. Ms. Sarah Hardy, Assistant Superintendent for Learning and Teaching
Reading Public Schools
62 Oakland Road
Reading, Massachusetts 01867
781-944-5800

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

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

Title IX of the Education Amendments of 1972

The Reading Public Schools does not tolerate discrimination against students, parents/guardians, employees or the general public on the basis of sex. The Reading Public Schools is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or pregnancy status. The Reading Public Schools' policy of nondiscrimination extends to students,

staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Reading or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the *District's Title IX Sexual Harassment Grievance Procedures*, available at: <https://www.reading.k12.ma.us/district-information/title-ix-information/>

Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the *District's Title IX Sexual Harassment Grievance Procedure* and may, if dismissed under that procedure, be investigated in accordance with the *District's Civil Rights Grievance Procedures*, available at: https://www.reading.k12.ma.us/files/2615/9818/2022/Reading_Draft_Civil_Rights_Procedures_for_all_non-Title_IX_Claims_7.31.20.pdf

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

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

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

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

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

D. Bullying Prevention

Reading Memorial High 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, Reading Memorial High School complies with the Reading School Committee Policy regarding Bullying Prevention and Intervention summarized below. A complete copy of the Bullying Prevention and Intervention Plan is available on the Reading Public Schools' website as is a Bullying Reporting Form which may be submitted online on the Reading Public Schools website. [Refer to Reading Public School Policy JICFB for more information.](#)

<https://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, photo electronic or photo optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communication. Cyber-bullying shall also include (i) knowing impersonation of another person as the author of

posted content or messages, if the creator or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or persons.

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

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

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

Bullying is prohibited:

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

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

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

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

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

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

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

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

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

Responding to a report of bullying or retaliation.

Safety - Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote

safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

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

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

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

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

At any point after receipt of a report of bullying or retaliation, including after an investigation, the principal shall notify the Reading Police Department and School Resource Officer if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice shall be consistent with the requirements of 603 CMR 49.00 and established agreements

with the local law enforcement agency. The principal shall document the reasons for his or her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to a law enforcement agency in situations in which bullying and retaliation can be handled appropriately within the school district or school.

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

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

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

Notice of Investigative Findings - Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents or guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parent/guardian(s) 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 parent/guardian(s) 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 parent/guardian(s) to whom the notice is provided. The principal shall ensure that any notice to the parent/guardian(s) 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)/guardian(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 parent/guardian(s) 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.

E. Pregnant Students

In accordance with state and federal law, the district does not discriminate against nor exclude students from its educational programs, or activities, including classes and extracurricular activities, on the basis of the student's pregnancy, childbirth, or recovery there from. Exceptions will be made only when a physician expressly prohibits the student's participation. The district requires a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school only to the extent that such certification is required for all students for other physical or emotional conditions requiring the attention of a physician. The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. A student may take a leave of absence relating to pregnancy and childbirth for any period of time deemed medically necessary by the student's physician. Following any such leave, the student will be reinstated to the status she held when the leave began.

F. 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:

- Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
- 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;

- 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 Dr. Jennifer Stys, Coordinator for the Homeless, at 781-942-9129 or The Office for the Education of Homeless Children and Youth on the following website: <http://www.doe.mass.edu/mv/#office>.

G. Hazing

The Reading Public Schools prohibit hazing. If hazing occurs and is verified by the building principal following regular due process procedures, those deemed to be leaders of the hazing shall be suspended for up to 10 days, and a recommendation for one full semester of suspension shall be made to the superintendent. Students deemed as participants in hazing shall be suspended from school for up to 10 days [and may be subject to expulsion. Refer to Reading Public School Policies JICFA and JICFA-E for more information.](#)

THE COMMONWEALTH OF MASSACHUSETTS - HAZING - CHAPTER 269

M.G.L. c.269 Section 17 – The Crime of Hazing

Section 17: 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, c665.

Section 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.

Section 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 are provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections 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 acknowledgment stating that such group, team or organization have received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants have received a copy of section 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 S.985, c.536; amended by St.1987, c.665.

H. Student Due Process Rights under M.G.L. c 71 §37H & 37H1/2

DUE PROCESS HEARING

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/guardian for school communications, or any other method of delivery agreed to by the principal and the parent/guardian.
- Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

Due Process

In-School Suspension: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent/guardian of the length of the In-School Suspension and will make reasonable efforts to meet with the parent/guardian. On or before the day of the In-School Suspension, the principal will deliver written notice to the parent/guardian of the basis for and length of the in-school suspension and invite the parent/guardian 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 parent/guardian(s) 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/guardian 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/guardian 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 parent/guardian(s) 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 parent/guardian(s) (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/guardian 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/guardian'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 parent/guardian(s) 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/guardian 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.

I. M.G.L. c.71, §37H3/4

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

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

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent/guardian 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/guardian 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 parent/guardian(s) 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.

J. Discipline of Students with Disabilities

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

- A 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.
- Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parent/guardian(s) 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.
- 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.
- 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/guardian) 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.
- 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:
 - The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;
 - The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
 - The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
 - 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/guardian (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/guardian consent *or* 2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from a court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

- The parent/guardian 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.

K. 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.

L. 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.

M. Parent/Guardian Notification Regarding Sexual Education And Human Sexuality Issues

Massachusetts General Law Chapter 71, Section 32 A notes that parent/guardian(s) be provided an "opt-out" provision for courses (typically sex education or sciences) school assemblies, or other instructional activities and programs that focus on human sexual education, the biological mechanics of human reproduction and sexual development, or human sexuality issues. Parents/guardians wishing to review curricula and/or exempt their child/children from instruction of the aforementioned topics must contact the building Principal in writing. Refer to Reading Public School Committee Policies IHAM, IHAM-1, and IHAM-R for more information.

N. Search and Seizure Policy

The School Committee's policy on Search and Seizure (**File: JIH**) addresses the following:

- Search of lockers and desks
- Search of a student's personal belongings
- Search of a vehicle on school property
- Use of breathalyzers
- Use of drug or bomb sniffing dogs

The Reading School Committee recognizes that School Administrators are under an obligation to ensure that reasonable safety, discipline and good order are maintained by and for all students at all times. It also recognizes, however, that students have certain constitutional rights. It is to balance the sometimes conflicting need of school officials to ensure order and safety on the one

hand, and the need to insure applicable constitutional rights of students on the other hand that this policy is written.

Search of Student Lockers and Desks

- Lockers and desks are the property of the Reading Public Schools. The Reading Public Schools maintain control of all locks affixed to lockers. No other locks are permitted and such locks will be removed by the school administration.
- Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials.
- It is prohibited to store any illegal items/substances or items/substances in violation of any school rule or Federal, State or Local law in a locker or desk.
- Items/substances prohibited from being in lockers include but are not limited to: guns/knives/weapons (real or fake), drugs or alcohol, fireworks/explosives, fire/smoke/odor producing products, and any other evidence of a school rule or legal violation.
- Students should be aware that, at the discretion of a school administrator, a student's locker or desk may be searched at any time and prohibited items/substances will be seized.

Search of Students and Their Belongings

- Search of a student will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. Search of a student may extend to articles of clothing such as pockets; and to the removal and search of outer garments such as hats/caps/headgear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks.
- Search of a student or his/her belongings shall be conducted with at least two adult school personnel present, one of whom shall be the Principal or his/her designee. A female staff member shall be present when a female student is searched, and a male staff member shall be present when a male student is searched.
- Search of a student's belongings or of a student's automobile parked on school property will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and 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's belongings not in the immediate possession of the student or of a student's automobile parked on school property will be in the presence of the student(s) whose conduct is under scrutiny and in the presence of a second school official.

- “Strip searches” of students come with a heightened degree of expectation of privacy and require a heightened degree of concern for school and student safety, therefore, no school administrator or teacher shall ever conduct a “strip search” of a student without the prior authorization of the superintendent of schools.
- Should a student refuse to voluntarily comply with a request for a search, the student must be detained until parent/guardian(s), and, if necessary, police, can arrive at school to assist, as appropriate, in the investigation.
- Should a search uncover any substances or contraband, such shall be turned over to the appropriate authorities or rightful owner, as appropriate, and suitable disciplinary action shall be taken.
- Search of a student or his/her belongings in accordance with the above policy may take place at school or at any school sponsored event on or off school property or during the transportation to such event.

Use of Breathalyzers at School or School Sponsored Events

Breathalyzers to detect the use of alcohol by individual students may be used at school or at school sponsored events whether on or off school property under the follow conditions:

- Upon admission to school dances, proms and other school sponsored events on or off the school property every student shall be subject to the following:
 - The rules and consequences in the school handbook
 - Upon entrance a search of the student pocketbooks, book bags, athletic bags, or backpacks.
 - Upon entrance a breathalyzer test to detect the use of alcohol
 - Upon entrance confiscation of water bottles or other beverage containers
 - A requirement that coats and jackets be left at a table by the entrance door which will be monitored by event chaperones.
- In addition a student shall be subject to a breathalyzer test in the event that a member of the school personnel has reasonable suspicion to believe that a student is under the influence of alcohol at school or at school sponsored events whether on or off school property.
- Breathalyzers shall be administered by school administrators.
- Results of a breathalyzer test will be used as one component for determination of school based disciplinary consequences.
- The results of the school administrator administered breathalyzer test are for school use only.
- Breathalyzer instruments shall be maintained in the same manner as those maintained by the Reading Police Department.
- The above sections of Reading School Committee Policy JIH shall be printed on tickets to school events if tickets are issued, be part of any applicable notice or contract for a school event(s) if such notice or contract is issued, and shall be printed in the school handbooks.

Use of Drug and Bomb Sniffing Dogs

- Use of a drug sniffing dog may be conducted under the following conditions:
 - The drug sniffing dog employed for such purposes shall be a law enforcement dog trained for such purposes and the search shall be conducted by law enforcement personnel.
 - In the absence of a warrant granted by the appropriate authorities to the law enforcement agency(s) or the existence of exigent circumstances by the law enforcement agency(s), the determination to conduct the search shall be made solely by the school administration and not members of law enforcement.
 - The scope of the administration determined search shall be all school owned properties (including desks and lockers) and all public areas of the buildings. Additionally, students have no expectation of privacy in the exterior of vehicles parked on District property and a law enforcement canine may be employed for the detection of narcotics or other material at any time.
 - While belongings in the legitimate areas searched shall be subject to evaluation in this manner, no person shall be subject to evaluation in this manner.
 - If the evaluation by the drug sniffing dog determines the possibility of the existence of drugs, that shall constitute the level of reasonable suspicion to allow the school administration to continue the search of the specific item(s). Such continuation shall be consistent with this policy.
- Use of a bomb sniffing dog may be conducted when it is so determined by law enforcement and the school administration that such a search is warranted for the safety of individuals and school property. The scope of the search shall be determined by the law enforcement agency and the school administration.

XII. Appendices

APPENDIX A

File: ACAB-P/ACAC-P

**READING PUBLIC SCHOOLS
STAGE 1
HARASSMENT/DISCRIMINATION COMPLAINT FORM**

Name: _____ Date: _____

School: _____ Grade: _____

Who was responsible for the alleged harassment or discrimination?

Describe the alleged harassment or discrimination:

Date, time and place the alleged harassment or discrimination occurred:

Were there others involved with the alleged harassment or discrimination? If so, who were they? Describe their involvement:

List any witnesses and describe what they may have seen or heard

What was your reaction to the alleged harassment/discrimination?

Describe any subsequent incidents.

Signature of Complainant

APPENDIX B

File: ACAB-P/ACAC-P

READING PUBLIC SCHOOLS HARASSMENT/DISCRIMINATION REPORTER FORM

Name: _____ Date: _____

School: _____ Grade: _____

Name of individual harassed / discriminated against:

Who was responsible for the alleged harassment/discrimination?

Describe the alleged harassment/discrimination:

Date, time and place the alleged harassment/discrimination occurred:

Were there others involved with the alleged harassment/discrimination? If so, who were they? Describe their involvement:

List any other witnesses and describe what they may have seen or heard.

Describe any subsequent incident

Signature of Reporter

APPENDIX C

File: ACAB-

P/ACAC-P

READING PUBLIC SCHOOLS STAGE 1 HARASSMENT/DISCRIMINATION COMPLAINT - INITIAL INVESTIGATION ADMINISTRATIVE FOLLOW-UP FORM

Date of Complaint: _____ Name of Complainant: _____

Name of person(s) allegedly harassing or discriminating

Description of Complaint:

Date of Conference:_____

Description of Investigation:

Action Taken:

Date of follow-up conference with complainant:_____

Describe action taken:

() Resolved.

() Referred to Assistant Superintendent

() Not Resolved. Further action to be taken is:

Signature of Administrator

Signature of Guidance Counselor
(if form is completed by counselor)

Appendix D

READING MEMORIAL HIGH SCHOOL DANCE CONTRACT

This contract hereby states the rules and consequences that must be followed at all school-sponsored dances/semi-formals/proms/banquets (referred to as dances) which are held on and off campus. All school rules governing behavior and as detailed in the Student Handbook applies to dances and school-sponsored events. By signing your name to this contract, you agree to abide by the following rules, and it is understood that if you break a rule, you will be subject to the consequences listed below.

Students must adhere to any specific rules for a particular dance. Refusal to comply with request of administrators will be considered insubordination and result in suspension in accordance with the Student Handbook.

RULES	CONSEQUENCES
Students must attend school the day of the dance or they will not be admitted. For a weekend event, students must attend school on the most recent school day. (The RMHS Administration must previously approve any exceptions to the rule.)	Denied admission
Students are expected to wear the appropriate attire for the occasion.	Denied admission
Once a student leaves the dance, he/she may not return.	No re-admittance for any reason
Students must remain within the physical boundaries of the dance area.	Removal from the dance
If I dance, then I will dance in a style that will not offend others.	Removal from dance & exclusion from next 3 dances
Entrance to dance will be closed one half-hour after the stated beginning time.	Denied admission
Dances are for Reading Memorial High School students. In unusual circumstances, special requests may be granted through the Assistant Principal for non-students to attend.	Removal of both non-RMHS student and RMHS host from dance.
<p>Consumption of alcohol or any controlled substance is prohibited before or during the dance. Upon admission to school dances, proms and other school sponsored events on or off the school property, every student shall be subject to the following:</p> <ul style="list-style-type: none"> · Upon entrance a search of the student pocketbooks, book bags, athletic bags, or backpacks · Upon entrance a breathalyzer test is administered to detect the use of alcohol (Breathalyzers shall be administered by school administrators.) · Upon entrance confiscation of water bottles or other beverage containers · A requirement that coats and jackets be left at a table by the entrance door which will be monitored by event chaperones. · In addition, a student shall be subject to a breathalyzer test in the event that a member of the school personnel has reasonable suspicion to believe that a student is under the influence of alcohol at school or at school sponsored events whether on or off school property. 	<ul style="list-style-type: none"> -Parent notification & removal from dance -Exclusion from next 3 dances with carryover to next year -Suspension from sports and extra-curricular activities in accordance with MIAA guidelines articulated in Student Handbook -Suspension will apply to current or next season of participation -Loss of leadership roles in school activities and teams. **Police may be notified

<ul style="list-style-type: none">Results of a breathalyzer test will be used as one component for determination of school based disciplinary consequences.	
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Furthermore, I understand that:
If I am found in violation of any school rules, **no refunds** will be authorized for any tickets or other expenses that I may have incurred for said or future events. Signatures below acknowledge the conditions of this student's participation in RMHS events and the consequences for violating school rules.

RMHS Student Signature: _____ Date: ____/____/____
Parent/Guardian Signature: _____ Date: ____/____/____
Parent/Guardian (Print): _____ Contact Phone: _____

NO STUDENT WILL BE ALLOWED TO BUY A TICKET WITHOUT A SIGNED DANCE CONTRACT.
Please return to Main Office or Class Advisor

Appendix E

Reading Memorial High School Function GUEST PERMISSION TO ATTEND FORM

Due at least 72 hours before deadline for tickets for event

This form must be **accompanied by a clear photocopy of a picture ID** and returned to the Class Advisor before the purchase of any event ticket. The **same ID** must be presented at the door upon entering the event. Tickets will not be sold until this form and all accompanying documents and information meet the approval of the RMHS administration.

Please print the following information.

The person whose signature appears below recommends the above named guest as someone who demonstrates good citizenship and character. [For students with guests who are no longer in high school, see RMHS A.P. first.]

Assistant Principal's
Printed Name: _____ School/Employer Title: _____
Assistant Principal's
Signature: _____ Phone: _____ Date: _____

Guest Agreement

As a guest, I realize that I am required to follow ALL policies and procedures of RMHS and that any failure to comply will result in dismissal from the event and contact with legal guardians as well as possible legal actions. I have read and understand the Dance Contract, which has been printed on the back of this form.

Guest's Signature: _____ Date: _____
RMHS Student's Signature: _____ Date: _____

Reading Memorial High School Parent/Guardian Agreement

As a parent of an RMHS student, I understand that all school rules apply to my son/daughter and to his/her guest. I also understand that non-compliance will result in dismissal from the event and that additional disciplinary measures may be taken.

RMHS Parent/Guardian Signature: _____ Date: _____
Landline/Cellphone where a parent/guardian can be reached during the event: _____

The RMHS Administration reserves the right to approve all guest applicants.

RMHS Administrator: _____ Date: _____ Approved _____ Not Approved _____

Appendix F

READING MEMORIAL HIGH SCHOOL ATHLETIC PERMISSION FORM

Athlete's Name _____ Grade _____ Sport _____

Address _____ Home Tel. # _____ Work Tel. # _____

Parent/Guardian Name _____ Cell # _____

Insurance Company _____ Family Doctor _____

In order that your son, daughter, or ward may participate in the above activity it is necessary for you to give your consent. This consent should be given recognizing that neither the School Department nor the Town of Reading is liable for injuries incurred by the pupil, nor for medical care.

INSURANCE - All participants in athletics must have health insurance. Parents are responsible for proper insurance coverage. No athlete may participate in R.M.H.S. sports without proper medical coverage. Optional coverage may be purchased by parents/guardians through ISI New England.

TRANSPORTATION LIABILITY RELEASE - Because it is not always feasible to hire transportation for small groups such as golf, gymnastics and tennis, it becomes necessary to ask parents to give their consent and to help with transportation. When signing this document the parent understands and agrees that no member of the Athletic Department, or the School Department, or the Town of Reading will be liable in case of injury, claim or loss of any kind in connection with the transportation of pupils.

MEDICAL REQUIREMENTS - Our school rules require that all students pass a medical examination to participate on any athletic team. Our school or team doctor will examine those students trying out for the activity. Your own doctor, at your expense, may do the examining. In either case this form must be stamped by the examining physician and dated with last physical or you may attach a copy of a valid physical, certifying the above named to be physically able to compete in the sport indicated.

All students must pass a physical examination within 13 months of the start of each season. Students who meet these criteria at the start of the season will remain eligible for that season.

TRYOUTS - All students who meet the MIAA eligibility requirements, pass a physical examination, and are members in good standing at Reading Memorial High School are welcome and encouraged to try out for a team. In addition, students should understand that participation in athletics is a privilege; students try out voluntarily and risk being cut after a minimum trial period of five (5) practice sessions (excluding golf).

VACATIONS - All student athletes who plan to take any type of vacation during the scheduled season must apply to the Athletic Director one (1) week before the first game of the season. Student athletes who take school sponsored or family vacations during the scheduled season will not be penalized unless, in the opinion of the coach, the student athlete is not physically prepared to participate because of health or safety reasons.

USER FEES: User fees are payable each season at the Athletic Department. Checks are payable to the Town of Reading. The fee is due by the first week of each season. User fees are non-refundable nor transferable. Failure to pay user fees by due date will result in your child being prevented from participating until the user fees are remitted.

RELEASE FROM ~~LIABILITY~~ AND INDEMNITY AGREEMENT

I/ We, _____, parent/guardian of _____, a minor, do hereby consent to his/her participation in the _____ program, and do forever release, discharge, indemnify and hold harmless the Town of Reading, Reading Public Schools, and its employees and volunteers from any and all actions, causes of action, and claims for personal injury (ies) or damages on account of, or in any way arising out of my minor child's participation in the program, which I, as the parent or guardian of the minor child may have now or in the future. I further release, discharge, indemnify and hold harmless the Town of Reading from any claims or rights of action for person injury (ies) or damages which said minor has or hereafter may acquire, either before or after he/she has reached his/her majority resulting from or in any way arising out of his/her participation in the above-referenced athletic program or activity. Furthermore I/we hereby agree to indemnify, reimburse or make good to the Town of Reading or its successors, employees, agents, servants and officers any loss or damages or costs, including attorney's fees, that the Town or its representatives may incur if any litigation arises from said minor's intentional, grossly negligent, or reckless acts or omissions while participating in said sports programs.

Please list any medical conditions your son/daughter may have:

Please list any life threatening allergies to food/drugs/other your son/daughter may have:

Physical within the last **13 months** on file in athletic office Yes _____ No _____

Doctor Stamp _____ Date of Examination _____

Parent/Guardian has completed the **REQUIRED** Massachusetts state annual concussion training using WWW.NFHSLearn.com

Yes _____ No _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

APPENDIX G

READING MEMORIAL HIGH SCHOOL BAND & COLOR GUARD PERMISSION FORM

Student's Name _____ Grade _____ Sport/Activity: _____

Address _____ Home Tel. # _____

Work Tel. # _____ Cell Tel. # _____

Parent/Guardian Name: _____

Insurance Company _____ Family Doctor: _____

In order that your son, daughter, or ward may participate in the above activity it is necessary for you to give your consent. This consent should be given recognizing that neither the School Department nor the Town of Reading is liable for injuries incurred by the pupil, nor for medical care.

INSURANCE - All participants in Marching Band and Color Guard must have health insurance. Parents are responsible for proper insurance coverage. No athlete may participate in RMHS Marching Band or Color Guard program without proper medical coverage. Optional coverage may be purchased by parents/guardians through ISI New England.

TRANSPORTATION LIABILITY RELEASE - Because it is not always feasible to hire transportation for small groups such as golf, gymnastics and tennis, it becomes necessary to ask parents to give their consent and to help with transportation. When signing this document the parent understands and agrees that no member of the Music Department, Band Staff,, or the School Department, or the Town of Reading will be liable in case of injury, claim or loss of any kind in connection with the transportation of pupils.

USER FEES- User fees are payable each season at the Athletic/Extra-Curricular Activity Office. Checks are payable to the Town of Reading. The fee is due by the first week of each season. User fees are non-refundable nor transferable. Failure to pay user fees by due date will result in your child being prevented from participating until the user fees are remitted.

RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT

I/ We, _____, parent/guardian of _____, a minor, do hereby consent to his/her participation in the _____ program, and do forever release, discharge, indemnify and hold harmless the Town of Reading, Reading Public Schools, and its employees and volunteers from any and all actions, causes of action, and claims for personal injury (ies) or damages on account of, or in any way arising out of my minor child's participation in the program, which I, as the parent or guardian of the minor child may have now or in the future. I further release, discharge, indemnify and hold harmless the Town of Reading from any claims or rights of action for person injury (ies) or damages which said minor has or hereafter may acquire, either before or after he/she has reached his/her majority resulting from or in any way arising out of his/her participation in the above-referenced program or activity. Furthermore I/we hereby agree to indemnify, reimburse or make good to the Town of Reading or its successors, employees, agents, servants and officers any loss or damages or costs, including attorney's fees, that the Town or its representatives may incur if any litigation arises from said minor's intentional, grossly negligent, or reckless acts or omissions while participating in said sports programs.

Please list any medical conditions your son/daughter may have:

Please list any life threatening allergies to food/drugs/other your son/daughter may have:

Physical within the last **13 months** on file in athletic office Yes____ No ____

Doctor Stamp _____ Date of Examination_____

Parent/Guardian and Student must complete the **REQUIRED** Massachusetts state annual concussion training using www.NFHSLearn.com before they may participate in any RMHS Marching Band or Color Guard program. If completed please initial. Parent initial____ Student initial____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

APPENDIX H

PRE-PARTICIPATION HEAD INJURY/CONCUSSION REPORTING FORM FOR EXTRACURRICULAR ACTIVITIES

This form should be completed by the student's parent(s) or legal guardian(s). It must be submitted to the Assistant Principal for Athletic/Extra-Curricular Activities, or official designated by the school, *prior* to the start of each season a student' plans to participate in an extracurricular athletic activity.

