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Southern Berkshire Regional School District

DRAFT

HANDBOOK FOR STUDENTS AND FAMILIES
2018–2019

SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRIST

As a
vibrant center
for the five towns and the
greater community we serve,
the Southern Berkshire Regional
School District envisions a rigorous
educational environment that prepares
and inspires all students to be resilient,
curious, and ethical global citizens
who embrace the challenges
of an ever-changing world through a
commitment to our core values of
opportunity,
excellence, character,
& community.

VISION STATEMENT

Visit our website: http://www.sbrsd.org

*Approved by School Committee*_____

SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT 2018-2019 CALENDAR

(Approved by the School Committee on 2/15/18)

27 Staff Orientation - **All Staff**

28 PD-**Teachers and ESPs**

29 First Day for Students

3 Days of School

AUGUST '18

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Labor Day-No School
9 Rosh Hashanah begins
14 Half Day for Students
PD-Teachers
18 Yom Kippur Begins

19 Days of School

SEPTEMBER '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	~~14~~	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5 Half Day for Students
PD – Teachers and ESPs
8 Columbus Day –No School

22 Days of School

OCTOBER '18

S	M	T	W	Th	F	S
	1	2	3	4	~~5~~	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Elem Conf-Half Day for Students-**No ESPs**
6 **County Wide Prof Day Teachers and ESPs**
11 Veterans Day
12 No School-Veterans Day

21-23 Thanksgiving Break

17 Days of School

NOVEMBER '18

S	M	T	W	Th	F	S
				~~1~~	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 Hanukkah Begins
21 Half Day
24-31 Christmas Break
26 Kwanzaa Begins

15 Days of School

DECEMBER '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	~~21~~	22
23	24	25	26	27	28	29
30	31					

1 New Year's