Student's Name	Sex	Date of Birth	Grade
School		Sport(s)/Activity	
Home Address			Telephone

Has student ever experienced a traumatic head injury (a blow to the head)?

Yes____**No**____

If yes, when? Dates (month/year):

Has student ever received medical attention for a head injury? Yes ____ No

If yes, when? Dates (month/year):

If yes, please describe the circumstances:

Parent/Guardian:

Name: _____ Signature/Date

(Please print)

Student Athlete:

Signature/Date

APPENDIX I

Acceptable Use Policy – Student Agreement (Grades 6 – 12)

To all students: Please read this agreement carefully and sign the Contract for Use of Technology.

- I will respect and protect the personal information (which includes but is not limited to login IDs, passwords, social networking account information, email account information, grades, phone numbers, addresses) belonging to myself or others.
- I will not access accounts belonging to other students, faculty, staff or others related to Reading Public Schools.
- I understand that school resources and equipment include, but are not limited to, computers, audiovisual recording and distribution devices, all peripherals, and wireless and local networks.
- I will not use school resources to participate in criminal acts.
- I will respect the integrity, availability and security of all electronic school equipment.
- I will not try to access unauthorized data or networks.
- I will report security risks or violations to my teacher or administrator.
- I will comply with all copyright and intellectual property laws.
- I will follow the school policy regarding plagiarism as described in the student handbook.
- I will not harass anyone. Harassment is repeated unwelcomed interaction despite being asked to stop.
- I will not cyberbully anyone. Cyberbullying is repeated bullying through the use of technology or any electronic communication technology that causes someone to feel unsafe or negatively affects his/her ability to participate in the school community.
- I will not access, transmit, copy, or create material that violates the Reading School Committee's Policy on Harassment and Discrimination (such as messages that are pornographic, harassing, threatening, or discriminatory).
- I will not send spam, chain letters, or other unrequested messages.
- I will not buy, sell, advertise, or conduct business without explicit permission from the school administration.
- I understand that I must follow all established Internet Safety Guidelines as outlined in the RPS AUP and Internet Safety Agreement for Students.

I understand that I may be subject to disciplinary action if I fail to follow the Acceptable Use Policy. I understand that my Parent/Guardian and or local authorities may be notified to support the school in enforcing these guidelines.

Contract for Use of Technology -

I have reviewed the student agreement and agree to follow it.

Student Name: _____ Date: _____

Signature: _____

Please sign and return to your homeroom teacher. Failure to return this form indicates that you do not have permission to use technology at school.

APPENDIX J

File: JICH

****ALCOHOL, TOBACCO/NICOTINE, AND DRUG USE BY STUDENTS PROHIBITED***

The Reading Public Schools seeks a drug free environment for its students and staff. To that end, RPS offers specialized training for school personnel so they may better address student needs for support and referral. Reading Public Schools was a founding member of the Reading Coalition Against Substance Abuse and actively participates in prevention efforts impacting the school system and the broader community. The purpose of the policy and the ensuing regulations that follow is:

- o to ensure student safety,
- o maintain compliance with MIAA rules/regulations so students can compete in the Middlesex League,
- o maintain the intent of the federal drug free workplace policy, and
- to provide guidance for school personnel and administrators.

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco/nicotine product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco/nicotine products, or drugs on school property or at any school function, regardless of the function's physical location. For the purposes of this policy and the ensuing regulations, possession is defined by M.G.L. c.138, §34C and any related case law.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during attendance at or participation in a school-sponsored activity, will be barred

from that activity and may be subject to disciplinary action as defined in the regulations herein and in the student handbook.

Moreover, a student will not be penalized for pro-actively seeking assistance for a substance use problem for themselves or if attempting to get assistance for a friend per MGL94C, Section 34A, Good Samaritan Law: MGL 94C: Section 34A Immunity from prosecution under Secs. 34 or 35 for persons seeking medical assistance for self or other experiencing drug-related overdose

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Adopted by the Reading School Committee on March 26, 2007

Revised and Accepted by the Reading School Committee on April 9, 2012

Revised and Adopted by the Reading School Committee on July 27, 2016

LEGAL REF.: M.G.L. c. 272, §40A, M.G.L. c. 71, §37H; M.G.L. c. 76, sec. 17
M.G.L. c.138, §34C; M.G.L. c 94C.; Town of Reading Article 5.5.6-
Consumption of Alcoholic Beverages; Town of Reading Article 17:
Section 5.5.10- Public Consumption of Marijuana or
Tetrahydrocannabinol

CROSS REF.: IHAMB, Teaching About Drugs, Alcohol, and Tobacco
GBEC, Drug Free Workplace Policy

LEGAL REF.: M.G.L. 272:40A
M.G.L. c.138, §34C
M.G.L. c 94C.;
Town of Reading Article 5.5.6- Consumption of Alcoholic Beverages;
Town of Reading Article 17: Section 5.5.10- Public Consumption of
Marijuana or Tetrahydrocannabinol
Town of Reading, Board of Health Regulations, Section 16 as of
6/30/16

CROSS REF.: IHAMB, Teaching About Drugs, Alcohol, and Tobacco
GBEC, Drug Free Workplace Policy

APPENDIX K

Reading Public Schools

Chemical Health Regulations for High School Students

The regulations below are in furtherance of the Reading School Committee's Policies on Drug Free Workplace (File: GBEC) and Teaching About Drugs, Alcohol, and Tobacco (File: IHAMB). If there is a conflict with these regulations and these policies or the RMHS Student Handbook, these regulations shall govern.

BANNED SUBSTANCES- NICOTINE, VAPE & TOBACCO PRODUCTS

- Any tobacco/nicotine product including delivery devices/nicotine (nicotine found in cigarettes, cigars, bidis, e-cigarettes, vape pens and smokeless tobacco)

In collaboration with the Board of Health, the high school may implement the following town ordinance regarding the use of tobacco and nicotine in public schools:

USE OF TOBACCO/NICOTINE IN PUBLIC SCHOOLS-Definitions

- School: Public primary, secondary, and vocational schools located in Reading
- School – Sponsored Activity: An activity at least partially funded or controlled by a school or a parent-teacher organization to which students are invited and which occurs off school grounds such as a field trip, class picnic or prom.
- School Grounds: Property owned or controlled by a school within 100 feet, including but not limited to school buildings, structures, open space, sports or recreational facilities whether enclosed or not, vehicles owned or leased for the

purpose of transporting students, school driveways, and parking lots. School grounds shall not mean any university property, college property, or adult education facility except during the time that these areas house public primary, secondary or vocational school programs.

- School Personnel: A person who performs services for a public school in Reading, including but not limited to principals, assistant principals, teachers, PARAP, school counselors, coaches, assistant coaches, school nurses and therapists, cafeteria workers, administrative staff, custodial staff, volunteers and interns.
- Student: A person enrolled at any primary or secondary school in Reading.
- Tobacco/Nicotine Product: Cigarettes, cigars, chewing tobacco, pipe tobacco, bidis, snuff, nicotine juice, or tobacco in any of its forms, or any product containing tobacco or nicotine.
- Tobacco/Nicotine Use: The inhaling, exhaling, chewing or burning of any form of tobacco and/or nicotine. Additionally, if a staff member witnesses tobacco smoke or vaping coming from a lavatory stall, he will anticipate tobacco/nicotine use.
- Visitor: A person on school grounds who is not a student or school personnel.

TOBACCO/NICOTINE PRODUCT USE PROHIBITED

No student, school personnel, or visitor shall use a tobacco or nicotine product at any time while on school grounds or at school-sponsored activity as defined above.

PENALTIES FOR TOBACCO/NICOTINE USE DURING HIGH SCHOOL

Possible 1-3 day(s) suspension

Referral to Approved Program

Additional provisions may apply if student is in extracurricular activities (refer to Chemical Health violations)

Non-Criminal Method of Disposition

Whoever violates any provision of this regulation of which is subjected to a specific penalty shall be penalized by the non-criminal method of disposition as provided in Mass. Gen. Laws Ch 40 § 21D, which might result in eventual filing of a criminal complaint in the appropriate jurisdiction and venue.

Enforcement

The Board of Health of the Town of Reading and or the school officials specially designated by the Board of Health shall be responsible for enforcing this regulation.

Possession of tobacco/nicotine products

- Students found in possession of tobacco/nicotine products will have the item(s) confiscated. No option to be returned.
- Failure to obey the request by faculty or staff to be given the items will be treated as insubordination and will be subject to detention and/or suspension after the student is afforded his/her due process rights.

BANNED SUBSTANCES- ALCOHOL AND OTHER DRUGS OTHER THAN NICOTINE

Use or possession of alcohol/drugs is strictly prohibited both during school and at ANY school-sponsored event. Possession is defined in accordance with M.G.L. Drugs shall include without limitation:

1. Alcohol (ethyl alcohol found in liquor, beer, wine)
2. Cannabinoids including Butane Hash Oil (marijuana, hashish)
3. Synthetic marijuana products
4. Opioids (heroin, opium) fentanyl and all derivatives
5. Stimulants (cocaine, amphetamine, methamphetamine)
6. Club Drugs (Ecstasy, GHB, Rohypnol®)
7. Dissociative Drugs (Ketamine, PCPC and analogs, Salvia divinorum, and DXM (Dextromethorphan, robotripping)
8. Hallucinogens (LSD, mescaline, psilocybin/mushrooms, DMT/Dimethyltryptamine)
9. Other compounds (anabolic steroids, bath salts)
10. Inhalants (defined as any substance that produces a mind-altering effect when inhaled OR smelling or inhaling the fumes of any substance having the property of releasing toxic vapors)
11. Non-prescribed prescription drugs (depressants, stimulants (Adderall, Ritalin), opioid pain relievers)
12. Other performance enhancing stimulants
13. Other performance enhancing supplements
14. Any controlled substance as defined in M.G.L. 94C.

15. Non-alcohol/near beer

16. Any such substance, mentioned above, that is disguised in food products such as candy, baked goods, or dissolved in drinks

It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. In those instances, students shall follow proper procedures to notify the health and athletic departments.

Students in possession or deemed to be under the influence of alcohol/drugs other than nicotine while in school or at a school-sponsored event may be subject to suspension of 5 to 10 days and/or other disciplinary action (including expulsion) deemed appropriate by the school administration. In addition, students in possession or deemed to be under the influence of alcohol/drugs while in school or at a school-sponsored event will need to participate in and complete an approved program that focuses on one of the following areas: health education, chemical dependency, substance abuse counseling, or treatment. The content, nature, and length of the program will be determined by the building principal and based upon the nature of the violation. Please see Approved Programs explanation.

POSSESSION AND/OR USE OF ALCOHOL AND/OR DRUGS REGULATIONS

- Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a drug, alcohol or paraphernalia will be suspended and may be subject to expulsion from the school or school district.
- In addition, students in possession or deemed to be under the influence of alcohol/drugs while in school or at a school-sponsored event will need to participate in and complete an approved program that focuses on one of the following areas: health education, chemical dependency, substance abuse counseling, or treatment. The content, nature, and length of the program will be determined by the building principal and based upon the nature of the violation.
- Any student who is charged with a violation of the above paragraph shall be notified in writing of an opportunity for a hearing prior to the imposition of any suspension or expulsion in excess of ten (10) consecutive school days; provided, however that the student may have representation (at private expense), along with

the opportunity to present evidence and witnesses at said hearing before the Principal.

- After said hearing, the Principal or reviewing officer may, in his/her discretion, decide to suspend rather than expel a student who has been determined to have violated the above stated rule.

- Any student who has been expelled from the school district pursuant to these provisions shall have the right to appeal to the Superintendent.

- The expelled student shall have ten (10) calendar days from the date of the expulsion in which to submit written notice to the Superintendent of his appeal. In any such appeal hearing, the student shall have the right to be represented by an attorney (at private expense), to examine the evidence against him, and to present evidence and witnesses in support of his appeal. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of the above stated rule.

- When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the schools expelling said student, a written statement of the reasons for said expulsion. (M.G.L. c.71, §37H)

- Nothing in this regulation or in applicable Reading Public Schools' policies shall be construed as limiting the authority of a building principal or the Reading Public Schools to impose disciplinary sanctions or deny other privileges in accordance with district rules or policies or the laws of the Commonwealth of Massachusetts including, but not limited to, M.G.L. c.71, §37H, M.G.L. c.71, §37H1/2, and M.G.L. c. 76, sec. 17. In the event of any suspension or expulsion of a student from school, he/she will not be allowed to participate in any school related athletics or extracurricular activities during the time he/she is suspended or expelled from school.

Chemical Health Regulations for High School Athletics and Extra-curricular Activities

In addition to the regulations above, the regulations below represent an expansion upon the current Massachusetts Interscholastic Athletic Association (MIAA) guidelines on Chemical Health. These revised regulations are meant to support and educate our students who participate in athletics and/or school-sponsored extra-curricular activities while providing for a safe environment for our students. The consequences and penalties below are cumulative to the regulations above.

From the point that an enrolled student concludes their 8th grade year until they graduate at Reading Memorial High School or the final athletic event of their senior year (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, attempt to buy/sell, buy/sell, or distribute any beverage containing---

17. Alcohol (ethyl alcohol found in liquor, beer, wine)
18. Cannabinoids including Butane Hash Oil (marijuana, hashish)
19. Synthetic marijuana products
20. Opioids (heroin, opium) fentanyl and all derivatives
21. Stimulants (cocaine, amphetamine, methamphetamine)
22. Club Drugs (Ecstasy, GHB, Rohypnol®)
23. Dissociative Drugs (Ketamine, PCPC and analogs, Salvia divinorum, and DXM (Dextromethorphan, robotripping)
24. Hallucinogens (LSD, mescaline, psilocybin/mushrooms, DMT/Dimethyltryptamine)
25. Other compounds (anabolic steroids, bath salts)
26. Inhalants (defined as any substance that produces a mind-altering effect when inhaled OR smelling or inhaling the fumes of any substance having the property of releasing toxic vapors)
27. Non-prescribed prescription drugs (depressants, stimulants (Adderall, Ritalin), opioid pain relievers)
28. Other performance enhancing stimulants
29. Other performance enhancing supplements
30. Any controlled substance as defined in M.G.L. 94C.
31. Non-alcohol/near beer
32. Any such substance, mentioned above, that is disguised in food products such as candy, baked goods, or dissolved in drinks

For the purposes of this policy and the ensuing regulations, possession is defined by M.G.L. c.138, §34C (Possession or Transport of Alcohol) and any related case law.

It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. In those instances, students shall follow proper procedures to notify the health and athletic departments.

If a student is in violation of these regulations during the summer following his or her eighth grade year and prior to his or her entrance into high school, the consequences may be reduced by the high school principal after consultation with the middle school administration.

It is the duty and obligation of any coach or advisor employed by the Reading Public Schools to report any known violations of these regulations or other applicable policies pertaining to the possession and/or use of alcohol or drugs to the athletic director and the building Principal. Failure to report a known incident will result in disciplinary action and possible termination.

If a student in violation of this rule is unable to participate in interscholastic sports or school-sponsored extra-curricular activities due to injury/illness or academics, the penalty will not take effect until that student is able to participate again.

Notwithstanding the violations listed below, there may be other factors relating to the offense including without limitation, quantity of the chemical substance, the behavior of the student or egregious nature of the violation which the Principal may consider at his/her discretion and elevate the violation below (e.g., from a first violation to a third violation) as well as impose additional penalties or sanctions.

Coaches and advisors may not impose additional penalties or sanctions without the approval of the Principal.

The following are the additional consequences for students who violate the above Chemical Health regulations.

First violation:

When the School Administrator confirms^[i], following an opportunity for the student to be heard, that a violation of this policy occurred, the student shall lose eligibility without delay for the next consecutive interscholastic contests and meetings/events of the school-sponsored extra-curricular activity totaling 25% of all interscholastic contests and

meetings/events including scrimmages in that *sport* or of school sponsored extra-curricular activities in which the student participates.

In addition, the student will need to participate in and complete an approved program that focuses on one of the following areas: health education, chemical dependency, substance abuse counseling, or treatment. The content, nature, and length of the program will be determined by the building principal and based upon the nature of the violation. The program will be paid for by the parent/guardian of the student.

In regard to interscholastic sports and other competitive extra-curricular activities, it is recommended that the student be allowed to remain at practice or meetings for the purpose of rehabilitation. During the suspension, the disqualified student may not be in uniform and his/her attendance at the competition site is determined by the high school principal. The high school principal, in collaboration with a chemical dependency treatment or counseling program, must certify that student is attending or has received a certificate of completion from such a program. When calculating the number of events for which the student has lost eligibility, all fractional parts of an event will be dropped.

If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g., a student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

A student may not participate in interscholastic competition including scrimmages or participate in school-sponsored extra-curricular activities until they have submitted a certificate of completion from the chemical dependence, treatment, or counseling program and have served the suspension from the sport or activity. The program will be funded by the parent/guardian.

Second violation:

When the Principal confirms, following an opportunity for the student to be heard, that a second violation has occurred, the student shall lose eligibility without delay for the next consecutive interscholastic contests and meetings/events including scrimmages of the school-sponsored extra-curricular activity totaling 60% of all interscholastic contests in that sport and/or of school-sponsored extra-curricular activities in which the student participates. When calculating the number of events for which the student has lost eligibility, all fractional parts of an event will be dropped.

If, after a second violation, the student, of his/her own volition, becomes a participant in an approved chemical dependency, treatment, or counseling program, the student may

be certified for reinstatement in Reading Public School interscholastic sports and extra-curricular activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. In regard to interscholastic sports and other competitive extra-curricular activities, it is recommended that the student be allowed to remain at practice or meetings for the purpose of rehabilitation.

During the suspension, the disqualified student may not be in uniform and his/her attendance at the competition site is determined by the high school principal. The high school principal, in collaboration with a chemical dependency treatment or counseling program, must certify that student is attending or has received a certificate of completion from such a program. If student does not complete program, the penalty reverts back to 60% of the interscholastic contests or meetings/events of the school-sponsored extra-curricular activity in which the student is participating. When calculating the number of events for which the student has lost eligibility, all fractional parts of an event will be dropped.

If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g., a student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year)

A student may not participate in interscholastic competition or participate in school-sponsored extra-curricular activities until they have submitted a certificate of completion from the chemical dependence, treatment, or counseling program and have served the suspension from the sport or activity. The program will be funded by the parent/guardian.

Third and subsequent violations:

When the Principal confirms, following an opportunity for the student to be heard, that a third or subsequent violation has occurred, the student shall lose eligibility without delay for one calendar year in all athletic and extra-curricular activities.

If, after the third violation, the student, of his/her own volition, becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in Reading Public School athletic or extra-curricular activities after six (6) months provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a chemical dependency, treatment, or counseling program, must certify that student is attending or has received a certificate of completion. If student does not complete a program, the penalty reverts back to one calendar year. The program is funded by the parent/guardian. This exception shall not apply to fourth or subsequent violations of this policy.

After a finding of a third or subsequent violation, a student will not be allowed to attend any practices or extra-curricular activities in any capacity during the period of his/her loss of eligibility.

Penalties shall be cumulative across an academic career, but serving a single penalty may carry over from one year to the next. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g., a student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

A student may not return to interscholastic competition or participate in school sponsored extra-curricular activities until they have submitted a certificate of completion from the chemical dependence or treatment program and have served the suspension from the sport or activity. The program will be funded by the parent/guardian.

Other

1. A student entering their Junior or Senior year that has violated the chemical health policy may participate in an interscholastic sport and extra-curricular activity in which they have not previously participated in during high school in order to serve the loss of eligibility. The student's loss of eligibility, however, will apply to both the new interscholastic sport or school-sponsored extra-curricular activity and the interscholastic sport or school-sponsored extra-curricular activities in which the student had participated in during previous years in the manner outlined below. Students found in violation of this policy may participate in interscholastic sports and extra-curricular activities in which they have not previously participated, but will serve the suspension in both the new sport/activity and 10% of the events from next sport/activity that he or she has participated in during previous years. For example, a student who has only played ice hockey during his/her Freshman and Sophomore years, and then violates the policy for the first time during the spring of his/her junior year, but then decides to run Cross Country in their Senior year for the first time, will serve the normal 25% penalty during the Cross Country season and then a 10% penalty during the Ice Hockey season. The high school principal will have the final decision on each situation.

2. If a student is serving a penalty during a season where he/she participates in both athletics and extra-curricular activities, the student will serve the penalty for both or all of the activities and contests. For example, if a student participates in

a fall sport and the fall drama production, he/she will serve the penalty for both the fall sport and the fall drama production.

3. When a student leader has been elected for a leadership position and subsequently is found in violation of these regulations, that student will lose all rights to continue to be an officer of that organization and forfeits the right to be selected for any other leadership position for one calendar year from the date of the violation.

4. When an athlete has been designated as a team captain—and then subsequently is found in violation of these regulations, that athlete will lose all rights to continue to be a captain of that sport and forfeit the rights to be selected a captain in any other sport for one calendar year from the date of the violation.

5. If a student loses multiple leadership positions and/or team captain positions as a result of a chemical health violation, they may appeal to the high school principal for restoration of other leadership/captain positions beyond the first position. An exception to this is National Honor Society which has its own bylaws regarding an appeal process.

6. If a family cannot afford to pay for a program as outlined above, the Reading Public Schools will work with the family to identify ways to fund the program (i.e. health insurance, financial assistance, etc.)

7. If a student or family wishes to appeal a Chemical Health violation, it must be filed with the building principal within 7 days of the confirmed violation. If the family wishes to appeal the Principal's decision to the Superintendent, it must be filed within 7 days of the appeals decision.

8. These regulations will be reviewed by the athletic department, health-wellness department, administration, police, and the Reading Coalition Against Substance Abuse (RCASA) on an annual basis to address changes that may be occurring in the use of illegal substances by students.

1st Offense - 25%

# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5
2nd Offense - 60%	
# of Events / Season	# of Events / Penalty
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7

14	8
15-16	9
17-18	10
19	11
20 or over	12
2nd Offense w/Dependency Program - 40% if in the program throughout the penalty period.	
# of Events / Season	# of Events / Penalty
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

Adopted by the Reading School Committee on March 26, 2007

Revised and Accepted by the Reading School Committee on April 9, 2012

Revised and Adopted by the Reading School Committee on July 27, 2016

LEGAL REF.: M.G.L. 272:40A

M.G.L. c.138, §34C

M.G.L. c 94C.;

Town of Reading Article 5.5.6- Consumption of Alcoholic Beverages;
Town of Reading Article 17: Section 5.5.10- Public Consumption of
Marijuana or Tetrahydrocannabinol

Town of Reading, Board of Health Regulations, Section 16 as of
6/30/16

CROSS REF.: IHAMB, Teaching About Drugs, Alcohol, and Tobacco

GBEC, Drug Free Workplace Policy

MIAA Chemical Health Guidelines

^[i] Per MIAA policy



Parker Middle School Handbook

Overview of changes due to Equity
Audit from 2021/2022



Equity Audit

The previous Parker principal and the Parker School Council conducted a two-year equity audit of the PMS handbook.



Why an equity audit?

Parker Middle School believes in equity for all. However, racial biases exist in our school and community and can exist through disciplinary and grading practices.

The equity audit specifically analyzed the handbook to ensure all students feel safe, supported, challenged, and heard.



Major changes include...

- The use of inclusive language
- Ensured mandatory law/policies were included
- Highlighted approaches to restorative disciplinary practices
- Changes to the dress code

Restorative Discipline Practices



Along with proper due process and tiered levels of intervention, the Parker Middle School handbook now highlights restorative justice to address discipline.

Handbook Language:

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

Updated the dress code language:

Supports the importance of the expression of identity through various forms including clothing.

- Example:
 - “Clothing should be school appropriate by covering undergarments and private parts of the body and should reflect our core values.”
- Dress codes cannot be discriminatory or censor student expression
- Mass. state laws also validate this and case law supports these sentiments

Before

Prohibited clothing:

- Excessively short shirts/shorts/dresses/ and cropped tops
- Tube tops
- Swimwear
- Pajamas
- hats , caps, hoods, bandannas, or other head coverings
- Sunglasses



Now

Examples:

“We support the importance of expression of identity through various forms, including clothing.”

“While hats and head coverings are allowed, a staff member may expect removal in certain circumstances, such as (but not limited to): during an assessment, if the student’s face is obscured, or if the head covering is being used to obscure earbuds or other items.”

Academic Guidelines

Language change:

- For example: A+, A, A- = Mastery rather than “excellence”

Homework:

- Recognized as part of the learning process and an exercise in preview, review and reinforcement.
- Recognizes that students and families have other commitments and teachers will work to coordinate assignments and assessments.
- Students who spend more than 1 ½ hours cumulatively on homework should communicate that information to their child’s team leader.

Work that remains

This year Principal Rubino plans to work with the Parker School Council, students, Parker staff, and other Parker stakeholders to write a vision and mission statement that represents a sense of belonging for all and identifies the core values of a Parker Middle School scholar.



WALTER S. PARKER MIDDLE SCHOOL

School Handbook 2020-2021



Kindness, Community, Personal Best

Richele Shankland, Principal
Brendan Norton, Assistant Principal

45 Temple Street, Reading, MA 01867
Phone: 781-944-1236
Fax: 781-942-9008

Homepage: <http://www.reading.k12.ma.us/parker>
(School News/Announcements, Calendar and Weekly Previews, etc.)

If corrections or revisions to the School Handbook are necessary during the school year, they will be made to the electronic version of the handbook available on the Parker website. The online posting will be considered the current edition of the School Handbook.

Walter S. Parker Middle School

Kindness, Community, Personal Best!

Welcome to the 2019-2020 school year! We are confident that you will find Parker Middle School an exciting, friendly, and challenging place for learning. It is my hope that students will take pride in their school and take advantage of the many programs and activities that are offered. Trying new things, meeting new people and taking risks are sure to enhance the overall middle school experience.

Teachers, administrators, and staff will work hard to make this a fulfilling year for all students. We encourage students to ask questions, seek academic help, make suggestions, and take time to get to know their teachers.

We believe that parents are our partners in assuring that our children have a positive experience during their three years of middle school; academically, socially and emotionally. This booklet is intended to familiarize all Parker community members with our school policies and procedures and help with the necessary day-to-day details. Please feel free to call the school with any questions that this handbook does not address.

We strongly encourage students and parents to read through the handbook together. It contains information that is very important to the daily lives of students here at Parker.

Sincerely,

Richele Shankland
Principal
richele.shankland@reading.k12.ma.us

Brendan Norton
Assistant Principal
brendan.norton@reading.k12.ma.us

Guide to Standard Discipline Actions.....	38
SCHOOL COMMITTEE POLICIES	39
Harassment/Discrimination.....	39
Hazing.....	42
Notice of Non-Discrimination	43
Notification of Rights Under the Protection of Pupil Rights Amendment.....	43
Physical Restraint	44
LAWS PERTAINING TO STUDENT CONDUCT.....	44
Student Records	47
Truancy	48
Vandalism	48
APPENDIX	
Allergy Guidelines	49
Bell Schedule	54
Bell Schedule – Early Release	55
Reading Public Schools Calendar	56
Day Rotation with calendar	57
Important Parker Dates	58

The Mission of Reading Public Schools

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

The Mission of Walter S. Parker Middle School

At the Parker Middle School we strive to maintain a school culture that balances a rigorous and engaging learning community with a child-centered environment that honors the individual talents and struggles of every child. We acknowledge that, in the middle school years, our students face some of the most dramatic physical, social and emotional growth of their lives. Thus, it is our responsibility, in partnership with parents, to teach critical skills and provide the adult guidance that will help students grow to lead confident, responsible and productive lives.

Parker Middle School Core Values

Much of what students do or may not do in public places such as school is directly related to their consideration of others. Everyone should be treated respectfully out of thoughtfulness of their personal feelings. It is everyone's responsibility to be courteous at all times. The staff, our parent community, and the student body have embraced a set of core values; **Kindness, Community, and Personal Best**. These values will be emphasized throughout the year in classes and in the school as a whole. Also, our school has after-school opportunities for joining groups which foster respect for diversity and multiculturalism.

GETTING STARTED

The Parker Middle School Community is dedicated to structuring our school in a way that personalizes instruction and builds relationships. All students and teachers are assigned to a team. There are two teams at each grade level. The information in this handbook applies to all teams and is meant to clarify norms and expectations to help you have the best year possible. Additional staff who are here to help you with questions and/or problems are listed below.

Principal	Richele Shankland	781-944-1236 x 301
Asst. Principal	Brendan Norton	781-944-1236 x 302
Main Office	Diane Finigan	781-944-1236 x 300
School Psychologist	Kimberly Bernazzani	781-944-1236 x 319
School Psychologist	Ann Ozanian	781-944-1236 x 318
School Nurse	Kathleen Shmulsky	781-944-1236 x 322
Absentee Line		781-944-1236 Prompt #2

Advisory/Extended Homeroom

On even days, students will participate in a 20 minute advisory period using resources from *Facing History and Ourselves*, Teaching Tolerance, Common Sense Media as well as other resources. The advisory program is designed to strengthen connectedness between adults and students and to “foster a personalized and supportive school culture.” In advisory time, students will be given opportunities to explore grade level themes. Conversations and relationships built in advisory contribute to a caring, responsible and responsive school culture. Students develop a sense of who they can become, exercise their voice, explore relevant ethical and social issues, then be more disposed to contribute to school and the larger community.

On odd days, students will participate in a 20 minute extended homeroom period. This will be used for, but won’t be limited to, team activities, core values activities, organization, and small group intervention.

After School Obligation

If a student is asked to stay after school by a teacher, he/she should report to the teacher’s classroom at the close of school. If a student fails to report, the student may receive a disciplinary consequence or may have an after-school conference with one of the principals. The student will be required to report to the teacher after school the next day and meet conditions set by the teacher.

Arrival

School officially begins at 7:50 a.m. Students are allowed to pass from the foyer or cafeteria and go to their lockers at 7:40 a.m. Students are not allowed in the hallways before this time (unless they have a pass or permission to see a teacher) and should remain in the lobby or the cafeteria until the 7:40 a.m. bell rings. Breakfast may be purchased in the cafeteria from 7:15 a.m. to 7:35 a.m., please see Cafeteria/Breakfast heading for specifics. Coats, hats, outer garments and backpacks need to be stored in their lockers for the day. All electronic devices (turned off) need to be stored away in their lockers. **Students need to be in their homeroom by 7:50 a.m.** or they will be marked tardy or absent.

Arrival: Parent Drop Off

For the safety of our students and staff, DO NOT DRIVE INTO THE PARKING LOT TO DROP OFF OR PICK UP YOUR CHILD. This is very dangerous to those students and staff who are walking in front of the school. Children should be dropped off or picked up at the end of the driveway or on King Street (access to school through the cafeteria), unless they are sick or injured and have permission from the school nurse or principal to be dropped at the door.

Attendance

The student, parent, faculty and administration share the responsibility for school attendance and punctuality. Students are expected to be present, prepared and positive.

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

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

Attendance: Reporting a Student Absence

Whenever a child is going to be absent from school, the parent is required to call the school's absentee verification system as soon as aware of the absence (for Parker, this number is: 781-944-1236, then press 2). The absentee line is available 24 hours a day. When calling the absentee line, please state the reason for the student absence so that we can properly code the absence. Failure to do so will result in an "Unexcused Absence".

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

In the event that a child's name is on the school's absentee list and a call has not been received, the office will call the child's home. If verification is not received from home, the office will refer to the list of names supplied by the parent on the Pupil Information Card to call for verification. If verification is still not received, the administration may call the Reading Police Department to investigate the absence.

Attendance: Excused and Unexcused Absences

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

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

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

Attendance: Further Guidelines and Procedures

- Students absent from school may not attend school-sponsored activities on that day or evening, unless prior approval has been obtained by a building administrator.

- A student who has been absent for illness five consecutive days or longer must bring a note from a health professional stating the reason for the absence.
- Days missed because of suspension will not be counted as absences. The student is responsible for making up all work missed.
- All work missed because of absence will be made up typically following the guideline of one makeup day per absent day upon return to class. Most importantly, the student should make contact with each teacher involved because different arrangements may be made at the teacher's discretion. For extended absences due to illness, students and families should contact teachers to establish a reasonable schedule for making up missed work.
- Students are strongly encouraged to seek out extra help before or after school, or at some other mutually agreeable time if they need assistance from a teacher.
- If a student becomes ill during school hours, s/he should report to the office *after first reporting to class and getting a signed pass by the teacher*. (**Students may not call home on personal devices for dismissal**) If dismissal is necessary, the nurse's office will contact the student's parent or guardian. The parent/guardian or designee must pick up the student to be dismissed at the office.
- Teachers will note students who have missed a test/quiz/lab as a result of dismissal after feeling ill at school. On the second occasion the school nurse may contact the parent. Any further occurrence may be considered "test avoidance" and, upon investigation by a designated administrator and a meeting with student and parent, the designated administrator may determine that no makeup may be allowed. The school nurse or teacher will notify the administration who will contact the parent(s)/guardian(s).
- Pursuant to M.G.L. c. 76, § 18, any student (16 years or older) who is withdrawing from school prior to graduation must obtain a withdrawal form from their school office. No student shall be considered to have permanently left the school district unless an administrator from the school or school district has sent notice within a period of ten (10) days from the student's fifteenth (15) consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the school committee or its designated representatives prior to the student permanently leaving school, within ten days after the sending of the notice. The time for meeting may be extended at the request of the parent or guardian and with consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen days. Such meeting shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements. M.G.L. c. 76, § 18.

Attendance: Dismissal Notes

If a parent wishes to have a student dismissed early from school for any reason, a note must be brought from home and given to the main office, a phone call made to the main office or a message left on the absentee line prior to morning attendance which is 8:00 am. (Parents are strongly urged to make medical and dental appointments at times that do not conflict with the school schedule.)

Attendance: Punctuality / Tardiness/ Tardy Notes/ Excused and Unexcused Tardies

Punctuality is a valued habit and life skill, and this attribute is based upon both responsibility for one's actions and respect for the rules. Accordingly, students should make every effort to be on time to school in the morning and to each class during the day. Parents/guardians are asked of course to support this effort. To be on time to school, a student must be seated in homeroom/classroom for attendance at 7:50 a.m. at the middle schools. A student who arrives late must first report to the main office before reporting to class. If a student is arriving tardy to school (i.e. unable to make it to their seat in homeroom by 7:50) they must have a note from a parent or a message left by a parent on the absentee line prior to 8 am in order for the tardy to be considered excused. See below for more information.

If a student has a written note from the parent/guardian explaining why the student is late or the parent has called the absentee line with this information, it will be documented as an *excused tardy*. If late to school, the student should always report directly to the main office. If the student has a note from a parent/guardian, it should be given to the main office. "Excused tardies" are limited to two in a marking period at the elementary and middle school and five per semester at the high school. Any tardies that exceed the limit may result in parent contact and may incur disciplinary action as stated in your child's student handbook.

If a student is late to school and does not have a parent/guardian note or has not called the school to report the student tardy, it will be documented as an ***unexcused tardy***. Unexcused tardies are cumulative during the school year, and disciplinary actions may occur as a result. Disciplinary actions may include, but are not limited to, after school detention, suspension, Saturday/vacation detention, and parent conference.

Attendance: Tardy to Class

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

Attendance: Truancy

A student will be considered truant when s/he is absent from school without permission of parent or guardian or school administration, or when a student is deliberately late to school. Parents/guardians will be notified if a student is suspected of being truant. Disciplinary action for truancy may also include parent conference, student detention(s), and/or suspension.

Attendance: Notification of Unexcused Absences

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

Attendance: Parent/Guardian and School Responsibilities/ CRA/ 51A

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. **Please note that in the eyes of the court, there is no difference between excused and unexcused absences. Therefore, the 8 school days mentioned above could be a combination of excused and unexcused absences.**

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

The administration and teachers of the Reading Public Schools believe that classroom activities constitute the heart of the educational process. Time lost from class is time lost from learning; and this time can never truly be

regained. Not surprisingly, research has shown a direct relationship between attendance and grades at school; in other words, good attendance is a prerequisite for student achievement. Consequently, the intent is to encourage good student attendance so that each student can acquire the necessary knowledge, experience, and skills for future success.

Backpack Guidelines

Backpacks are welcomed at Parker Middle School but must be kept in student lockers during the school day for space and safety reasons.

Bathroom Privileges

Students may use the bathrooms at any time before homeroom and after school. All other times require the permission of a teacher.

Bicycles

Bicycles may be ridden to school and locked in the area provided in the front of the school. Student drop-off and pick-up are very busy times during the day and to ensure student safety, students, upon entering the grounds of the school must **walk their bikes** to the bike racks. Students may not ride them around school grounds during school hours, and **helmets are required**. Rollerblades and skateboards may not be used on school grounds and should be put in lockers during the school day.

Books

Students will receive many different books during the year, and we hope they will take good care of them. All books, including those from the library, are the students' responsibility and must be paid for if they are lost, damaged or stolen. We need these books for other students, so it is important that students take good care of them.

Bus/Bus Regulations

When students are traveling on a bus to or from school or for school sponsored events, the student expectations and the code of conduct is in effect.

- The bus driver may assign seats.
- Be courteous.
- Profanity is prohibited.
- Violence is prohibited.
- Do not eat or drink on the bus.
- Keep the bus clean.
- Remain seated.
- Do not destroy property.
- Keep your hands and head inside the bus.
- Smoking is prohibited.
- Do not throw anything out the windows.
- Do not distract the bus driver.

All school standards of behavior are expected both on a bus and during any school-sponsored trip, just as if a student is in the school building. Failing to behave properly on a bus or during any school-sponsored trip will result in disciplinary action. If you misbehave on the bus, the penalty will be at the discretion of the principal or assistant principal. It may include removal from the bus for one to ten days or permanent removal from the bus. Serious misbehavior on the bus may also be cause for punishment up to and including suspension or expulsion from school. It should also be noted that prior school disciplinary issues may result in a student being unable to attend a school sponsored field trip or activity. The principal or assistant principal has the final authority on these matters.

Cafeteria: Breakfast

Students may purchase breakfast before school beginning at 7:15 a.m. until 7:35 a.m. The cost of breakfast is \$1.75 and includes a milk, fruit, juice, grain and meat. Other options include fruits, juices and other breakfast items. Students who purchase breakfast in the cafeteria are responsible for being in homeroom on time.

Cafeteria: Lunch

Lunch time provides students with the opportunity to socialize with others within their grade. Students will have a designated lunchtime, which is 30 minutes. Students may either bring their own lunch or buy lunch in the cafeteria. If a student brings a lunch, he/she may pick up that lunch in his/her locker on the way to the cafeteria. The cost of lunch is \$3.00, which includes milk. Milk alone is \$.65, and snacks range from \$.50 to \$1.50. Students may purchase the hot lunch of the day, which includes a vegetable, milk, and dessert or the cold options that are available such as sandwiches and salads. Other items available for student purchase are a variety of beverages including flavored milk, water, juice, chips, and other snacks.

In the event that a student forgets his/her lunch or lunch money, he/she may get the standard lunch and bring the money in the following school day. General school rules apply and you are expected to be orderly, respect others, and keep the cafeteria neat. After eating, students are expected to dispose of any trash and clean up their area. Once an adult has checked tables for cleanliness, and on days when weather permits, students will be allowed to go outside for a short recess.

There are some very specific rules created to ensure the comfort and safety of all students.

- Students will enter the cafeteria in an orderly manner and be seated before being called up by a teacher for purchases from the kitchen.
- Students must form orderly lines while waiting their turns to purchase items from the cafeteria staff. Cutting in line, pushing, or shoving, and saving places in line are not permitted. .
- In grade 6, students will be seated by homeroom in the beginning of the year until they demonstrate understanding of cafeteria expectations and procedures.
- In grades 7 and 8, students will be given a period of time to select their seats and those will become their assigned seats. There will be opportunities to change seats throughout the course of the year. If students feel like a seat change is necessary, they can always seek out a teacher or administrator.
- Students are responsible for proper disposal of their personal trash, as well as the general condition of their table.
- Once students enter the cafeteria, they may not leave the cafeteria without permission.

Cafeteria: School Meal Accounts

All students have a school meal account through MyNutrikids.com. Students enter their 4 digit PIN number at the time of purchase. Parents are encouraged to put money in their student's account as it makes the lines go faster and eliminates the need to give students money each day. Student PIN numbers carry with them from elementary school to high school. New students are given PIN numbers when they start school. For further details or if you have any other questions, contact the district Food Service office at 781-942-9134.

Cell Phones and Electronic Devices

Students are required to keep cell phones and other electronic devices **turned off and in lockers** during the school day (between 7:50 am and 2:30 pm). In addition, students should not use cell phones or other devices after school hours in an area that may be disruptive to an afterschool activity. For students who have extenuating circumstances and/or needs decided upon by their team of teachers, must use their personal devices in accordance and agreement with all relevant technology agreements. Students are not allowed to install add-ons or extensions to district provided accounts unless given permission by a teacher. Students are NOT allowed to use cell phones in hallways, bathrooms, and locker rooms. (Hallway use is allowed after school hours.) Students should not text during the school day, even to parents, nor is it recommended that parents text students during the school day, which puts the students in a compromising position (viewing/responding to the text vs. following the school rules). If a student needs to contact home, they should ask a teacher for the use of the main office phone.

Students who violate this policy will have the device confiscated. On a first offense, the student may pick up the device from the Assistant Principal at the end of the day. On a second offense, the student's parent will be contacted and may need to pick up the device for the student. On a third offense, a parent conference will be scheduled and the student will need to turn in their device to the Assistant Principal every morning for a week. Upon further offenses, additional consequences may occur, such as the student not being allowed to bring the device to school. Detention may also be imposed by the Assistant Principal on a second or third offense, especially for blatant defiance of the policy. As stated in our locker guidelines, students are discouraged from bringing valuable items to school, as the school cannot be responsible for lost valuables. If a student is concerned about leaving valuables such as a cell phone in their locker, locks are available. (Students are also notified that laser pointers or any other electronic devices that could present safety issues are not allowed in school, and such objects will be confiscated.) *The Principal or Assistant Principal has final authority on these matters.*

SMART Watches

SMART watches that have direct wireless capabilities (i.e. Apple Watch 3) are NOT allowed in school (or must be off and in lockers, just like cell phones). Students wearing SMART watches that connect to phone devices but that are not wireless (i.e. Apple Watch 1, 2, and Fitbits) shall disable this connection during the school day. If a student is suspected of abusing this rule, a teacher or administrator can take away the privilege of using a SMART watch use during the school day, just as with our cell phone abuse policy (see above).

Communication: Website/Portal

www.reading.k12.ma.us/parker/ is a web-based home-school communication portal that hosts webpages with general school information from administration, classrooms, teams, clubs, committees, and parent groups. It is our practice to send weekly updates to parents via email. Using passwords provided by the school, parents and students can view and download private, secure information such as missing homework, grades, and schedules. Students and parents can also receive class specific information such as homework, test dates, forms, and resources. They can view team, club and other group specific material such as schedules, meetings, and deadlines. General school information is available to anyone with or without a password and includes news, announcements, forms, and lunch menus. If you have any questions regarding the Parker website or the portal, contact Meg Powers at 781-944-1236 x 201 or meg.powers@reading.k12.ma.us.

Communication: Messages to Students

If a student has forgotten to bring something to school such as a lunch, instrument, or book, the item can be delivered to the main office. The item should be labeled with the student's first and last name. The office will ensure that the item gets to the student. If a message needs to be delivered to a student, parents may call the school (781-944-1236 ext. 0) or leave a note in the office for the student.

Communication: Messages to Teachers

Teachers at Parker are very committed to partnering with parents. There are many ways to communicate. Telephone extensions and e-mail extensions are provided at the beginning of the school year as well as on the school website. Please keep them in a place which is easy to access.

Communication: Whom to Call

If your child is having a problem in a specific class, contact the teacher directly. Parents are also encouraged to meet with individual teachers or with the entire team. To schedule a meeting, a parent should contact the teacher or the team leader. In grades 7 and 8 the foreign language teachers are not on teams; however, these teachers can attend a team/parent meeting if requested. Parents are also encouraged to get to know their child's teachers by attending Back-to-School Night, Parent Visitation Day, and parent coffees. If a child is experiencing a social or emotional issue, the teacher or team will help parents decide on the proper course of action. Again, contact the teacher directly.

Dismissal: End of Day

All students will be dismissed at 2:30p.m. from their last period class. On certain specified Wednesdays throughout the school year, students will be dismissed at 1:00p.m. On the Wednesday before Thanksgiving, dismissal is at

11:00a.m. The list of these dates is published by the office and will be on the Parker website as well as sent home at the beginning of the year.

Dress Standards

The Parker Middle School recommendations for appropriate dress are outlined below. These will be reviewed and approved annually by the parents of our School Council, PTO and Leadership Team. Our goal is to provide a positive educational environment for all students, free from unnecessary disruptions or safety issues. Accordingly, the following examples of clothing are not appropriate for school:

- Clothing or other articles that advertise/depict something illegal for student use (i.e. drugs, alcohol, tobacco)
- Articles with offensive language, or any writing symbols considered to be obscene or sexually oriented
- Clothing that reveals undergarments or overexposes private parts of the body (buttocks, breasts, midriff)
- Excessively short shirts/shorts/dresses and cropped tops
- Tube tops
- Swimwear
- Pajamas
- Hats, caps, hoods, bandannas, or other head coverings (with the exception of those worn for religious, cultural, or medical circumstances)
- Sunglasses (or other items that may obscure the identity of a student)
- Any item that may present a safety issue or disruption of the school day
- Yoga pants and leggings **are** allowed if not over-exposing the body

Students are encouraged to take pride in their appearance with proper grooming and dress. Standards will be communicated with students throughout the school year and students may be discretely spoken to individually in order to clarify standards. Parents or guardians will be notified when their children have violated dress standards, and if necessary, the parent will be asked to bring a change of clothing for the student. We appreciate working with parents to help our students to follow our dress standards.

Elevator

The school has an elevator to move equipment or to access the lower level and second and third floors without using the stairs. If an injury requires use of the elevator, the health office should have a doctor note for the student. Students may not access the school elevator without prior permission and an adult staff member with them. Using the elevator without a staff member may result in disciplinary action.

Emergency and Safety Drills

Emergency plans are reviewed and updated annually by the school and district safety committees. Safety drills such as "Shelter-in-Place", "Lockdown" and "Evacuation" will be practiced throughout the year.

Field Trips

Field trips will be planned that relate to students' classroom studies. Often the team or PTO will contribute money to defray the cost of the trip. Sometimes students will be asked to pay for the trip. **Scholarships are available to those who cannot afford to contribute.** *It should also be noted that prior school disciplinary issues may result in a student being unable to attend a school sponsored field trip or activity. A student may also receive disciplinary consequences and/or lose the privilege of attending future activities due to inappropriate behavior at such an event. The principal or assistant principal has the final authority on these matters.*

Fire Drills

During the first day of school, teachers will explain the procedure for evacuating the building during a fire or other emergency. In addition, signs are posted in every room. Students should become familiar with the exit route from every room where they have class. Unannounced fire drills will be held from time to time. It is important for

students to remember to listen to the directions of the teacher and exit the building in a quiet and orderly way. Students should walk and not run. The first students to leave the building should hold the doors open until other students have left the building. If a fire drill occurs during lunch, students should leave the cafeteria at the direction of those teachers on duty and report to their regularly designated area.

Gum

Chewing of gum is not allowed anywhere in the building, as careless disposal of gum can destroy school property.

Homework: Agenda Book

All students will receive a Parker Middle School agenda on the first day of school. Students should copy all assignments, both daily and long-term, into this book as it is presented to them by their teachers. Homework will also be posted on the portal, but the students are still expected to copy each assignment into the agenda. If a student loses his/her agenda, he/she is advised to conduct a thorough search in school and at home. If the agenda is still lost, he/she may purchase a new one for the price of \$6.00, in the main office.

Internet, Technology and Wireless Network Use:

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

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

Students are only allowed to access the school's wireless network with their own personal technology devices under extenuating circumstances and/or their team of teachers has deemed it necessary for a student's success. Those students must register the device with the school and adhere to all guidelines. (The word "device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, tablets, iPads, and smart phones.) Students using their own device and/or access the school's wireless network must follow the responsibilities stated in the Reading Public Schools Acceptable Use Policy, the School Handbook, as well as the following guidelines:

- Students must take full responsibility for their device and must keep it with him/herself or locked in their locker at all times. The school is not responsible for the security of the device.
- Student are responsible for the proper care of their personal device, including cost of repair, replacement or any modifications needed to use the device at school.
- The school reserves the right to inspect a student's personal device if there is a reason to believe that the student has violated the Reading Public Schools Acceptable Use Policy, school handbook rules, administrative procedures, school rules or has engaged in misconduct while using their personal device.
- Violations of any of the policies, guidelines and rules stated above involving a student's personally owned device may result in the loss of use of the device in school and/or disciplinary action.
- The student complies with the teachers' request to shut down the computer or close the screen to the device.
- Personal devices shall be charged prior to bringing it to school and shall be capable of running off of its own battery while at school. Precautions should be made by the student to preserve battery life during the school day.

- Devices may only be used for educational purposes and only under the permission of a classroom teacher. Devices should not be used outside of the classroom setting unless prior permission is given by the teacher or building administrator.
- Students may not use the devices to record, transmit or post photos or video of a person or persons on campus. Nor can any images or video recorded at school be recorded at school be transmitted or posted at any time without the express permission of the teacher.
- Students should only use their device to access relevant files.
- Student will use the guest network. **Use of 3G and 4G wireless connections is not allowed during the school day.**
- Students should understand that any violation of the Acceptable Use Policy or School Handbook guidelines may result in the loss of network and/or device privileges—as well as other disciplinary action.

Lockers

Students are assigned a locker, usually in a location near their homeroom. The students' team of teachers will inform them when they may go to their locker during the day. Students should keep lockers clean and organized and should not store money or valuables in the locker. Instead, students may leave them with their teacher or bring them to the main office for safe-keeping. Lockers are school property and are subject to search and entry by school administrators, and students do not have a reasonable expectation of privacy in their lockers.

Lost and Found

There is a 'lost and found' for clothing and other materials located by the bathrooms on the first floor. If a student loses something more valuable such as eye glasses, jewelry, or phones, he/she should go to the main office to see if it has been found. **STUDENTS SHOULD NOT BRING VALUABLES OR LARGE SUMS OF MONEY TO SCHOOL.** The teachers do everything possible to protect students' property, but the school cannot be responsible for lost or stolen property.

Main Office

The main office is where students and parents can go to get answers to all sorts of questions about the school. The principals, secretary and other office staff are there to help students. When visiting the office, please let us know how we can help you. If you are a visitor to our school, please sign in to the building.

Parent Teacher Organization (PTO)

All parents are welcome to attend PTO meetings and help the organization in any way possible. The PTO is the fundraising group at Parker and is responsible for many positive activities that take place at the school including enrichment programs, beautification projects, extended hours of the library, and curriculum support and technology.

Parents/Visitors

All visitors and guests must report to the main office upon entering the building. At that time, the visitor may obtain a visitor pass, which must be worn at all times in the building. All of the exterior doors of the building will be locked at 7:50 a.m., so if a person is visiting after that time, he or she must ring the bell at the front doors of the school and then proceed to the main office. If a parent or guardian would like to meet with a staff member, he/she should contact that teacher directly to set up an appointment or a meeting with the team.

Generally, students are not allowed to have visitors during school hours. However, in special circumstances, and with permission from a parent and the principal, arrangements can be made to have a visitor accompany you to school. Be sure to have your parent contact the principal before extending any invitations.

Parent Conferences

Parents are encouraged to schedule team meetings with their child's team leader. Once contacted, the team leader can work with the team and parent to schedule a time that is convenient for both parties to meet. When deemed necessary, students will be invited to participate in these meetings. Team Leaders are:

Grade 6 – Julie Merrill, ext. 117
Jennifer Blackmon, ext. 223

julie.merrill@reading.k12.ma.us
jennifer.blackmon@reading.k12.ma.us

Grade 7 – Jane Costa, ext. 105
Jessica Dougherty, ext. 110
Grade 8 – Brian James, ext. 207
Steve Olivo, ext. 209

jane.costa@reading.k12.ma.us
jessica.dougherty@reading.k12.ma.us
brian.james@reading.k12.ma.us
steve.olivo@reading.k12.ma.us

Public Information

Often the media/press requests information regarding student awards, honors, scholarships, and sports of club memberships. Throughout the year, the local cable TV station, newspaper, and school department newsletters will take pictures or write about school activities and students. The school makes this information available in a manner consistent with applicable student records law, unless parents have requested in writing that they do not wish to have this information published. We will be happy to comply with these requests. If we do not receive a request, we will proceed with the publication of student information as described above.

Safety Equipment

Our school is equipped with an *Onsite Electronic Defibrillator*. Fire extinguishers, alarm boxes, fire blankets and safety showers (science classrooms) are also located throughout the building. All of our safety equipment is to be used only in an emergency. Students are not to be in any laboratory area or shop without a teacher present. Vandalism of any safety equipment is a serious offense and may result in an out-of-school suspension.

School Cancellations

For safety of students or inclement weather reasons it is sometimes necessary to delay the start of school or to cancel school for the day.

On such days, the Superintendent of Schools may choose to cancel that day's session. School cancellation announcements are made by radio stations WEEI, WHDH, WBZ, WEZE, WNAC, and Reading's community television station, Channel 3.

ConnectEd will also be used to notify parents about school cancellations.

School Governance

At Parker, we try to plan and make decisions based on input from people representing as many groups as possible including the following:

Parker Service: Members of this group wish to become active volunteers within the school and community. This group fosters and organizes students to participate/lead in leadership and service project opportunities. Students must submit a written application and teacher recommendations to be selected for this group.

A World of Difference: This group of grades 7 and 8 students is trained to lead developmentally appropriate activities and discussions with their peers on bias related issues pertaining to race, ethnicity, culture and other aspects of human diversity. They develop safe and practical prevention and response strategies to address prejudicial behaviors, including ways in which young people can become allies for their peers who are targeted.

Team Leaders: Each team of teachers has a leader who establishes team goals, presides over team meetings, facilitates discussion of individual student progress, coordinates parent conferences, provides assistance to new team members, among other duties. This group meets regularly with the principal to make school and team decisions directly related to students, staff, and parents, and the everyday running of the school.

Building Leadership Team: Each teaching team has a designated member as a representative to the Leadership Team. The BLT works closely with administration to develop and implement goals for the School Improvement Plan that pertain to curriculum, instruction, and effective team practices.

School Council: Parents who wish to be a member of the School Council required by the Educational Reform Act of 1993 should contact the Principal. This group acts as an advisory for the implementation of the School Improvement Plan and the development of the plan for the following year. The Council is made up of the

principal, teachers, parents and community members. Members are elected at the beginning of each year. Any parent may attend council meetings so their concerns are known to their representatives. The council meets monthly.

PTO: All parents are welcome to attend PTO meetings and help the organization in any way possible. The PTO is the fundraising group at Parker and is responsible for many positive activities that take place at the school including enrichment programs, beautification projects, extended hours of the library, and curriculum support. Meetings take place at 7:00 pm on the first Wednesday of each month.

Substitute Teachers

It is sometimes necessary to have substitute teachers when a teacher is absent or needed somewhere else in the building. The substitute will conduct the class according to the plan left by the classroom teacher. Students are expected to behave and cooperate fully. All work done with a substitute counts towards a student's grade and will be corrected by the regular teacher.

Water Bottles

Students are encouraged to use/carry water bottles during the school day, as long as they are transparent bottles with securely fastening caps (to prevent spilling) and only water (no other beverage) is carried in them.

Wellness/Physical Education

Physical Education and Health Wellness are an important part of a student's education at Parker Middle School. Physical Education classes are co-ed and meet two days in a six-day cycle for both six and seventh graders. Eighth graders meet three days in a six-day cycle. Students should come dressed appropriately on PE days with comfortable clothing and sneakers. Each student is assigned a locker in the gymnasium locker room in the event they would like to keep clothing for PE in the locker and change. A school lock is provided. If the lock is not turned in at the end of the year, there is a \$6.00 replacement fee. Activity classes that are taught include fitness, sports and Project Adventure units. Students will learn about various health topics for one quarter each, every other day during their Team Time block.

If a student is unable to take part in PE classes, he/she must obtain a signed medical excuse from his/her doctor which will be filed in his/her records in the Main Office. Unless the medical excuse states a date of return to physical education class, a new note from the doctor is required before a student will be allowed to participate. Students who are medically unable to attend PE classes will spend the time in the office instead. Parent requests to be excused from PE may be acceptable for a limited period, usually one day.

Working Papers

Every individual from fourteen to seventeen years of age in the Commonwealth of Massachusetts must have a working certificate to hold a job (MA General Laws, Chapter 149, Section 86).

Work certificates are issued through the main office. The paperwork requires documentation and signatures and the student must appear in person to obtain working papers. A new work certificate must be obtained with each job change. If you are a student, your certificate is good only for part-time work.

ACADEMIC INFORMATION

Academic Integrity

For a school community to be the best it can be, we must be honest with each other and trust one another. Therefore, lying, cheating, plagiarism, or stealing will not be tolerated. Work cannot be copied from other students, the internet or other sources of information without citation. We must be true to ourselves and support honesty in others at all times, even when it is difficult to do.

Academic Schedule:

Grade 6

- ELA 6 Periods
- Reading 6 Periods
- Mathematics 6 Periods
- Social Studies 6 Periods
- Science 6 Periods
- Art 2 Periods
- Physical Education/Health 2 Periods
- Music/Instrumental Lessons 2 Periods
- Team Time 3 Periods
- Chorus/Band/Art/Enrichment 3 Periods

Grade 7

- ELA 6 Periods
- Mathematics 6 Periods
- French or Spanish 6 Periods
- Social Studies 6 Periods
- Science 6 Periods
- Art 2 Periods
- Music 2 Periods
- Physical Education/Health 2 Periods
- Band/Chorus/Art/Enrichment 3 Periods
- Team Time 3 Periods

Grade 8

- English Language Arts 6 periods
- Mathematics 6 Periods
- French and Spanish 6 Periods
- Social Studies 6 Periods
- Science 6 Periods
- Elective (each semester) 3 Periods
- Physical Education/Health 3 Periods
- Band/Chorus/Art/Enrichment 3 Periods
- Team Time 3 Periods

Academic Programs: Courses of Study

Curriculum/instruction at Parker is based on the Turning Points 2000 Recommendations and the nine Blue Ribbon Standards for effective schools. The work students do will be interesting and challenging, and will be based on the standards found in the Massachusetts State Frameworks. Students will often be asked to demonstrate what they know and are able to do. Work will be “differentiated,” meaning that teachers will understand and honor the diverse needs, achievement levels, interests, and learning styles of individual students. Teachers will work with students to provide a safe and healthy learning environment in the classrooms, and give them access to any health related services they need.

The teachers work together on teams to map curriculum and develop units. In classes, students will have opportunities to choose and plan what they will be learning. All students will develop in the following areas:

- Communication skills such as reading, technology and writing
- Critical thinking skills such as problem solving and decision making
- Social skills such as respect for cultural heritage and individual differences, compromise, teamwork, and responsibility
- Positive physical and mental self-image
- Love of learning

What students will be studying:

Grade 6

In language arts students will continue to develop skills for reading and writing using many genres such as fiction, non-fiction, short stories, poetry, and drama. Math is a continuation of their elementary “Math in Focus” program. In social studies students will study archeology and early man, ancient civilizations including Mesopotamia, Egypt, Israel, South and Central America. In science, the integration of Earth and space, life, and physical sciences with technology/engineering gives grade 6 students relevant and engaging opportunities with natural phenomena and design problems that highlight the relationship of structure and function in the world around them.

Grade 7

In language arts students will continue to develop skills for reading and writing using many genres such as fiction, non-fiction, short stories, poetry, and drama. Math is leveled into Math 7 and Math 7/8. Math 7 focuses on grade level curricula while Math 7/8 covers both grades 7 and grade 8 grade level curricula in one year. In social studies students will study physical/human geography and economics of Africa, the Middle East, South Asia, East Asia, South America, and Australia. Topics in science include plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society.

Grade 8

In language arts students will continue to develop skills for reading and writing using many genres such as fiction, non-fiction, short stories, poetry, and drama. Math is leveled into Math 8 and Algebra I. In social studies students will study United States Civics and its historical development. Topics in science include causes of seasons and tides, causes of plate tectonics and weather or climate, the role of genetics in reproduction, heredity, and artificial selection, how atoms and molecules interact to explain the substances that make up the world and how materials change.

All curricular areas will require that students share and make their work public.

Academic Programs: Courses Beyond the Curriculum

Courses beyond the curriculum are listed in the chart below. Teachers will make presentations to students and give information to parents regarding how choices are made for the courses below prior to selection.

	FOREIGN LANGUAGE	MUSIC and ART PROGRAM	ELECTIVE PROGRAM - 8 TH GRADE
6 th	Not Applicable	Band and/or Chorus OR ART OR Enrichment	Not Applicable
7 th	French or Spanish	Band and/or Chorus OR ART OR Enrichment	Not Applicable
8 th	French or Spanish	Band and/or Chorus OR ART OR Enrichment	Various courses; student rank choices prior to scheduling

Band and/or Chorus, Art and Enrichment (formally ABC) meet every other day (three times per 6-day cycle). This block of time was originally created in order to allow all students who wish to participate in ***Band***, ***Chorus***, or both, a chance to do so. Students who elect *not* to be in either group can choose to take additional art classes. The remaining students are then placed in what we are now calling Enrichment. Seventh and Eighth grade students sign up (via a contract) for Band, Chorus, or Art in June of the previous school year which then allows us to know who will be participating in the Enrichment program. Incoming sixth graders will be given notification of all choices while still fifth graders and will make their selections before coming to Parker. For parents who would like more information, details are available through the office or the music and art departments.

In ***Chorus***, students learn proper vocal technique and sing many different styles of music as well as music from around the world. This is a place where students who love to sing should be! In ***Band***, students begin to learn a new instrument and how to play in an ensemble. Students are encouraged to start band in the sixth grade when all their friends are also starting an instrument. In addition to learning musicianship in these groups, students develop skills such as teamwork, commitment and self-discipline. While working together as an ensemble, students' confidence level builds and they take pride in their progress and accomplishments throughout the year. Chorus and Band are also great ways to meet new friends and explore the joy of performing music.

For art, students in grades 6, 7 and 8 may choose to elect an additional art course which meets three times in the six day cycle, opposite Band, Chorus, and Enrichment. Choosing this art does not change a student's enrollment in 6th and 7th grade general art class or in the 8th grade art electives program. Participants explore their art talents in a range of media including drawing, painting, and sculpture, creating original works of art while learning about a variety of artists, art styles, and art contexts. Students in these classes receive a letter grade based on their participation and work.

The curriculum for Enrichment varies for each grade and from year to year. It is used as an enrichment opportunity for the students who are not in Band, Chorus or Art. This is an opportunity for students to explore new learning activities.

Academic Assessment/ Grading

Students are evaluated by teachers each quarter and assigned grades as follows:

A+A, A- = Excellence, (90- 100%)

B+, B, B- = Very Good (80-89%)

C+, C, C- = Acceptable (70-79%)

D+, D, D- = Poor (60-69%)

F = Failure (below 60%)

I= Incomplete

P= Pass

Academic Achievement: Honor Roll

Students may achieve high honor roll by achieving all As or all As and one B.

Students may achieve honor roll by achieving all As and Bs (more than one B).

Students may achieve merit roll by achieving all Bs.

Students who receive *unsatisfactory* in conduct do not make any high honor roll, honor roll or merit roll regardless of their grades.

Academic Reporting

Grades will be updated on the portal 4 times per quarter, approximately every two weeks.

Homework: Policy

Homework is a vital part of the learning process. Therefore, the staff of the school will be strict about homework. Parker students are expected to complete daily homework assignments. A teacher may keep students after school who fail to complete homework.

During a class period that a homework assignment is due, the classroom teacher will check the assignment for completeness.

- If a 7th or 8th grade student does not have his/her homework completed to the teacher's satisfaction on the day that it is due, he/she may be required to stay after school on-team.
- **It is the student's responsibility to use the office phone to notify parents/guardians during the school day that he/she will be staying after school.** If a student cannot stay after school that day for a legitimate reason (i.e., must catch the bus), he/she must explain this to the classroom teacher and request a postponement to stay after school the next school day.
- If a student fails to report to their teacher after school, the student may receive progressive disciplinary action from the administration.
- If a student begins to miss multiple assignments in a class or classes on a regular basis, or repeatedly fails to stay after school to complete assignments, a meeting will occur among the student, teacher, parent and administration. Possible consequences for students who do not complete assignments on a regular basis include not being allowed to participate in extra-curricular activities and/or field trips and possible Saturday morning detentions.

Homework: Parental Involvement

Teachers want to accurately assess the actual student effort on homework including mistakes. Parents can assist greatly in this process by:

- providing a well-lit, study oriented place free of distractions.
- insisting on allotted times for homework that are consistent with your child's schedule and individual needs.
- checking agendas for the daily assignments.

- advising and assist your student with organization, time management and prioritization.
- monitoring due dates and progress on major projects, helping them break down these large assignments into manageable parts.
- acting as a pre-tester before a quiz or test.
- checking for neatness and encourage your child to revise and edit his/her written work.
- overseeing your child's general progress, but allow him/her to do his/her own homework.
- contacting the teacher if the student experiences great difficulty on a particular assignment.
- contacting the teacher if the homework for a particular subject is taking too long

Homework: Requests During an Absence

Homework will be posted on the portal each day. Students/parents need a computer and password to access the student's work by the portal, which will also have notices, reminders, and progress reports posted. Parents can also get homework by phone if their child is going to be absent for more than one day. If the absence is more than one day, parents should call 781-944-1236 (prompt 2 – the Absentee Verification line) and request homework at the same time that they are reporting their child's absence. If a parent forgets to request homework at the time he/she reported his/her child's absence, he/she should call 781-944-1236 (prompt 0) before 10:00a.m. Homework assignments may be picked up after 2:45p.m. in the main office in grade appropriate bins on the wall. This extended period of time is necessary so that all teachers can respond to a parent's request. Teachers are in classes and do not have time to fill requests until the close of the school day at 2:30p.m.

Report Cards

Report Cards are a more detailed way for teachers to report to students and parents how students are progressing in their school work. Students will get a report card each quarter that will give information about their grades, effort and conduct. Absence, tardiness, and dismissals will also appear on students' report cards. Report Cards can be accessed in the parent portal.

Requesting Schedule Change

When it is clear that a mistake has been made on a student's schedule and an immediate change is needed, the student should report directly to the office and fill out a COURSE CHANGE form.

Students seeking a change in their enrichment course (or elective in grade 8) must fill out a COURSE REQUEST form in the main office. This form requires a parent signature as well as signatures from both teachers. No requested changes will be made until the completion of one full cycle of the course. After the end of the second full cycle of the course, no changes will be allowed.

Retention- Summer School

Any student who fails two or more major subjects for two quarters will be considered "in danger of failing" with the possibility of being kept back for the year. If a student is in danger of being kept back, a letter will be sent to his/her parents and the student will meet with his/her teachers to develop a plan to improve his/her grades. If a student fails two major subjects for the year, teachers and administrators will decide whether he/she will be retained or required to attend summer school.

STUDENT SUPPORT SERVICES

Bullying

It is the goal of Parker Middle School to provide a positive and productive educational experience for *all*—and to discourage any behavior that interferes with that goal. In accordance with that goal, the Parker Middle School complies the Reading School Committee Policy regarding Bullying Prevention and Intervention summarized below. A complete copy of the Bullying Prevention and Intervention Plan is available on the Reading Public Schools' website as is a Bullying Reporting Form which may be submitted online at <http://reading.k12.ma.us/Bullying/BullyingReport.htm>.

Bullying: 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.

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

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

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

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

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;

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

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

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

The following procedures are based on the requirements of M.G.L. c. 71, § 37O. In addition to the requirements of M.G.L. c. 71, § 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.

Bullying: 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.

Bullying: Responding to a report of bullying or retaliation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guidance

To help students have a good year with their studies and personal life, Parker has school psychologists in the school. A school psychologist will be assigned to each team and will become very familiar with students as the year progresses. If a student needs to see one of them, the student should tell his/her teacher or leave a note in the guidance/student support area or in the main office.

School psychologists can be important to students and helpful in many different ways. For example, they can help students with personal difficulties, situations between students, difficult situations at home with parents or siblings, difficult classroom situations and future plans. Students are encouraged to reach out to our school psychologists regardless of the need.

Nurse – Health Office

The Nurse's Office is located in the Main Office. Students should go to the nurse whenever they become ill or suffer an injury. There are first aid materials and a place to lie down. Mrs. Shmulsky is our school nurse and she can be reached at 781-944-1236 x 322.

Nurse: Allergies

It is very important that all members of the Parker community be aware that some people are allergic to certain foods, insect bites, and environmental or man-made substances. Students will be supplied with specific information as needed. If you have any questions, please contact our nurse, Kate Shmulsky. See Appendix for Allergy Guidelines.

Nurse: Dismissals

If a student feels sick during the school day, he/she should alert a teacher and ask permission to go to the nurse. Should the student need to be dismissed due to the illness, the nurse Mrs. Shmulsky, will make any arrangements with a parent/guardian at that time. (Students may not call home or text for dismissal.)

Nurse: Illness/Accident

The school nurse or administrator will contact you in the event there is an accident or your child is ill during the school day. In the event your son or daughter hurts themselves outside of school hours, please contact the school if the injury affects their ability to participate in their school commitments. Students should bring a note from their doctor to the office if they are injured and cannot participate in gym class and/or need to use the elevator. Students are allowed to use the elevator if they cannot use the stairs for medical reasons. An adult must be with them in the elevator and they can take a friend with them to help with their books. If a teacher is not available to ride the elevator with them, the office should be notified.

Nurse: Immunizations

It is critical that students entering seventh grade provide an updated physical examination and immunizations from their child's pediatrician. The updated immunizations must include a Tdap, Varicella #2, and MMR #2. Please contact Mrs. Fiocco for more information.

Nurse: Prescription Medication Guidelines

Any medications administered must be done according to the following procedures:

- The administration of medication in schools are subject to the provisions of 105 C.M.R. § 210.006.
- The medication must be prescribed by a physician
- The medication must be brought to the office by a parent and cannot be carried by the student at any time.
- The school must have received written medical orders from the physician describing the diagnosis, the name of the drug, the dosage, and possible side effects.
- The school must have written permission from parents to administer the medication
- Prescription drugs must be clearly labeled in the container they came in, with the student's name and dosage.
- Over the counter drugs must be in the original container
- All medications must be in the original container and should be clearly labeled, showing the student's name, the name of the medication, and the prescribed dosage. The label is in addition to the written medical order from the doctor.
- With the exception of inhalers and epipens, all medication must be left in the office. The student may never carry it around school. Students using inhalers may take responsibility for their use after the medication form has been completed and filed with the school nurse. A student must have prior written authorization to possess an epipen on school grounds.
- Tylenol and Ibuprofen may be administered to students with parental written permission on the School Emergency Form.
- A student is found possession of medication in violation of this policy may be subject to discipline for possession of narcotics and/or drugs in a manner consistent the applicable school and school district policies regarding illegal narcotics and M.G.L. c. 71, § 37H.
- **ANY QUESTIONS REGARDING THE SCHOOL POLICY SHOULD BE REFERRED DIRECTLY TO OUR SCHOOL NURSE, Mrs. Shmulsky at 781-944-1236 x 322.**

School Resource Officer

The School Resource Office, Matt Vatcher, has an office at Parker. Office Vatcher is available to students to discuss concerns at any time and is a valuable resource in keeping our school safe and respectful for all. Officer Vatcher can be reached at mvatcher@ci.reading.ma.us or 781-944-1236, ext. 305 or 781-944-1212 at the Police Department.

Services and Accommodations for Students With Disabilities

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

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

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

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

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

SPECIAL TIMES, PLACES, PROGRAMS

Activities: After School Programs

There are 4-6 activities per session (5 total sessions) sponsored by staff members. Sessions run from 2:30 p.m. – 3:30 p.m., most days of the week. Please check the Parker website for details and course offerings. There is usually a fee for this program. Some examples of last years' activities are: board games, chess club, anime club, basketball and open gym. If you are interested in running an after-school session, please see Amy Ropple.

Also, the library is open and supervised after school (Monday-Thursday) until 4:00 pm courtesy of the PTO.

Activities: Dances

Dances are held throughout the school year in the cafeteria. Tickets are sold during lunch a few days before the dance and are sold at the door as well. Often, water and pizza are sold during the dance. Dances typically run from 6:00-8:00 p.m. Expectations include:

- Students must attend school the day of the dance or they will not be admitted.
- Students are expected to wear appropriate attire for the occasion or they will not be admitted.
- Students may not leave the dance without permission. Students may not leave early without parents picking them up.
- The other parts of the building are off limits.
- Students should arrive within 30 minutes of the dance's start time in order to be admitted. Students whose guardian has informed the principal or assistant principal ahead of time of a late arrival "for good reason" will be allowed to enter the dance.
- Students are not allowed to bring food or drink in from outside.
- No food or drink is allowed in the bathrooms.
- Parker dances are for Parker students only. In some circumstances, students may request special permission from the principal or assistant principal to have a non-Parker student attend. The principal and assistant principal have the right to allow or decline the attendance. In the event attendance is granted, the host student will be responsible for the guest's behavior, and consequently, if the guest is asked to leave for any reason, the host will also be asked to leave.
- Out of respect for the teachers/chaperones, students should be picked up promptly at the end of the dance.

Assemblies

We may ask teams, grades or the whole school to get together for assembly programs. These programs are often funded by our PTO. We hope that you enjoy these programs because they are designed to be informative and entertaining. When you are invited, we ask that you arrive promptly and sit with your class. It is the Parker Tradition that eighth graders will be seated last and others in the auditorium will rise when they enter as a form of respect for the eldest students in the school. Everyone should behave, relax and enjoy the program being offered.

Library

The Library Media Center is open during school hours for reading, research, book selection and study. The library is also open after school (thanks to funding from the PTO) on Mondays through Thursdays until 4:00p.m. (except on Early Release Wednesdays). During the course of the year, the Library Media Specialist will work with teachers and administrators to plan for the teaching of research skills.

Math Team

All students from grades 6-8 are encouraged to join the Parker Math Team. It is a chance to improve math skills by practicing for competitive math meets that are held throughout the year. Practice is once a week, usually on Thursdays.

METCO Program History and Mission

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

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

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

Transportation- The afternoon bus departs at 2:10p.m. from RMHS, 2:30p.m. from the middle schools and 2:45p.m. from the elementary schools.

If you would like more information about the Reading METCO Program, please call the METCO director, Grant Hightower, at 781-670-2853.

DISCIPLINE-CODE OF CONDUCT

One of our major goals is to provide students with an academic environment in which we can help them develop self-discipline. As they grow into adulthood, they must become more responsible for their actions. Responsibility comes from doing things and learning the consequences.

If students care about their school, they must be aware of the people around them, and behave responsibly toward them and respect their feelings. One of the first things we would like to have happen at our school is that we become group members and have a chance to value other members of the group. This means caring about our teachers, other adults in the building, other students, and personal friends.

If students value the people around them, we know that they will take responsibility for helping maintain the learning environment in which we all work together. We are asking students to be responsible for their behavior at school and to help us make it a peaceful place to be.

Because students have rights, and there are school expectations for appropriate behavior, bullying will not be tolerated at any time and in any form at Parker Middle School. Bullying is defined as any deliberately hurtful behavior to another individual that causes feelings of distress or discomfort. If such behaviors are occurring, students must speak to an adult in the building to get assistance in solving the problem. School must be a safe place for all students to grow and learn.

Appropriate Behavior

Many of the guidelines for student behavior will come from school-wide expectations and are found in this handbook. Teachers will also work with students to develop norms for how they will learn together and rules for behavior which will apply when students are with those teachers. Students are expected to follow those norms, rules, and your teachers' instructions.

Attending Class

Students are expected to go to all classes each day. If a student chooses to miss a class, he/she is considered truant.

Attending Class on Time

Students are responsible for arriving at their classes on time. If a student is tardy to class, his/her teacher may require him/her to come back after school to make up time. If a student continues to be tardy, a letter will be sent home requesting a conference with a parent.

Attending School

Students are expected to attend school on time on a regular basis. If a student is absent without a legitimate reason, they are truant.

Behavioral Expectations and Consequences

The staff and administration will work with students to help them learn to accept responsibility for their actions and to learn to make good choices about what they do and how they act. In the event that students do not act appropriately, there is a wide range of consequences. They include but are not limited to:

- Conference: student/teacher
- Conference: student/counselor
- Conference: student/administrator
- Conference: student, teacher, administrator
- Verbal warning
- Time-out
- Teacher detention
- Office detention
- Lunch detention

- Daily behavior monitoring slip
- Parent contact
- Behavior contract
- Conference: student, parent, teacher, administrator
- Exclusion from field trips
- Community service
- In-school suspension
- Out of school suspension
- Restitution for theft or vandalism
- Criminal Complaint
- Expulsion

Office Detention

Office detention(s) are assigned to a student by the administration and are usually associated with a written discipline referral from an administrator, teacher, or other staff member. Office detention will begin promptly at 2:45pm and will end at the Principal's or Assistant Principal's discretion. Tardiness to detention will result in additional time added to the detention. Failure to attend assigned office detention or not follow office detention rules may result in suspension from school.

Expectations of Office Detention

- The assistant principal will issue assignments.
- Students may not leave detention once they are there.
- Students are to leave the building immediately once their detention is over.
- When a student has been excused from a detention because of an emergency at home or is absent the day of detention, the student must serve the detention the day he/she returns to school.

It should also be noted that prior school disciplinary issues may result in a student being unable to attend future school sponsored field trips or activities. The principal or assistant principal has the final authority on these matters.

Saturday Detention

In the spirit of progressive discipline, Saturday Detention is an option that may be utilized by the administration to discipline students who have violated specific rules and as an alternative to suspension. Not designed to be used in all situations that warrant behavioral intervention.

Students assigned to Saturday Detention will also be expected to reflect on their behavior by developing a plan of action that helps ensure that they will make good decisions about their behavior in the future. Students may also be required to complete general maintenance activities in and around the school complex.

Before assigning a student to Saturday Detention, the administrator will discuss the circumstances of the alleged behavior with the student, and any necessary witnesses who may be able to provide additional information. If a violation occurred and a decision to assign the student to Saturday Detention is made, then the parent(s)/guardian(s) of the student will be contacted by phone as soon as reasonably possible, and a written letter reiterating the reason(s) for the Saturday Detention will be mailed home shortly thereafter. Before suspending a student from school, depending on the alleged conduct, the administrator will apply the appropriate level of disciplinary due process consistent with Massachusetts and federal law as described below.

Discipline Definitions

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

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

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

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

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

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

Due Process

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

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

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

Principal's Hearing:

Short-Term Suspension:

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

Long-Term Suspension:

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

rights:

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

Principal's Decision:

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

Appeals:

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

Academic Progress:

Any student who is serving a short-term suspension, in school or out of school 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 school days or when a pattern has developed for suspensions exceeding 10 cumulative days. These procedures include the responsibilities of the team and the responsibilities of the district.

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

caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.

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

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

If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury. In such a case, the school may remove the student to an interim alternative setting for 45 days only: 1) with parental consent *or* 2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from the 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.

The following are examples of behavior that may result in disciplinary action:

- Disobedience
- Disrespect
- Bullying
- Failure to report for a detention with a teacher
- Use of vulgar language
- Inappropriate use of the Internet
- Copying the work of other students
- Plagiarism which means using the written work or ideas of someone else without giving the author credit
- Any action happening between school and home that endangers your safety or the safety of others

- Selling items in school
- Chewing gum
- Eating food outside the cafeteria without permission of a teacher

The school may suspend a student from school for 1 or more days depending on the nature and severity of the incident, and history of prior offenses. Some examples include but are not limited to:

- abusive or vulgar language, dress, or actions to staff members or students including sexual, ethnic, or racial slurs, statements, discrimination or harassment.
- Contributing to a fight among other students
- Harassing or threatening a staff member or student
- Fighting or provoking a fight with another student
- Bringing a knife or other weapon to school
- Truancy or leaving school grounds without permission
- Forgery
- Gambling
- Cheating
- Refusal to report to the office
- 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
- Starting a fire
- 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
- Bringing or possessing a knife or other weapon in school
- Other violations of school rules and policies where determined appropriate by school administration

Policy on Weapons

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

Policy on Smoking and Prohibition of Tobacco Use:

The Reading School Committee is dedicated to establishing and maintaining a healthy, safe, comfortable and productive educational work and recreation place for its students, staff and visitors to its facilities. The Committee therefore endorses the concept of tobacco-free environment in school department buildings and on its grounds for students, staff and other users of school facilities. Students, staff and visitors shall not smoke or use tobacco products, or nicotine products (including e-cigarettes, vaporizers, or other nicotine-delivery devices), in school, on school grounds, on a school bus or in other school vehicles. This ban will apply to all school related functions,

during and beyond the regular school day, as well as to activities sponsored by outside groups renting or using the buildings or grounds. *This is a state law (Educational Reform Act of 1993) and must be enforced.* Students or staff who allegedly violate this policy must receive appropriate due process. Repeated confirmed violations of the policy by students or staff will be reported to the Superintendent and will result in disciplinary measures that may include suspension for students and dismissal of employees.

Policy on Student Search (Search of Student and their Belongings)

Search of a student or of a student's belongings or of a student's automobile parked on school property will only be performed, and seizure of a student's belongings will only take place, if there exists a legitimate expectation of privacy in the place to be searched and reasonable grounds for suspecting that the student has violated or is violating either the law or rules of 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 appropriate, search of a student's belongings or of a student's automobile parked on school property will be in the presence of the student(s) whose conduct is under scrutiny.

Policy on Student Lockers

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

Office Discipline Referrals (ODRs)

In order to better understand our overall areas of need in regard to behavior, staff members report all major problem behaviors to the office using the Office Discipline Referral form. These forms do not become part of the student record, rather, they provide administrative overview as to which students or which behaviors might need additional support. When appropriate, discussions with students, parents and if necessary, involvement of the administration occur. The large majority of student misbehavior are most effectively handled by the teacher immediately involved who will then guide students toward understanding the expectations. That being said, the nature of some major problem behaviors warrants the immediate attention of the school administration. Communication is an integral part of our disciplinary and behavior process, as we want to work together to help guide students towards making good behavioral decisions.

Guide to Standard Disciplinary Actions

When dealing with major discipline and behavior violations, the Parker administration believes in procedures consistent and caring to ensure fairness to all students. Disciplinary action will vary relative to the nature of the offense, and is determined by the Principal or Assistant Principal. Disciplinary action can range from a conference with an administrator (and parent) to a suspension in or out of school. Teachers and/or administrators often work with the students on "restorative justice" to support students to learn from mistakes and to "right the wrong" of the offense. The Principal or Assistant Principal may impose additional days of suspension or other sanctions when appropriate. In the event a student is found to be involved with drugs and/or alcohol, they may be required to complete a chemical health course as a part of the disciplinary process. These guidelines shall be implemented in a manner consistent with M.G.L. c. 71, §§ 37H, 37H 1/2, and 37H 3/4.

SCHOOL COMMITTEE POLICIES

Policy on Harassment/Discrimination

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

Definitions

For the purposes of this procedure:

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

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

Harassment and Retaliation Prohibited

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

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

How to make a complaint

- A. Any student who believes that he/she has been discriminated against or harassed should report their concern promptly to any teacher, guidance counselor, nurse, building administrator, or central office administrator. The school staff member should then report the concern to the school principal or Civil Rights Coordinator. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

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

Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. When a complaint of discrimination or harassment is alleged, the person making the allegations will be encouraged to write out a description of the allegations and the impact the alleged conduct has had on him or her. If the complainant or reporter is a student and the student chooses not to fill out a written report, the person accepting the complaint shall listen to the student and complete the complaint or reporter form for the student.
- C. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- D. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or the Civil Rights Coordinator. The investigator will gather evidence to determine whether, by a preponderance of the evidence, discrimination against or harassment has occurred. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
 - 1. The Complainant shall have the opportunity to identify witnesses and provide other relevant evidence to the investigator.
 - 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 - 3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 - 4. The investigator will keep a written record of the investigation process.
 - 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 - 6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
 - 7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
 - 8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
 - 9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- E. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and determining what corrective and/or

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

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

Employees:

Christine Kelley,
Assistant Superintendent for Learning and Teaching
Reading Public Schools
62 Oakland Road
Reading, Massachusetts 01867
781-944-5800

The Human Resources Administrator is:

Jennifer Bove
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:

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

Section 504 Coordinator (disability-related claims):

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

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

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, Massachusetts 02110-1491
Telephone: (617) 289-0111
Fax: 617-289-0150
TDD: 877-521-2172
or
Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710

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 for ten (10) days, and a recommendation of one full semester of suspension from school shall be made to the School Committee for its action. Students deemed as participants in hazing shall be suspended from school for up to 10 days. (See SCHOOL COMMITTEE POLICY JP)

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

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

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

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

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

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

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and section seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy

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

Notice of Nondiscrimination

The Reading Public Schools does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, gender identity, or disability in admission to, access to, employment in, or treatment in its programs and activities. The Reading Public Schools complies with all applicable state and federal laws and regulations, including, but not limited to, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Massachusetts General Laws, c.151B, c.151C, c.76, §5, and c.71B. Additionally, the Reading Public Schools does not discriminate against individuals on the basis of homelessness in a manner consistent with the McKinney-Vento Act.

Title IX of the Education Amendments of 1972

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

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the *District's Title IX Sexual Harassment Grievance Procedures*, available at:

<https://www.reading.k12.ma.us/district-information/>. Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the *District's Title IX Sexual Harassment Grievance Procedure* and may, if dismissed under that procedure, be investigated in accordance with the *District's Civil Rights Grievance Procedures*, available at: <https://www.reading.k12.ma.us/district-information/>.

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

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

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

Christine Kelley, Assistant Superintendent of schools
Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800

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

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

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

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

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; Mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any

physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3. Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum.

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

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

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

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

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

Physical Restraint

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 inappropriate 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.

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.

School Computer and Internet Use Regulation

Students and parents are required to read and sign the Reading Public Schools' Acceptable Use Regulation for Computer and Internet Use. This document includes an explanation of technology use, user's rights and responsibilities, prohibited student activity, security, etiquette, vandalism, harassment, and consequences for failure to adhere to the regulations.

Laws Pertaining To Student Conduct

M.G.L. c. 71, § 37H

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

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

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

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

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

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

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

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

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

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

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

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension: provided, however, that such 'suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing for his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's 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.

(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.

Student Records

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

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

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

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

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

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

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

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

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

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

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

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

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

Truancy

- **First Offense**

Parent conference is arranged. Pupil will be allowed to make up work only by special arrangement. Pupil is required to make up all time lost. If truant is a member of the Student Council, it will be recommended that he/she be dropped from the Council for a period of time. Student may be subject to discipline including possible suspension.

- **Second Offense**

Student may be subject to discipline including in-school or out-of-school suspension. Parent notified by phone and/or letter. Parent accompanies pupil to school for conference with one of the principals. Student must make up all time lost. Loss of school privileges, class or school offices and extra-curricular activities, pending later performance.

- **Further Offense**

Response similar to second offense, with the possibility of a school evaluation and/or outside referral.

Vandalism

- **First Offense**

Student will be subject to discipline up to and including suspension. Parents will come in for a conference and make arrangements for restitution. Payment in full for damage; court action if nature of vandalism is serious.

- **Second Offense**

Student will be subject to discipline up to and including suspension. Parents will come in for conference and make arrangements for restitution. Court action and/or possible request to the School Committee to exclude pupil from school.

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>.

Parent Notification Regarding Sexual Education And Human Sexuality Issues

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

Appendix

Allergy Guidelines

Middle Schools

Guidelines and Procedures

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

School Nurses

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

504 Plans and Allergy Emergency Action Plans

1. The school will maintain a 504 Plan and Allergy Emergency Care Plan (AECPP) for any student identified with a potentially life-threatening allergy.
 - a. A 504 Plan is an accommodation plan for any student who has a “physical or mental impairment which substantially limits one or more major life activities, has a records of such or is regarded as having such an impairment” so that they may access FAPE (Free Appropriate Public Education)
 - b. An Allergy Emergency Care Plan (AECPP) is a separate document, which includes the student’s, name, the allergen(s), the warning signs and symptoms, what to do in case of an emergency, phone numbers of parents, doctors, and allergist.
2. The School Nurse and school principal/designee in conjunction with the student’s parent(s)/guardian(s) and the primary care provider/allergist, will help prepare a 504 Plan and an AEAP for any student identified with an allergy that substantially limits a major life function. The 504 Plan and AEAP will be updated and reviewed annually by the School Nurse, the principal (or designee), the student’s parent(s) and primary care provider and/or allergist.
3. The 504 Plan and AEAP will be available in the nurse’s office.

4. Photographs of students with life threatening allergies (LTA) should be attached to the 504 Plan and/or AECP with permission of the parents. Parents will provide the photograph.
5. The EpiPen will be stored in the Health Office. If the student carries his/her EpiPen it is recommended that it have the AEAP attached.
6. School Nurses should identify students with a life-threatening allergies or health issues, and schools should establish plans to manage dietary restrictions and/or health concerns for those students during emergency procedures (such as lockdowns, evacuations, etc.) and when town emergency services may be limited.

Training/Education for School Personnel

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

Student and Parent Education

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

Classroom protocol

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

Field Trip Management

1. As field trips and buses are an extension of the classroom, all the above classroom protocols pertain to field trips as well.
2. Students may eat on the bus only with the approval of the Principal (or designee) and the supervising adult on the bus. Procedures and communication should follow district guidelines.
3. If the specifics of any field trip or off-campus activity might present unique challenges in adhering to protocols or might present allergy concerns of any kind, it is recommended that the Principal and School Nurse review all details carefully and provide all relevant information well ahead of time to all families involved
4. Whenever students travel on field trips for school, a clear plan to activate Emergency Medical Services (911) should be developed for and reviewed by all teachers and chaperones. Teachers leading the field trip should

bring with them the procedure for contacting EMS. This must include the local emergency response number for the area since 911 does not patch to the local emergency response center.

5. Field trips need to be chosen carefully; no child should be excluded from a field trip due to the potential of unavoidable allergen exposure.
6. Communication to families about allergies and/or applicable reminders to pack allergen-free snacks and lunch should be included in the field trip information/permission form. Teachers and chaperones will be made aware, in consultation with the School Nurse, of life threatening allergies.
7. The AEAP, EpiPen, and medication orders should accompany the allergic student on all field trips.

Cafeteria Protocol

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

- A monitoring system for the LTA children, as needed.
- An inclusive dining experience for the LTA children.
- All students and staff will be encouraged to wash their hands after lunch.

1. Cafeteria Tables and Seating

Examples of Cafeteria tables/seating protocols in the middle schools currently

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

PTO and Other Before/After-School Events

1. Provide hand washing locations/stations or wipes for hands at all events.
2. All events serving food will be encouraged to provide only foods that are peanut and tree nut free.
3. Post signage if foods contain any of the eight common allergens:

nuts, milk, eggs, gluten, soy, fish and shellfish.

4. When ordering food in for an event from local restaurant/caterer, volunteers should ask for ingredients, and indicate foods should be free of peanut and tree nut products. (Examples of foods that may contain peanuts: pizza, chili, egg rolls)
5. If food will be provided at an event, ensure that plans are in place to handle a possible emergency. Provide adequate and trained supervision and prompt access to EMS.
6. When promoting an event, be clear what food will be provided and whom to contact for more information.

Custodial Protocol

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

Emergency Response Protocol

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

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

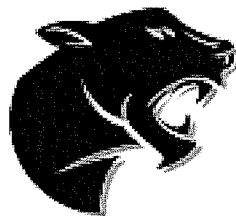
2. All **cell phones** owned by the school will be pre-programmed with the phone number for the Reading Police Department (781-944-1212 or 781-944-3131) and the Reading Fire Department (781-944-1212 or 781-944-3131) to ensure speedy response. (NOTE: Most cell phones do not have a Reading prefix, therefore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

EpiPen Protocol

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

WALTER S. PARKER MIDDLE SCHOOL

School Handbook 2022-2023



Kindness, Community, Personal Best

Rochelle Rubino, Principal

Jason Peledge, Assistant Principal

45 Temple Street, Reading, MA 01867

Phone: 781-944-1236

Fax: 781-942-9008

Homepage: <http://www.reading.k12.ma.us/parker>

(School News/Announcements, Calendar and Weekly Previews, etc.)

If corrections or revisions to the School Handbook are necessary during the school year, they will be made to the electronic version of the handbook available on the Parker website. The online posting will be considered the current edition of the School Handbook.

TABLE OF CONTENTS

Principal's Message (Page 5)

Parker Middle School Mission Statement & Core Value (Page 6)

Who was Walter S. Parker? (Page 6)

PARKER EXPECTATIONS & DAILY ROUTINES (Pages 7 -18)

Success & Pride/ Hallway Passes

Attendance/ Punctuality/ Truancy

Gum/ Drinks

Cell Phones & Electronics/ Lockers

Bikes/ Dress Standards

Wellness Expectations

Food Services

After School Programs

METCO

STUDENT SUPPORT SERVICES (Pages 18-20)

Mental Health and Student Supports

Health Office & Prescription Medications

Student Support Team (SST) Process

Special Education Referral Process

ACADEMIC PROGRAM/ GUIDELINES (Pages 20-22)

Grade Communication

Grading & Honor Roll

Homework

CONDUCT & DISCIPLINE (Pages 22-36)

Expectations/ Administrative Discipline/ Student Conduct

Academic Honesty/ Tobacco/ Bus

Weapons/ Disciplinary Action

Student Search/ Locker Search

Minor vs. Major Conduct Violations

Office Discipline Referrals

Technology/ Internet Rules

Disciplinary Due Process

Discipline of Students with Disabilities

Laws Pertaining to Student Conduct

HURTFUL BEHAVIOR/ BULLYING (Pages 36-40)

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 (Page 40-41)

OTHER SCHOOL/ DISTRICT/ LEGAL POLICIES & NOTICES (Pages 41-56)

Hazing

Notice on Non-Discrimination

Grievance Procedures/ Policy on Harassment & Discrimination

Reading Public Schools Allergy Guidelines: Middle Schools

Student Records

Protection of Pupil Rights Amendment (PPRA)

District Curriculum Accommodation Policy

Prevention of Physical Restraints

Services & Accom. for Students with Disabilities

Mckinney-Vento Homeless Education Assistance Act

Parent Notification of Sexual Education

Security Cameras in Schools

CALENDARS (Pages 57-63)

District Calendar

Principal Message

Parker Middle School Students, your middle school years are a time of tremendous growth and development. These are years where you will learn so much more about your own identity and who you are as a person. As a result, you will make mistakes and that it is okay. Our student handbook is designed to support your growth as a middle school learner. The guidelines developed in the handbook will help you to navigate academic and social situations you will face throughout your time here. Your school administrators, counselors, teachers, and other staff members know that you will encounter conflict and other challenges; following the guidelines set forth below will ensure that the Parker Middle School is a safe, supportive, and inclusive environment where students take academic risks because they have the support of an educational team who will help them learn and grow through mistakes and challenges.

We believe in an academically rigorous learning environment that places an emphasis on collaborative learning and inquiry and is structured to meet the needs of all learners. The Parker Middle School teaching team is equipped and ready to provide a challenging and enriching learning environment where students develop empathy, understanding and academic skills necessary for the 21st century.

We also believe in the importance of establishing a strong school-to-home connection with families, as we know that families are the anchors in the life of a child. To create a strong partnership, we recommend families spend time reviewing the student handbook together. It contains information that is important for the daily lives of students here at Parker.

As National Youth Poet Laureate Amanda Gorman writes, "For there is always light if only we are brave enough to see it. If only we're brave enough to be it." We wish all students the opportunity to be the light in their school and community every day. Together, we continue to learn from one another and create a school community filled with a sense of pride, belonging and camaraderie.

Sincerely,

Rochelle M. Rubino

Principal

rochelle.rubino@reading.k12.ma.us

Jason Peledge

Assistant Principal

jason.peledge@reading.k12.ma.us

Daily Bell Schedules

Six-Day Calendar Rotation

Dates of Interest

Parker Expectations & Daily Routines

The Parker Middle School Community is dedicated to structuring our school in a way that personalizes instruction and builds relationships. All students and teachers are assigned to a team. There are two teams at each grade level. The information in this handbook applies to all teams and is meant to clarify norms and expectations.

Advisory/Extended Homeroom

Students will participate in a daily homeroom/ advisory period using resources from *Facing History and Ourselves*, Learning for Justice, The Power Book as well as other resources. The advisory program is designed to strengthen connectedness between adults and students and to “foster a personalized and supportive school culture.” Conversations and relationships built in advisory contribute to a caring, responsible and responsive school culture. Students develop a sense of who they are, who they can become, exercise their voice, explore relevant ethical and social issues and practice perspective taking.

Arrival

Breakfast may be purchased in the cafeteria from 7:15 a.m. to 7:35 a.m. (please see “Cafeteria/Breakfast” heading for specifics). Students may pass from the foyer or cafeteria and go to their lockers at 7:40 a.m. unless they have a pass or permission to see a teacher prior to the 7:40 bell. Once students are released to homeroom by the 7:40 bell, all coats, backpacks, and other personal belongings should be stored in their lockers for the remainder of the day. **Homeroom begins at 7:50 a.m.**; students who arrive after 7:50 should check in the main office for a pass to class.

Drop Off

Children should be dropped off or picked up at the end of the driveway on Temple Street or on King Street (access to school through the cafeteria). If students are sick or injured, they can get permission from the school nurse or principal to be dropped at the door. Please note the speed limit is 5 miles per hour.

Bicycles and other forms of student transportation

Students may ride their bicycles, scooters, rollerblades, or skateboards to school and lock them in the area provided in the front of the school or in their locker; however, upon entering the grounds of the school, students must **walk with their transportation** to storage and **wear a helmet**. Rollerblades, scooters, and skateboards may not be used on school grounds and should be put in lockers or on the bike rack during the school day.

Books

Students will receive many different books during the year, and we hope they will take good care of them. All books, including those from the library, are the students' responsibility and must be paid for if they are lost, damaged or stolen. We need these books for other students, so it is important that students take good care of them.

The Vision of Reading Public Schools

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

The Mission of Reading Public Schools

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

The Parker Middle School Vision and Mission

The Parker Middle School Vision and Mission are currently under renovation. They will be updated online when finished.

Who Was Walter S. Parker?

Walter Scott Parker was born in Reading, on July 21, 1846. After graduating from college in 1868, he was chosen as principal of Dowse Academy, in Sherborn, and soon after was elected to the principalship of Medfield High School. After one year, he was elected principal of a larger grammar school in New Bedford, but in a few weeks was chosen as sub-master of the Dwight School in Boston. He was then elected master of the Bennet School and then transferred to the mastership of the Everett School, where he attained a wide reputation in skillful teaching and efficient management. Mr. Parker had always shown deep interest in the affairs of his native town, and the citizens of Reading had frequently called on him to fill many important positions of trust. He had served as a member of the school committee and was one of the trustees of the public library. He was the commander of the Veteran Post 194, Grand Army of the Republic, as well as one of the originators and promoters of the First National Bank of Reading.

School Pride

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

Moving Between Classes

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

Leaving the Classroom

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

Bathrooms

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

Attendance, Punctuality, and Truancy

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

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

According to Massachusetts General Law (School Attendance, Chapter 76), all children between the ages of six and sixteen must attend school, and a school district may excuse up to seven day-sessions or fourteen half-day sessions in any period of six months. The law also states that

caregivers must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, caregivers must provide the school with a home, cell, work or other emergency telephone numbers so that they may be contacted during the school day if the school needs to call and inquire about an absence. It is also the responsibility of school officials to investigate all cases where a child is failing to attend school.

Reporting a Student Absence

Whenever a child is going to be absent from school, the caregiver is required to email wspabsences@reading.k12.ma.us or call the school's attendance line as soon as they are aware of the absence (for Parker, this number is: 781-944-1236, then press 2). The absentee line is available 24 hours a day. When calling the absentee line, please state the reason for the student's absence so that we can properly code the absence. Failure to do so will result in an "Unexcused Absence".

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

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

Excused and Unexcused Absences

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

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

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

Further Attendance Guidelines and Procedures

-Students absent from school may not attend school-sponsored activities on that day or evening, unless prior approval has been obtained by a building administrator.

-A student who has been absent for illness, five consecutive days or longer, must bring a note from a health professional stating the reason for the absence and that they are cleared to return.

-Days missed because of suspension will not be counted as absences. The student is responsible for working with their teacher to make up the work assigned by the teacher.

-All work missed because of absence will be made up typically following the guideline of **one makeup day per absent day upon return to class**, yet students are encouraged to do any work they are able to do to prepare for the next day, if able. Most importantly, the student should contact each teacher involved as different arrangements may be made at the teacher's discretion. For extended absences due to illness, students and families should contact teachers to establish a reasonable schedule for making up missed work.

-Students are strongly encouraged to seek out extra help before or after school, or at some other mutually agreeable time if they need assistance from a teacher.

-If a student becomes ill or injured during school hours, they should report to the office after first reporting to class and getting a signed pass by the teacher, unless the illness/injury needs immediate attention. **(Students may not call home on personal devices for dismissal.)** If dismissal is necessary, the nurse's office will contact the student's caregiver. The caregiver or designee must pick up the student to be dismissed at the office in a timely manner.

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

Dismissal Notices

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

Punctuality / Tardiness/ Tardy Notes/ Excused and Unexcused Tardies

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

If a student has a written note from the caregiver explaining why the student is late or the caregiver has notified the absentee line with this information, it will be documented as an **excused tardy**. If the student has a note from a caregiver, it should be given to the main office. "Excused tardies"

are limited to two in a marking period at the elementary and middle school and five per semester at the high school.

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

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

Tardy to Class (For middle and high school)

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

Truancy

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

Notification of Unexcused Absences

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

Caregiver/Guardian and School Responsibilities/ CRA/ 51A

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

The Reading Public Schools, pursuant to M.G.L. c. 76, § 1B, has a policy of notifying the caregiver 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 caregiver 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 caregiver 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 caregiver conference to discuss and/or investigate the issue further.

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

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

The administration and teachers of the Reading Public Schools believe that classroom activities constitute the heart of the educational process. Research has shown a direct relationship between attendance and grades at school; in other words, good attendance is a prerequisite for student achievement. Consequently, the intent is to encourage good student attendance so that each student can acquire the necessary knowledge, experience, and skills for future success.

Gum

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

Water Bottles

Students are encouraged and allowed to use/carry water bottles during the school day, as long as they have securely fastening caps (to prevent spilling) and include only water (no other beverages should be carried with you throughout the day).

Detention

Detention may be assigned by the teachers or administrative staff when they feel it is necessary. Detention may be given for such misconduct as breaking school rules.

Cell Phones and Electronic Devices

Students are required to keep cell phones and other electronic devices **turned off and in lockers** during the school day (between 7:50 am and 2:30 pm). In addition, students should not use cell phones or other devices after school hours in an area that may be disruptive to an afterschool activity. For students who have extenuating circumstances and/or needs decided upon by their team of teachers, they must use their personal devices in accordance with all relevant technology agreements. Students are not allowed to install add-ons or extensions to district provided accounts unless given permission by a teacher. Students are NOT allowed to use cell phones in hallways, bathrooms, and locker rooms. (Hallway use is allowed after school hours.) Students should not text during the school day, even to caregivers, nor is it recommended that caregivers text students during the school day, which puts the students in a compromising position (viewing/responding to the text vs. following the school rules). If a student needs to contact home, they should ask a teacher for the use of the main office phone.

Students who violate this policy will have the device confiscated. On a first offense, the student may pick up the device from the Assistant Principal at the end of the day. On a second offense, the student's caregiver will be contacted and may need to pick up the device for the student. On a third offense, a family conference will be scheduled and the student will need to turn in their device to the Assistant Principal or Principal every morning for a week. Upon further offenses, additional consequences may occur, such as the student not being allowed to bring the device to school. Detention may also be imposed by an administrator on a second or third offense, especially for blatant defiance of the policy. As stated in our locker guidelines, students are discouraged from bringing valuable items to school, as the school cannot be responsible for lost valuables. If a student is concerned about leaving valuables such as a cell phone in their locker, locks are available. (Students are also notified that laser pointers or any other electronic devices that could present safety issues are not allowed in school, and such objects will be confiscated.) *The Principal or Assistant Principal has final authority on these matters.*

SMART Watches

SMART watches that have direct wireless capability are NOT allowed in school (or must be off and in lockers, just like cell phones). If a student is suspected of abusing this rule, the SMART watch will be addressed the same as a cell phone (see above).

Dress Standards

We support the importance of the expression of identity through various forms, including clothing.

- Clothing should be school appropriate by covering undergarments and private parts of the body and should reflect our core values.
- No clothing or other articles that advertise/depict illegal, offensive, or obscene language, messages, or symbols (i.e. drugs, alcohol, tobacco).
- While hats and head coverings are allowed, a staff member may expect removal in certain circumstances, such as (but not limited to): during an assessment, if the student's face is obscured, or if the head covering is being used to obscure earbuds or other items.

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

Elevator

The school has an elevator to move equipment or to access the lower level and second and third floors without using the stairs. If an injury requires use of the elevator, the health office should have a doctor note for the student. Students may not access the school elevator without prior permission and an adult staff member with them.

Internet, Technology and Wireless Network Use:

At the beginning of each school year, students (and caregivers) are required to read and sign the district Acceptable Use Regulations for computer and Internet use. When it is distributed, students and caregivers should refer to that policy for guidelines on appropriate use of school computers and network (and the possible consequences for failing to adhere to the conditions and rules set forth in the policy). Such consequences could include, but not be limited to caregiver contact and administrative discipline, revocation of access to any Reading Public Schools computer in the building, revocation of network privileges and/or access, and/or possible legal action. The ultimate

consequences are at the discretion of the building administrators. Students should also always exercise great care and demonstrate great responsibility when using school equipment of any kind. Students who damage school equipment (whether through direct action or negligence) will be asked to pay the expense of replacing any damaged equipment.

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

Students are only allowed to access the school's wireless network with their own personal technology devices under extenuating circumstances and/or their team of teachers has deemed it necessary for a student's success. Those students must register the device with the school and adhere to all guidelines. (The word "device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, tablets, iPads, and smart phones.) Students using their own device and/or access the school's wireless network must follow the responsibilities stated in the Reading Public Schools Acceptable Use Policy, the School Handbook, as well as the following guidelines:

- Students must take full responsibility for their device and must keep it with him/herself or locked in their locker at all times. The school is not responsible for the security of the device.
- Student are responsible for the proper care of their personal device, including cost of repair, replacement or any modifications needed to use the device at school.
- The school reserves the right to inspect a student's personal device if there is a reason to believe that the student has violated the Reading Public Schools Acceptable Use Policy, school handbook rules, administrative procedures, school rules or has engaged in misconduct while using their personal device.
- Violations of any of the policies, guidelines and rules stated above involving a student's personally owned device may result in the loss of use of the device in school and/or disciplinary action.
- The student complies with the teachers' request to shut down the computer or close the screen to the device.
- Personal devices shall be charged prior to bringing it to school and shall be capable of running off of its own battery while at school. Precautions should be made by the student to preserve battery life during the school day.
- Devices may only be used for educational purposes and only under the permission of a classroom teacher. Devices should not be used outside of the classroom setting unless prior permission is given by the teacher or building administrator.
- Students may not use the devices to record, transmit or post photos or video of a person or persons on campus. Nor can any images or video recorded at school be recorded at school be transmitted or posted at any time without the express permission of the teacher.
- Students should only use their device to access relevant files.
- Student will use the guest network. **Use of 3G and 4G wireless connections is not allowed during the school day.**
- Students should understand that any violation of the Acceptable Use Policy or School Handbook guidelines may result in the loss of network and/or device privileges—as well as other disciplinary action.

Lockers

Students are assigned a locker, usually in a location near their homeroom. Students should keep lockers clean and organized. Other than cell phones, students should not store money or valuables in the locker. Instead, students may leave them with their teacher or bring them to the main office for safe-keeping. Lockers are school property and are subject to search and entry by school administrators, and students do not have a reasonable expectation of privacy in their lockers.

Lost and Found

There is a 'lost and found' for clothing and other materials located by the bathrooms on the first floor. If students lose something more valuable such as eyeglasses, jewelry, or phones, they should go to the main office to see if it has been found. Students should not bring valuables or large sums of money to school. Although the school community does everything possible to protect students' property, the school cannot be responsible for lost or stolen items.

Wellness/Physical Education

Physical Education and Health Wellness are an important part of a student's education at Parker Middle School. Physical Education classes meet two days in a six-day cycle for both sixth and seventh graders. Eighth graders meet three days in a six-day cycle. Students should come dressed appropriately on PE days with comfortable clothing and sneakers. Each student is assigned a locker in the gymnasium locker room in the event they would like to keep clothing for PE in the locker and change. A school lock is provided if needed. There is a \$6.00 replacement fee for any lock not turned in at the end of the year.,. Activities taught include fitness, sports, and Project Adventure units. Students will learn about various health topics for one quarter each, every other day during their Team Time block.

If students are unable to take part in PE classes, they must obtain a signed medical excuse from their doctor which will be filed in their records in the Main Office. Unless the medical excuse states a date of return to physical education class, a new note from the doctor is required before a student will be allowed to participate. Students who are medically unable to attend PE classes will spend the time in the office instead. caregiver requests to be excused from PE may be acceptable for a limited period, usually one day.

Food Service

Breakfast

Students may purchase breakfast before school beginning at 7:15 a.m. until 7:40 a.m. The cost of breakfast is \$1.75 and includes a milk, fruit, juice, grain and meat. Other options include fruits, juices and other breakfast items. Students who purchase breakfast in the cafeteria are responsible for being in homeroom on time.

Lunch

Lunch time provides students with the opportunity to socialize with others within their grade. Students will have a designated lunchtime, which is 30 minutes. Students may either bring their own lunch or buy lunch in the cafeteria. The cost of lunch is \$3.00, which includes milk. Milk alone is \$.65, and snacks range from \$.50 to \$1.50. Students may purchase the hot lunch of the day, which includes a vegetable, milk, and dessert or the cold options that are available such as

sandwiches and salads. Other items available for student purchase are a variety of beverages including flavored milk, water, juice, chips, and other snacks.

General school rules apply and you are expected to respect others, and keep the cafeteria clean. Once an adult has checked tables for cleanliness, and on days when weather permits, students will be allowed to go outside for recess.

There are some very specific rules created to ensure the comfort and safety of all students.

- Students will enter the cafeteria and be seated before being called up by a teacher for purchases from the kitchen.
- In grade 6, students will be seated by homeroom in the beginning of the year until they demonstrate understanding of cafeteria expectations and procedures and get to know their homeroom classmates.
- In grades 7 and 8, students will be given a period of time to select their seats and those will become their assigned seats. There will be opportunities to change seats throughout the course of the year. If students feel like a seat change is necessary, they can always seek out a teacher or administrator.
- Students are responsible for proper disposal of their personal trash, as well as the general condition of their table.
- Students must ask permission before leaving the cafeteria.

School Meal Accounts

All students have a school meal account through MyNutrikids.com. Students enter their 4 digit PIN number at the time of purchase. Caregivers are encouraged to put money in their student's account as it makes the lines go faster and eliminates the need to give students money each day. Families can set up in MyNutrikids.com to be notified when their student's account has a low or negative balance. Student PIN numbers carry with them from elementary school to high school. New students are given PIN numbers when they start school. For further details or if you have any other questions, contact the district Food Service office at 781-942-9134.

After School Programs

Parker Service: Members of this group wish to become active volunteers within the school and community. This group fosters and organizes students to participate/lead in leadership and service project opportunities. Students must submit a written application and teacher recommendations to be selected for this group.

We The Change: WTC is a club for students dedicated to working together to build a truly inclusive environment here at Parker.

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

Science Olympiad: Each year, the Parker Science Olympiad Team competes at the state Olympiad tournament. Students who participate will be expected to be present for practice weekly

and participate in the State Tournament in March. Practice times will be determined by the team once it is selected, based on student and coach availability.

Gender & Sexuality Alliance (GSA): GSA is a space that is welcoming to all who identify as LGBTQI+, who are friends/ family of those who are LGBTQI+, or who are in support of those who are LGBTQI+. The group works to promote understanding in the school community and is a safe space for students to discuss LGBTQI+ issues.

Parkapella: This is an acapella group that requires auditions. This group performs at the Junior District Competition in the spring.

Musical: Parker is very proud of its musical theater program. Every year, a new musical is announced. Students try out for various parts. Beyond the acting/singing parts, there are also opportunities to be on the stage crew, lights, makeup, etc. All students who want to participate are given a part. Rehearsals run from January through mid-March, followed by performances. There is a standard fee for theater participation across the district.*

After-School Activities: These programs are offered every 8-10 weeks and are designed to offer our middle school students opportunities to participate in a variety of enriching activities. Homework Club is always offered as one of the activities. Other activities are determined throughout the year per teacher leader as well as student interest. Only students who have signed up (and paid, if payment is required) are allowed to participate. These programs do have a cost; the cost is determined based on length of program, supplies needed, etc.*

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

*Financial help is available for those families who have qualified for free or reduced lunch and who have filled out the "Share" form as part of the application packet. Forms can be found in the main office (and on the Parker Middle School website and in the newsletter). If you qualify, please contact the principal to request assistance.

READING METCO PROGRAM

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

Placement of students

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

Rights and Responsibilities

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

Transportation

If funding is available, METCO late bus transportation will be provided for students twice per week. The bus departs at 6:10 p.m. from Parker and students must sign up for this in advance. The regular afternoon bus departs at approximately 2:45 p.m. from Parker.

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

FORMETCO (Friends of Reading Metco)

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

STUDENT SUPPORT SERVICES

Mental Health and Student Support

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

- Ann Ozanian
- Kimberly Bernazzani
- Sarah Gean

Health Office

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

the nurse via the main office. To reach the Health Office, please call: 781-944-1236. We'll take good care of you.

Prescription Medication Guidelines

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

- The medication must be prescribed by a physician.
- The school must have received written medical orders from the attending physician, and these orders must include a statement describing the diagnosis, the name of the drug or medication, the dosage to be administered, and the possible effects associated with the medication.
- The school must have written permission from caregivers allowing school personnel to administer the medication.
- Medication forms are to be used for physician orders and caregiver permission. Forms may be obtained from the school nurse or local family doctors.
- The medication must be in the original container and should be clearly labeled, showing the student's name, the name of the medication, and the prescribed dosage. The label is in addition to the written medical order from the doctor.
- With the exception of inhalers and Epipens, all medication must be left in the office. The student may never carry it around school. Students using inhalers may take responsibility for their use after the medication form has been completed and filed with the school nurse. A student must have prior written authorization to possess an Epipen on school grounds.
- A student found in possession of medication in violation of this policy may be subject to discipline for possession of narcotics and/or drugs in a manner consistent with the applicable school and school district policies regarding illegal narcotics and M.G.L. c. 71, § 37H.
- Any questions regarding the school policy should go directly to our school nurse at 781-944-1236.

SST Process (Student Support Team)

Meeting the academic needs of all students is a priority. When a student is struggling in one or more classes, teachers use a variety of supports, accommodations, and interventions to help students make progress. These types of supports/ accommodations are considered best teaching practices. Caregivers should contact teachers or team leaders to discuss concerns, should they arise. Examples of structures and supports include:

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

For students who continue to struggle despite Tier I supports, the student will go through an SST process (Student Support Team). In this process, an expanded group of staff, consisting of

teachers, support staff, administration, and the nurse (if appropriate) will work together to create a dedicated plan for that student, including, but not limited to specific interventions, supports, and progress monitoring. The team will include the caregivers in this process and will combine school and home supports in the plan. Data will be collected to learn more about what the student may need to be successful.

Special Education Referrals

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

ACADEMIC PROGRAM

Schedule

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

Core Curriculum Content

- Students in all grades will take ELA, Math, Science, and Social Studies.
- Students in Grade 6 have two blocks of ELA a day.
- Students in Grade 7 & 8 take the first year of a world language (French or Spanish), unless a decision has been made to delay the world language acquisition until high school.
- All classes are heterogeneously mixed. The only exception is math in the 7th and 8th grades, which have accelerated levels.
- Students in grades 6 & 7 take a half year of art and a half year of music. Students in 8th grade take an elective.

Enrichment

- The core enrichment classes are art, band, and chorus.
- Those students who do not take band, chorus, or art enrichment are assigned the “alternate enrichment”. Alternate enrichment classes (depending on grade level) include computer science, financial literacy, digital citizenship, Coming to America, and STEAM.

Electives

- In 8th grade, students have the opportunity to choose among eight elective classes per semester. These can change from year to year but have included classes such as digital art, drawing and painting, collage and mixed media, ceramics, sculpture, video making, theater appreciation, reading workshop, study skills, current events and math games.

Team Time

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

ACADEMIC GUIDELINES

Academic Assessment/ Grading

Students are evaluated by teachers each quarter and assigned grades as follows:

A+, A, A- = Mastery (90 - 100%)
 B+, B, B- = Meeting/ Proficient (80 - 89%)
 C+, C, C- = Approaching Proficiency (70 - 79%)
 D+, D, D- = Beginning (60 - 69%)
 F = Not Meeting (below 60%)
 I = Incomplete
 P = Pass
 M = Medical

Students are also graded on their Effort and Conduct.

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

Academic Achievement: Honor Roll

Students may achieve high honor roll by achieving all As or all As and one B.

Students may achieve honor roll by achieving all As and Bs (more than one B).

Students may achieve merit roll by achieving all Bs.

Students who receive *unsatisfactory* in conduct do not make any high honor roll, honor roll or merit roll regardless of their grades.

Homework

A. Purpose

Homework is a part of the learning process and an exercise in preview, review and reinforcement of what is being taught in the classroom. While homework is important, we also realize that students and families have other commitments. Keeping this in mind, teachers will do everything

possible to coordinate assignments, projects, and test dates so that students do not get overloaded.

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

B. Responsibility

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

- " Record assignments in their student agenda book planners.
- " Take home all necessary materials needed to complete assignments.
- " Complete assignments within the timeframe provided and as independently as possible.
- " Homework should not be completed in Advisory, during breakfast or lunch, or during any class, unless approved by the teacher. Students are *not* allowed to copy homework assignments. Sharing or copying homework defeats the purpose of assignments which are meant to reinforce classroom learning. (See the "Academic Honesty" section of this handbook for further information about this.)

CONDUCT AND DISCIPLINE

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

School rules apply to any sanctioned school function such as field trips and other experiences that may not occur on school grounds. Students who disregard the rules may be removed from the activities, including field trips or overnight trips. Students who are suspended are generally not allowed on school property (but for in-school suspensions) and will likely be excluded from participating or attending extracurricular activities or school events during the suspension period. Students are expected to complete any missed work due to their suspension.

Classroom Management and Discipline

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

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

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

Administrative Discipline

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

STUDENT CONDUCT VIOLATIONS

Academic Dishonesty: Guidelines on Cheating, Plagiarism, etc.

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

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

Teachers shall report Academic Honesty infractions to the administration for tracking purposes.

Policy on Smoking and Prohibition of Tobacco Use:

The Reading School Committee is dedicated to establishing and maintaining a healthy, safe, comfortable and productive educational work and recreation place for its students, staff, and

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

Bus Conduct / Field Trips/ Special School Events

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

Specific to the bus, the following are emphasized:

- The bus driver/ monitor/ chaperone may assign seats.
- Water allowed (no food or other drink)
- Keep the bus clean.
- Remain seated.
- Respect property.
- Keep body parts inside the bus.
- Do not throw items on the bus or out the windows.
- Do not distract the bus driver.
- No gum.

Policy on Weapons

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

Guide to Standard Disciplinary Action

When dealing with major discipline and behavior violations, the Parker administration believes in procedures that are consistent to ensure fairness to all students. We also take into close consideration the circumstances of the situation and ensure that students are given ample opportunity to be heard as part of the process. We communicate with caregivers/caregivers openly and collegially, while maintaining confidentiality where appropriate. Disciplinary action varies relative to the nature of the offense and is determined by the Principal or Assistant Principal.

Disciplinary action can range from an after school conference with an administrator (and caregiver) to a suspension in or out of school. Teachers and/or administrators often work with the students on "restorative justice" to support students to learn from mistakes and to "right the wrong" of the offense. The Principal or Assistant Principal may impose days of suspension or other sanctions, when appropriate. These decisions are made and implemented in a manner consistent with M.G.L. c. 71, §§ 37H, 37H 1/2, and 37H 3/4. For very serious offenses the school may make an immediate recommendation for long term suspension or, expulsion:

Policy on Student Search:

Search of Student and Their Belongings

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

Policy on Student Lockers:

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

Minor vs. Major Conduct Violations

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

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

- Minor defiance/disrespect/non-compliance

- Minor disruption
- Minor physical contact
- Tardiness
- Inappropriate language
- Property misuse
- Technology
- Other

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

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

- Bomb threat/false alarm
- Arson
- Other

Office Discipline Referrals (ODRs)

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

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

Technology, Internet, and Wireless Network Use

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

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

DISCIPLINARY DUE PROCESS

Definitions

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

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. * *Removal solely from*

participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

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

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

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

Due Process

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

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

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

Principal's Hearing:

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

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

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

Principal's Decision:

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

Appeals:

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

Academic Progress:

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

Discipline of Students with Disabilities

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

- a. A suspension of longer than 10 consecutive school days or a series of short-term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a disciplinary change in placement.
- b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the caregivers and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.
- c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except for students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year.
- d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and take steps (with the consent of the caregiver) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
- e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:
 - 1) The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;
 - 2) The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
 - 3) The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
 - 4) The student inflicted serious bodily injury to another at school or at school-sponsored events.

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

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

that maintaining the student's placement is substantially likely to result in injury to the student or others.

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

Laws Pertaining to Student Conduct

M.G.L. c. 71, § 37H

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

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

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

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

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

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

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

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

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

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

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

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

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

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

M.G.L. c.71, §37H3/4.

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

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

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the

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

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

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

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

M.G.L. c.71, §37H3/4.

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

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

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the

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

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

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

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

M.G.L. c.76, §21

Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education

service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

M.G.L. c.71, §37L

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

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

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

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

HURTFUL BEHAVIOR/ BULLYING

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

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

the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

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

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

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

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

Bullying is prohibited:

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

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

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

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

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

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

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

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

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

Responding to a report of bullying or retaliation.

Safety - Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating

arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

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

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

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

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

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

Determinations - within fifteen (15) school days of the principal’s receipt of the complaint of bullying, cyber bullying, or retaliation, the principal will make a determination based upon all the facts and circumstances. If, after the investigation, bullying or retaliation is substantiated, the principal will determine what remedial action may be required, if any, and determine what

responsive actions and/or disciplinary action is necessary. The principal's findings and determinations shall be documented in writing on the Incident Reporting Form.

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

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

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

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

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

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

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

Title IX of the Education Amendments of 1972

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

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

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

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

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

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

OTHER SCHOOL/ DISTRICT POLICIES

Policy on Hazing:

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

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

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which wilfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent

shall not be available as a defense to any prosecution under this action. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

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

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

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

Statement of Compliance and Discipline Policy Required

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

Notice of Nondiscrimination

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

The Reading Public Schools complies with all applicable state and federal laws and regulations, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Massachusetts

General Laws, c.151B, c.151C, c.76, §5, and c.71B.

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

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

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

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

Grievance Procedures/Policy on Harassment and Discrimination:

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

Definitions

For the purposes of this procedure:

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

privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

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

Harassment and Retaliation Prohibited

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

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

How to make a complaint

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

Complaint Handling and Investigation

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

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

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

Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further written appeal to the Superintendent within five (5) days of receipt of the decision of the Civil Rights Coordinator.

H. The District's Civil Rights Coordinators are:

For Employees:

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

For Students:

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

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

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, Massachusetts 02110-1491
Telephone: (617) 289-0111
Fax: 617-289-0150
TDD: 877-521-2172

or

Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710

Reading Public Schools Allergy Guidelines: Middle Schools

Guidelines and Procedures

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

School Nurses

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

504 Plans and Allergy Emergency Action Plans

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

Training/Education for School Personnel

1. The Reading Public Schools will provide training and education on the food allergy guidelines and procedures for all staff, including but not limited to administrators, teachers, paraprofessionals, custodians, secretaries, food service employees, student teachers, and substitutes.
2. RPS will provide the training which will include, but not be limited to:
 - A description/definition of severe allergies and a discussion of the most common food, medication, latex and stinging insect allergies;
 - The signs and symptoms of anaphylaxis;
 - The correct use of epinephrine auto-injectors, such as an EpiPen, Auvi-Q, and Adrenaclick.
 - Specific steps to follow in the event of an emergency;
 - The storage and placement of individual EpiPens and AEAPs;

- The purpose and contents of the AEAP and 504 plans.
3. The Director of Nursing or the Principal and/or their designees will schedule the training and implement training for all appropriate employees at the start of the school year in addition to follow-up training as needed.
 4. The school Principal, in consultation with the School Nurse, will notify all staff, student teachers and parents about the nature of life-threatening allergies.
 5. This notification will include an explanation of the severity of the health threat and a description of signs and symptoms of which to be aware. A required meeting will be held with the administration, teachers, and the School Nurse, to discuss the various aspects of the allergic child's AEAP. All efforts will be made to complete these meetings at the start of the school year.

Student and Parent Education

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

Classroom protocol

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

9. In certain circumstances, an EpiPen and AEAP will travel with the child between classes, to the playground, to the gym, and field trips at the parent's request if part of the 504.
10. The school will provide all classrooms with a working 2-way intercom and/or telephone for quick communication with the School Nurse in the event of an allergic reaction.
11. The staffing providers of teacher substitutes will train their staff on allergies and the proper use of the EpiPen.

Field Trip Management

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

Cafeteria Protocol

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

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

PTO and Other Before/After-School Events

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

Custodial Protocol

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

Emergency Response Protocol

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

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

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

EpiPen Protocol

1. Whenever an EpiPen (or other epinephrine auto-injector) is administered, an Emergency Response unit (ex: 911) will be notified that an auto-injector was administered and called to the scene. Emergency personnel will evaluate the student and determine the appropriate action.

2. EpiPens (those belonging to the school and those prescribed to the students) will be available in the nurse's office and in other clearly designated locations as specified in the children's 504 plans. For example cafeteria
3. All EpiPens will be stored in an approved school container. For example, an easily identifiable red bag.
4. All EpiPen management and training will be the responsibility of the School Nurse. This will include monitoring EpiPen expirations and replacements.

Student Records

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

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

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

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

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

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

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

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

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

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

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

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

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

MISCELLANEOUS NOTICES AND INFORMATION

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

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

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; Mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.

2. Receive notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3. Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum.

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

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

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

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-5901

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

Prevention of Physical Restraint

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

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

Services and Accommodations for Students with Disabilities

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

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the

SECURITY CAMERAS IN SCHOOLS

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

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

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

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

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

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

SOURCE: MASC

Adopted: August 2015

Adopted by the Reading School Committee on October 29, 2020

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

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

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

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

McKinney-Vento Homeless Education Assistance Act

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

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

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

Parent Notification Regarding Sexual Education and Human Sexuality Issues

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

File: ECAF



To: School Committee

From: Dr. Thomas Milaschewski

Date: Aug 24, 2022

Re: Introduction to Killam School Building Project

During the August 22nd School Committee meeting, we will present an introduction to the Killam School Building Project. I will provide the community with an overview of the need for a new school building with a focus on Killam building deficiencies, programmatic needs, and enrollment. Also, Dale Gienapp from Gienapp Architects will facilitate a presentation around the MSBA process, the project timeline, a summary of the master planning that informed the MSBA Statement of Interest, and various building options. This PowerPoint presentation is included in the packet.



Administrative Offices
82 Oakland Road
Reading, MA 01867
781 944-5800

READING SCHOOL COMMITTEE

Shawn Brandt Chair
Carla Nazzaro Vice-Chair

Erin Gaffen
Sarah McLaughlin
Charles Robinson
Thomas Wise

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Reading School Committee
FROM: Shawn Brandt, Reading School Committee Chair
DATE: August 22, 2022
TOPIC: Draft Killam Warrant Article

In the packet is a draft warrant article and the accompanying motion for a \$2.2 million authorization from Town Meeting to fund a feasibility study for the Killam project. This text was prepared by Town Counsel, in partnership with Dr. Milaschewski, Town Manager Fidel Maltez, Town Accountant Sharon Angstrom, Director of Facilities Joe Huggins, and Chair of the Killam School Building Committee Pat Tompkins, among others.

The intent for our 8/29 meeting is to introduce the language for awareness by the committee and the community. As the language has been drafted by counsel in accordance with very explicit MSBA guidance, I do not anticipate that the Committee will want to make any edits unless there are substantive errors.

We are also in the process of validating this language with our MSBA representative, to ensure that we are in compliance with their expectations prior to a planned vote by the Committee on September 15th.

Article XX: MSBA Feasibility Study

To see if the Town will vote to appropriate, borrow or transfer from available funds, an amount of money to be expended under the direction of the Killam School Building Committee for a feasibility study to consider the repair, addition and renovation, or replacement of the J. Warren Killam Elementary School, located at 333 Charles Street, assessors' parcel 41-19, for which feasibility study the Town may be eligible for a grant from the Massachusetts School Building Authority, and further, that the Town acknowledge that the MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in connection with the feasibility study in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the Town; or take any other action with respect thereto.

Motion:

That the Town appropriate the amount of Two Million Two Hundred Thousand (\$2,200,000) Dollars from Certified Free Cash for the purpose of paying costs of a feasibility study to consider the repair, addition and renovation, or replacement of the J. Warren Killam Elementary School, located at 333 Charles Street, assessors' parcel 41-19, including the payment of all costs incidental or related thereto, and for which feasibility study the Town may be eligible for a grant from the Massachusetts School Building Authority ("MSBA"), said amount to be expended under the direction of the Killam School Building Committee, and further, the Town acknowledges that the MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the Town.

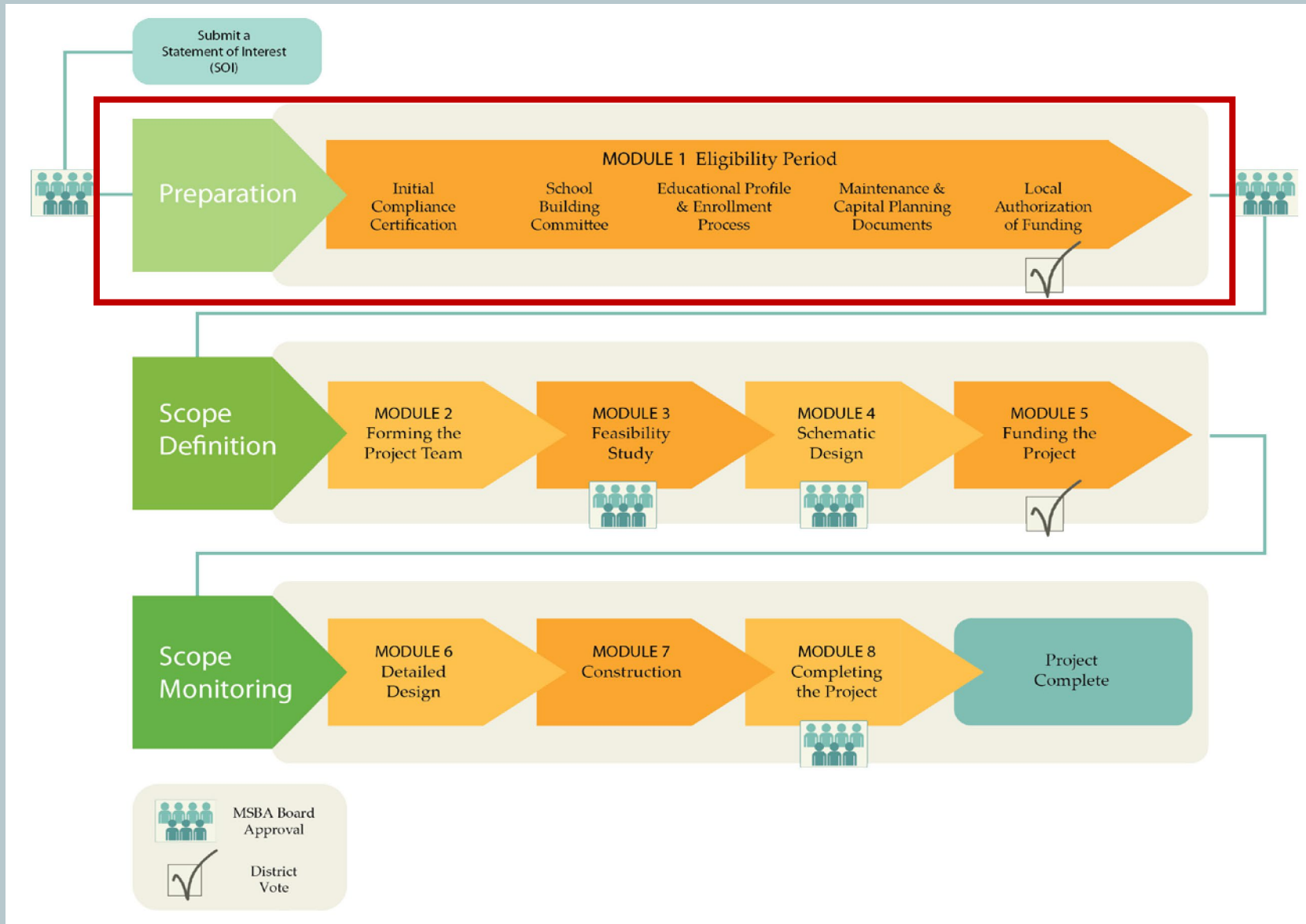
MSBA Process



GIENAPP
ARCHITECTS
Begin Here. Finish Well.

August 22, 2022

MSBA Process—Current Module Tasks



Prospective Timeline

- Eligibility Period/Preparation.....270 days

Jun 1 – Feb 26, 2023

12 Weeks Elapsed

28 Weeks Remaining

- Project Team (OPM, Designer).....150 days
- Feasibility Study.....300 days
- Schematic Design.....75 days
- Project Scope & Funding.....90 days
- Final Design.....1 year
- Construction.....1.5 years

Total= 3.5 years

*The above are maximum allowed durations. Many steps will likely overlap, resulting in a shorter, 3.5-year timeframe.



Master Planning That Informed the Statement of Interest

Determine Long Term Planning Options



- Plan for next 20 years
- Acknowledge Pre-K program

Steps

- Enrollment projections
- Existing Building Capacities
- Determine space needs:
 - For Enrollment
 - For Educational Program
- Develop viable options for Town Evaluation

Summary



- Enrollment..... **6%**
 - Increase of 115
 - Approximately 7-8 classrooms' worth
 - Dramatic increase of Pre-K (110)
- Programming..... **29%**
 - Approximately 29 classrooms' worth of space has been added in the last 15 years
 - Added 17 Special Education classrooms
 - Added 9 kindergarten classrooms
 - Added 3 Pre-K classrooms
- Space Needs..... **Total 35%**
 - The average Reading Elementary School should be 30-40% bigger
 - This is addressed more with redistricting than renovations.

Advantageous Options

Scheme A



- 2-story?, 725 student school on the Killam site
- Redistricting to absorb growth from other schools and some overcrowding
- Scheme Cost
 - \$66 million ECC (Estimated Construction Cost)
 - \$78 million TPC (Total Project Cost)
- Capacity total: 2,020 students
 - ***Does not address Pre-K***

Scheme B



- 2-story 660 student school on Killam site
 - House Eaton growth, +150 Pre-K students
- Addition to Birch Meadow school
 - Absorbs Barrows growth
- Scheme Cost:
 - \$78 million ECC (Estimated Construction Cost)
 - \$102 million TPC (Total Project Cost)
- Capacity Total: 2,000
 - ***Does address Pre-K***

Non-Advantageous Options



NON-ADVANTAGEOUS OPTIONS

- Options that were Not Advantageous include:
 - Renovate Killam, addition to Birch Meadow
 - Demolish Birch Meadow, new school at the Killam site, addition to Wood End
 - Renovate Killam, add a sixth school site for Pre-K and K
 - Demolish Birch Meadow, build a new Pre-K and K school on that site, new school at Killam site
 - Demolish Killam, add new 3PK-1st grade school on that site, addition to Birch Meadow
 - Addition to all 5 elementary school sites
 - Reduce to 4 elementary school sites
 - Renting, rather than constructing, facilities

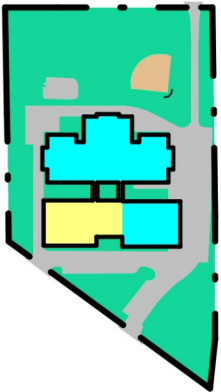
Scheme C



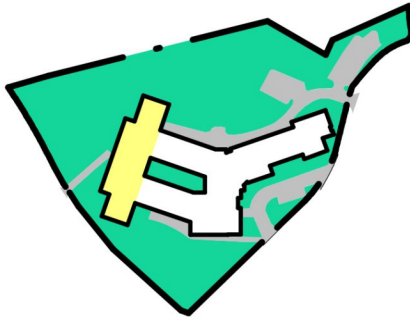
- Killam gutted, renovated into 500 student school
- Addition to Birch for additional growth
- Increase enrollment at Wood End, lower enrollment at Eaton

- Scheme Cost:
 - \$46 million ECC
 - \$60 million TPC
 - Capacity: 2,006 students
- Does not address Pre-K***

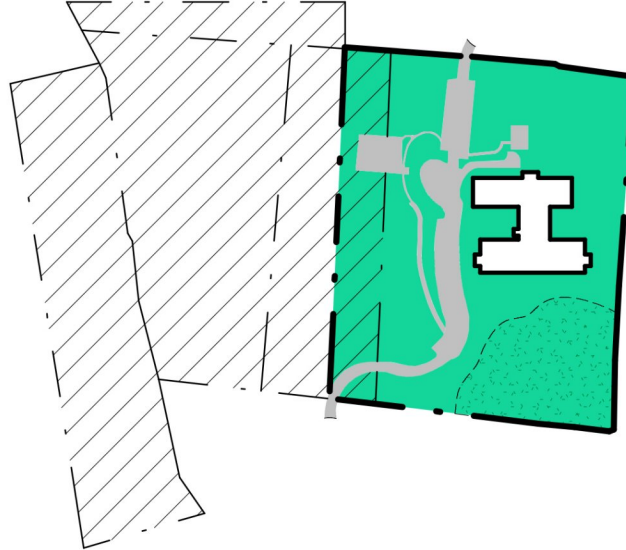
J.W. Killam
Elementary School



Birch Meadows
Elementary School



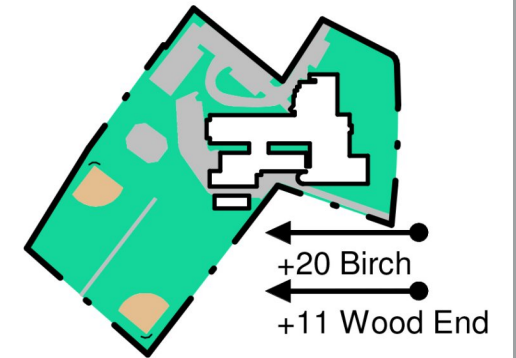
Wood End
Elementary School



Alice M. Barrows
Elementary School



Joshua Eaton
Elementary School



Scheme F

- Birch Meadow demolished/ vacated
- Killam demolished, new 650 student school
- Addition to Wood End for town growth, making it 630 student school
- Redistrict/lower enrollment at AB, JE

- Scheme Cost:
 - \$79 million ECC
 - \$102 million TPC
- Capacity Total: 1,971

Does not address Pre-K



Scheme G

- New 750 student school at Killam
- Addition to Wood End to become a 660 student school
- Demolish Birch Meadow and redistrict
- Pre-K classrooms at Killam, Wood End
- Scheme Cost
 - \$92 million ECC
 - \$120 million TPC
- Capacity: 2,100 students



Scheme H

- Demolish Birch Meadow, new 430 student Pre-K and K school
- Killam becomes new 650 student school
- Scheme Cost:
 - \$99 million ECC
 - \$128 million TPC



Non-Advantageous Schemes—D



- Renovate Killam, move Pre-K & K to new site
- All current elementary schools become grade 1-5
- 6 sites for the Town to manage
 - Additional staffing required for a new site
 - The cost of bussing and of utilities would also increase

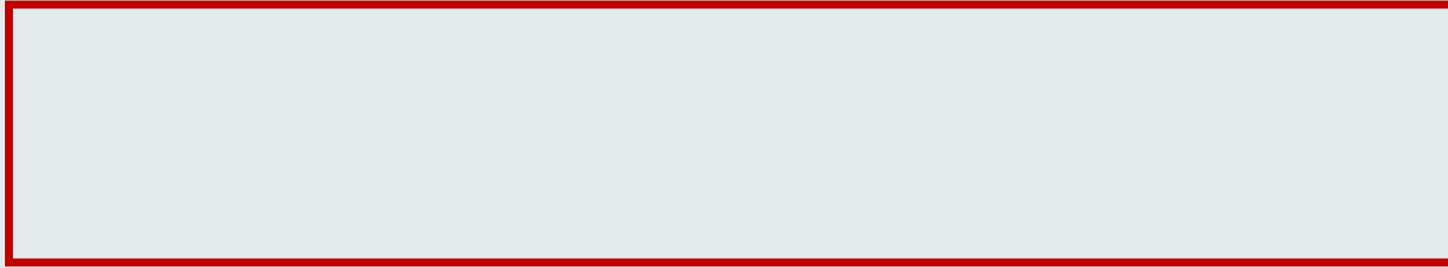
Non-Advantageous Schemes—E



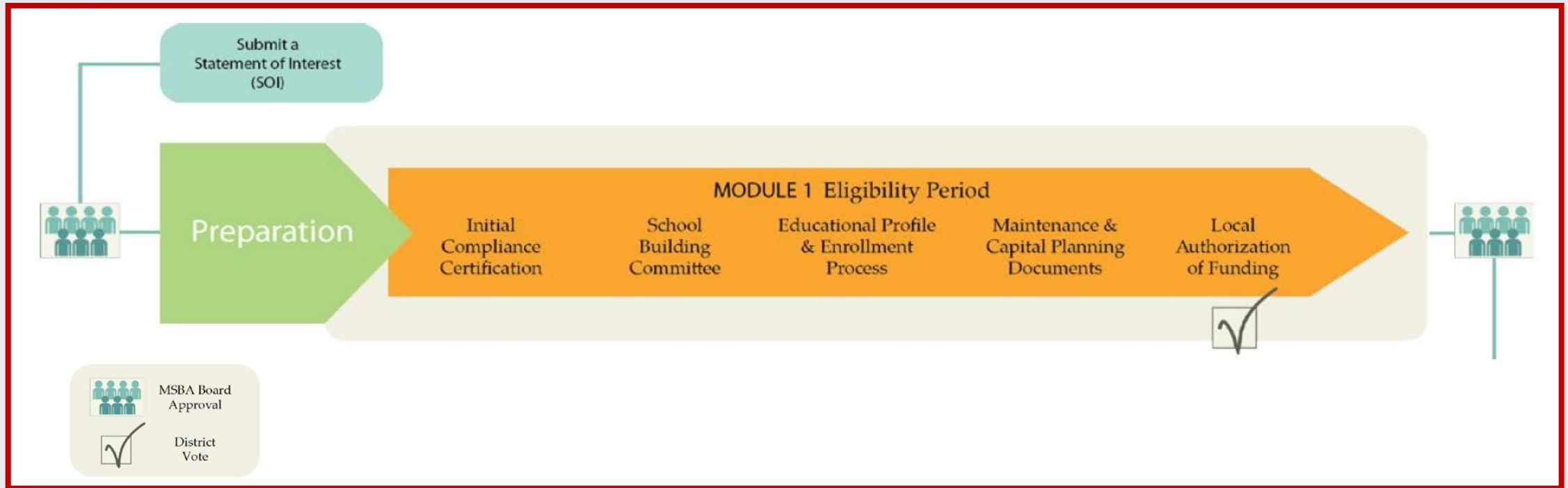
- Killam demolished, 660 student 3PK-1st grade school
 - Other 3PK classes housed at Wood End
 - 20,000 sf. Addition to Birch Meadow to accommodate growth
- Large amount of redistricting
 - Requires increased number of administrative/custodial staff

MSBA Current Task and Module

MSBA Process—Current Module Tasks



Implementation Plan—Eligibility Period



Prospective Timeline

- Eligibility Period/Preparation.....270 days
Jun 1 – Feb 26, 2023
12 Weeks Elapsed 28 Weeks Remaining

- Project Team (OPM, Designer).....150 days
- Feasibility Study.....300 days
- Schematic Design.....75 days
- Project Scope & Funding.....90 days
- Final Design.....1 year
- Construction.....1.5 years

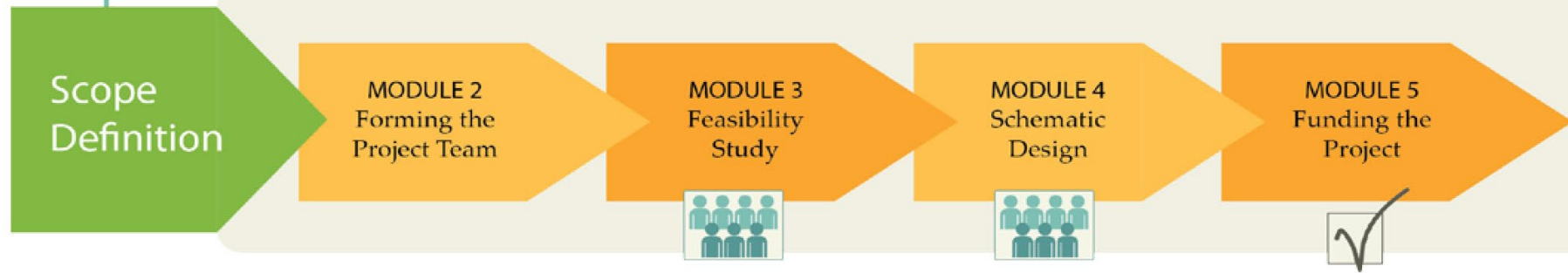
Total= 3.5 years

*The above are maximum allowed durations. Many steps will likely overlap, resulting in a shorter, 3.5-year timeframe.

To-Do List

<u>Task</u>	<u>Who is responsible?</u>
<input type="checkbox"/> Complete Initial Compliance Certification (Collaboration Contract).....	CEO; Superintendent; Chair of School Committee
<input type="checkbox"/> Appropriate Money.....	Town Manager; Town Meeting
<input checked="" type="checkbox"/> Appoint Building Committee.....	Town Manager, ???
<input type="checkbox"/> MSBA Approval of Building Committee.....	MSBA
<input type="checkbox"/> Fund OPM, Feasibility through Schematic.....	Town Meeting
<input type="checkbox"/> Fund Designer, Feasibility through Schematic.....	Town Meeting
<input type="checkbox"/> Compile Maintenance & Capital Planning Documents.....	Facilities Dept; RPS Office; Business Office; School Committee
<input type="checkbox"/> Summary of Maintenance Practices.....	Facilities Dept; RPS Office; Business Office; School Committee
<input type="checkbox"/> Complete Educational Profile Questionnaire.....	RPS; School Committee
<input type="checkbox"/> Refine Enrollment Process & Data.....	RPS; School Committee
<input type="checkbox"/> Town Meeting Warrant Articles (timely).....	Town Manager; Select Board
<input type="checkbox"/> Confirm Community Vote Authorization.....	???

Implementation Plan—Next After Module 1 After February 2023



MSBA Board
Approval



District
Vote

Designer & OPM Estimated Fees

Current Appropriation for Modules 2-5



▪ Designer Fees	\$ 740,000	
▪ Reimbursable Costs	\$ 20,000	
▪ Testing & Other Services		
Geotechnical & Geo-Environmental	\$ 270,000	
Hazardous Materials	\$ 120,000	
Site Survey	\$ 70,000	
Wetlands	\$ 15,000	
Traffic Study	\$ 40,000	
▪ OPM Fee	\$ 260,000	
▪ Estimating Contingency (20%)	\$ 300,000	
▪ Market Conditions Contingency (10%)	<u>\$ 185,000</u>	
▪ Feasibility Study Total (2021)		\$2,000,000
▪ 10% Escalation	\$ 200,000	
▪ Feasibility Study Total (2022)		<u>\$2,200,000</u>

Potential Cost—Designer & OPM Fees

Appropriation in Module 1 for Module 2

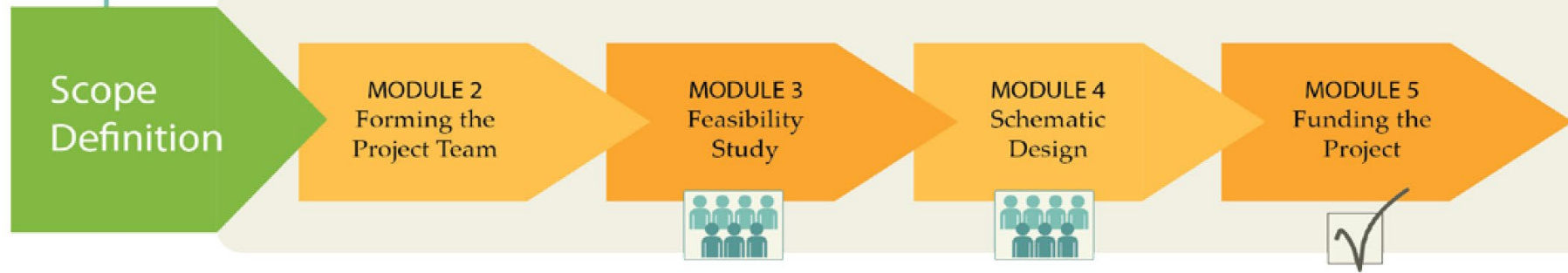
				DESIGNER			OPM				
	Enrollment	GSF (K)	Year	Feasibility Study	Reim. Services	Testing & Other*	Feasibility Study	Estimating Contingency (20%)	Market Conditions Contingency (10%)	Feasibility Study Total	Incl. 10% Esc.
District						Total (All)					
Groton-Dunstable	645	109,856	2022	\$526,550	\$5,500	\$392,650	\$223,450	\$229,630	\$137,778	\$1.5 M	\$1.7M
Ashland	635	104,885	2021	\$740,000	\$20,000	\$515,000	\$260,000	\$307,000	\$184,200	\$2.0M	\$2.2M
Bridgewater-Raynham	740	132,045	2021	\$565,000		\$210,000	\$235,000	\$202,000	\$121,200	\$1.3M	\$1.5M
Ludlow	630	106,250	2019	\$681,295	\$40,000	\$125,000	\$200,813	\$209,422	\$125,653	\$1.4M	\$1.5M
Taunton	735	119,693	2019	\$1,099,890	\$10,000	\$225,000	\$240,182	\$315,014	\$189,009	\$2.1M	\$2.3M

*Testing & Other is Hazardous Materials, Geotech, Site Survey, Wetlands, and Traffic Study



MSBA Next Modules and Steps

Implementation Plan—Next After Module 1 After February 2023

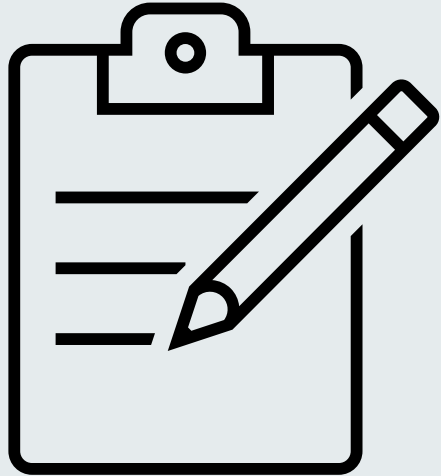


MSBA Board
Approval

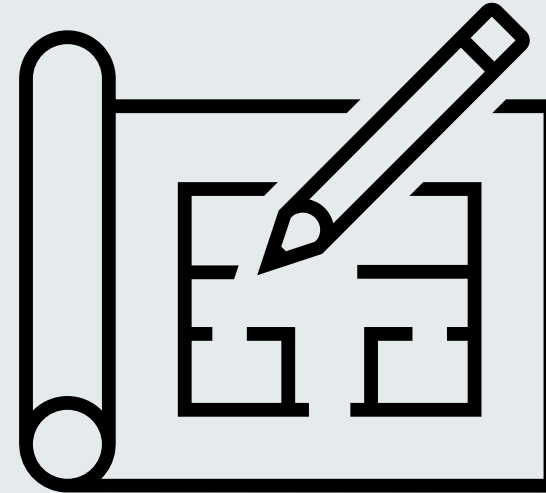


District
Vote

Module 2—Forming the Project Team

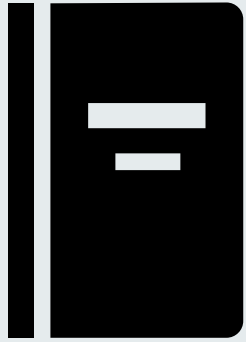


OPM

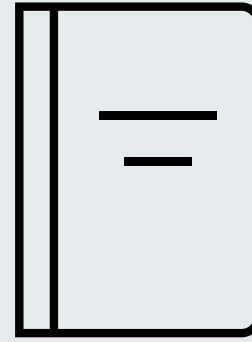


Architect

Module 3—Feasibility Study



**Preliminary Design
Program**



**Preferred Schematic
Report**

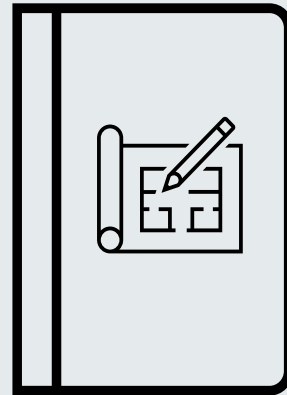
- Document educational program
- Generate an initial space summary
- Document existing conditions
- Establish design parameters
- Develop and evaluate alternatives
- Recommend the most cost effective and educationally appropriate preferred solution to the MSBA Board of Directors for their consideration.

Module 4—Schematic Design



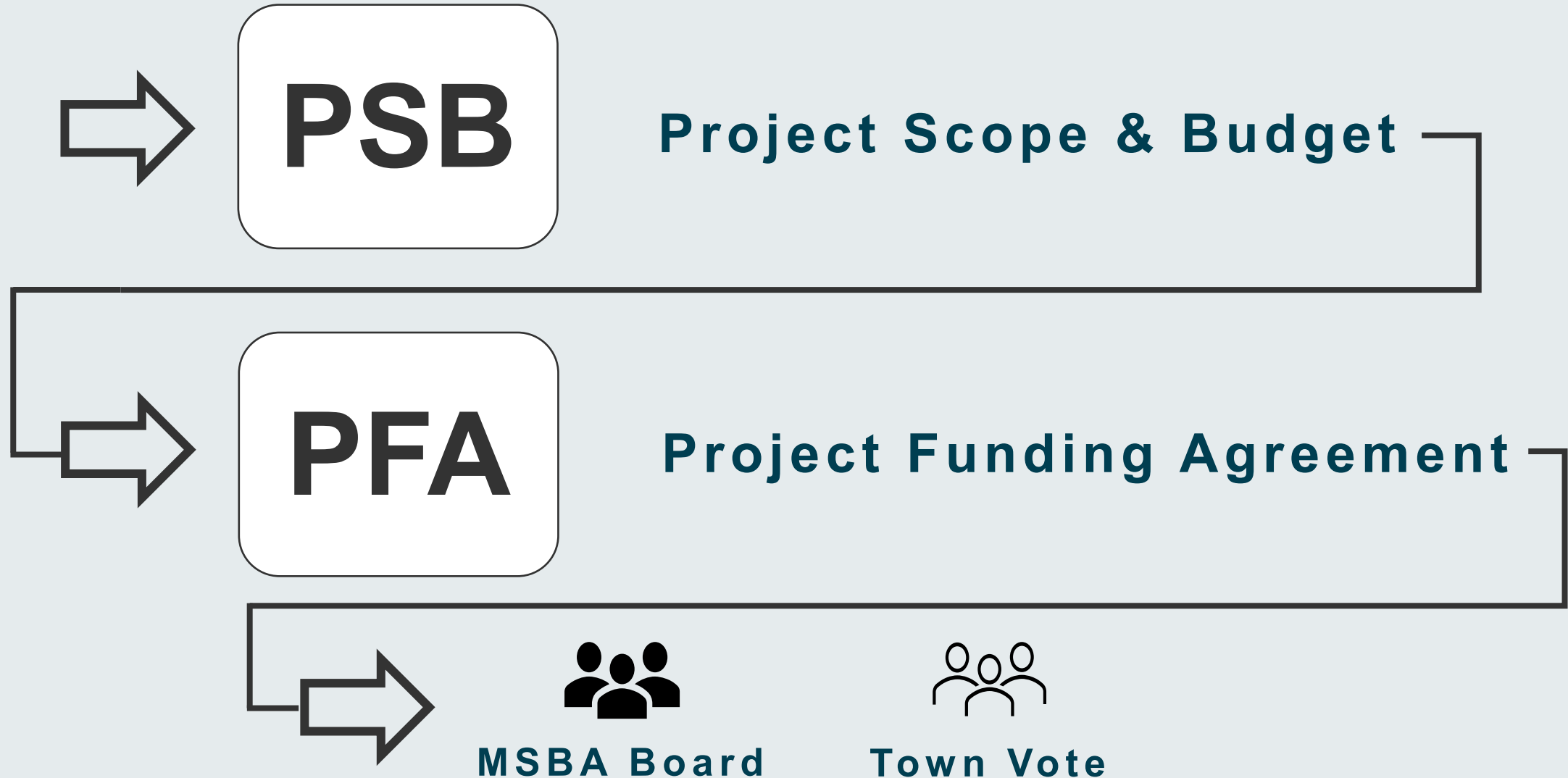
- The District and its team develop a final design program and robust schematic design of sufficient detail to establish:

- Scope
- Budget
- Schedule

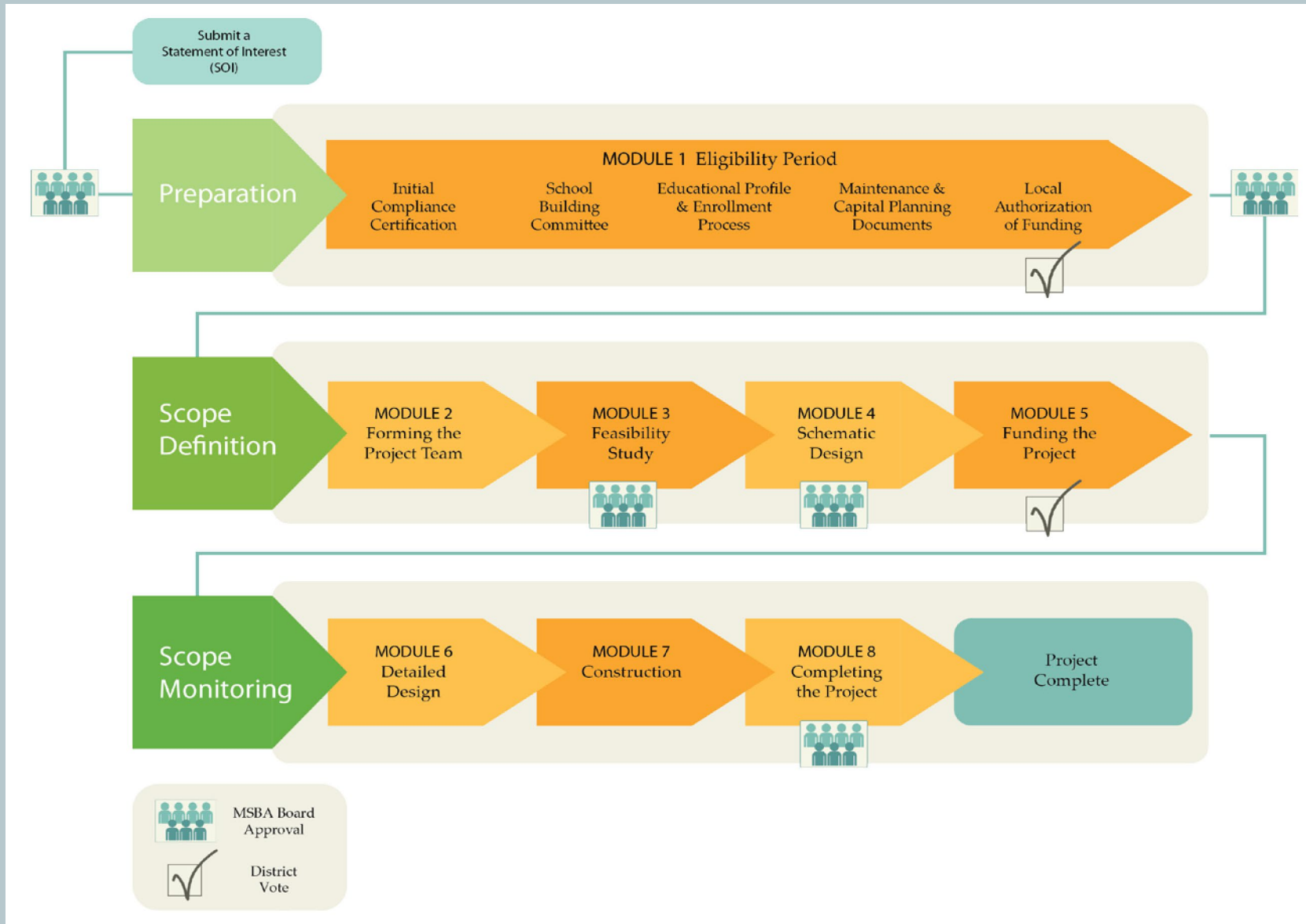


**Schematic Design
Report**

Module 5—Project Scope & Budget & Project Funding Agreements



MSBA Modules 6-8



CONTACT US



Gienapp Architects
Dale Gienapp, AIA, MCPPO
20 Conant Street, Danvers, MA 01923

978-750-9062

dgienapp@GienappArchitects.com

GienappArchitects.com



Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
FR: Susan Bottan, Director of Finance and Operations
RE: New Website for Reading Public Schools

At the beginning of this calendar year, Dr. Milaschewski invited the community to volunteer on the Website Design Planning Committee for Reading Public Schools. We were so pleased to receive several responses from parents, staff, and community members to collaborate with us on improving our communication and engagement with families through a high functioning and responsive website.

From February through the spring, the Website Design Planning Committee discussed, defined, and prioritized the components that they believed would create a high functioning, easy to use website for all families and community members. Their work led to a list of priorities for our website, which encompassed function, form, and content.

Currently, the Technology Integrators on the committee are wrapping up our work with principals and program coordinators to prepare our new website to "go live" on Tuesday, August 30, for the start of the new school year. Website content will then continue to build as the school year progresses.

We would like to express our gratitude to the following members who make up the committee. Their thoughtful participation and commitment to this work will help us to improve our communication and build engagement with our parents, families, and the Reading community:

WEBSITE DESIGN PLANNING COMMITTEE

- Alicia Williams, Community Member and Parent
- Lauren Bennett, Community Member and Parent
- David Mastronardi, Killam Parent and Chief Innovation Officer for city of Woburn MA
- Jaclyn Lee, Homeschooling Parent, formerly of Barrows and former Para at RISE, and Certified IT Project Manager
- Kathy Shediak, Community Member, Manager of Program Management for software development company
- Amy Greco, Administrative Assistant, Joshua Eaton Elementary School
- Kathy Santilli, K-5 Technology Integration Specialist for Elementary Schools
- Meg Powers, 6-8 Instructional Technology Specialist, Parker Middle School
- Matthew Darling, 6-8 Technology Integration Specialist, Coolidge Middle School
- Charles Strout, 9-12 Technology Integration Specialist, RMHS
- Julian Carr, Network Administrator, Reading Public Schools

We look forward to sharing our new website with you on Monday night!

Reading Public Schools
School Committee Meeting Packet
August 29, 2022



Calendar

Month	Date	Topic	Presenter(s)
July Social Media Coordinators - Shawn Brandt & Sarah McLaughlin			
July	7/7/2022		
	7/14/2022	Finalize Committee & Liaison Assignments Appointment of Superintendent to Collaborative Boards - SEEM Collaborative - Northshore Education Consortium Educational Leadership Partnership w/ Salem State Superintendent Review Timeline Discussion (A)	School Committee School Committee Superintendent Superintendent & School Committee
	7/21/2022		
	7/28/2022		
August Social Media Coordinators - Tom Wise & Chuck Robinson			
August	8/4/2022	Strategic Offsite	Administration & School Committee
	8/11/2022	MSBA Deliverables - Educational Profile and Enrollment Forecast Capital Plan Update DESE District Review Discussion on Policy CHCA - Handbook Terminology / Consistency	Administration Administration Superintendent Superintendent & School Committee
	8/18/2022	No Meeting Planned	
	8/25/2022	No Meeting Planned	
	8/29/2022	Beginning of School / Summer Update Review and Approve RMHS Handbook (A) Public Hearing: Killam Discussion Draft Town Meeting Warrant Article for Killam Review & Discussior	Administration RMHS Administration School Committee & Permanent Building Committee School Committee & Permanent Building Committee
September Social Media Coordinators - Erin Gaffen & Carla Nazzaro			
September	9/1/2022	No Meeting Planned	
	9/5/2022	Labor Day	
	9/8/2022	(Placeholder) Public Hearing: Killam Discussion	School Committee & Permanent Building Committee
	9/14/2022	Elementary Open House	
	9/15/2022	(Placeholder) Finalize Town Meeting Warrant for Killam Review & Discussion (A)	School Committee & Permanent Building Committee
	9/22/2022	Middle School Open House	
	9/27/2022	Last Day to Close November Town Meeting Warrant	
	9/28/2022	High School Open House	
	9/29/2022	No Meeting Planned	
October Social Media Coordinators - Sarah McLaughlin & Shawn Brandt			
October	10/6/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	10/10/2022	Columbus Day	
	10/13/2022		
	10/20/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	10/27/2022		
November Social Media Coordinators - Tom Wise & Chuck Robinson			
November	11/3/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	11/7/2022		
	11/10/2022	Veteran's Day	
	11/14/2022	Town Meeting	
	11/17/2022	Town Meeting	
	11/21/2022	Town Meeting	
	11/24/2022	Thanksgiving	
	11/28/2022	Town Meeting	
December Social Media Coordinators - Erin Gaffen & Carla Nazzaro			
	12/1/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	12/8/2022		
	12/15/2022	(Placeholder) School Committee Meeting	Administration & School Committee

SY22-23 School Committee Calendar

Month	Date	Topic	Presenter(s)
December	12/22/2022		
	12/26/2022	Winter Recess	
	12/29/2022	Winter Recess	
		January Social Media Coordinators - Sarah McLaughlin & Shawn Brandt	
	1/5/2023	(Placeholder) FY24 Budget Night 1	Administration & School Committee
January	1/9/2023		
	1/12/2023	(Placeholder) FY24 Budget Night 2	Administration & School Committee
	1/16/2023	Martin Luther King Jr. Day	
	1/19/2023	(Placeholder) Public Hearing: FY24 Budget	Administration & School Committee
	1/23/2023		
February	1/26/2023	(Placeholder) FY24 Budget Final Vote	Administration & School Committee
	1/30/2023	February Social Media Coordinators - Tom Wise & Chuck Robinson	
	2/2/2023		
	2/6/2023		
	2/9/2023	(Placeholder) School Committee Meeting	Administration & School Committee
February	2/13/2023		
	2/16/2023		
	2/20/2023	President's Day / February Recess	
	2/23/2023	February Recess	
	2/27/2023	March Social Media Coordinators - Sarah McLaughlin & Shawn Brandt	
March	3/1/2023	(Placeholder) School Committee Budget Presentation to Finance Committee	Superintendent, Director of Finance, & School Committee
	3/2/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	3/6/2023		
	3/9/2023		
	3/13/2023		
March	3/16/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	3/20/2023		
	3/23/2023		
	3/27/2023		
	3/30/2023	(Placeholder) School Committee Meeting	Administration & School Committee
April		April Social Media Coordinators - Tom Wise & Chuck Robinson	
	4/3/2023		
	4/6/2023		
	4/10/2023		
	4/13/2023	(Placeholder) School Committee Meeting	Administration & School Committee
April	4/17/2023	Patriot's Day / April Recess	
	4/20/2023	April Recess	
	4/24/2023	Town Meeting	
	4/27/2023	Town Meeting	
		May Social Media Coordinators - TBD	
May	5/1/2023	Town Meeting	
	5/4/2023	Town Meeting	

SY22-23 School Committee Calendar

Month	Date	Topic	Presenter(s)
May	5/8/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	5/11/2023	Elementary Open House	
	5/15/2023		
	5/18/2023	Middle School Open House	
	5/22/2023		
	5/25/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	5/29/2023	Memorial Day	
		June Social Media Coordinators - TBD	
	6/1/2023		
	6/4/2023	RMHS Graduation	
June	6/5/2023		
	6/8/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	6/12/2023		
	6/15/2023		
	6/19/2023	Juneteenth	
	6/22/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	6/26/2023		
	6/29/2023	July Social Media Coordinators - TBD	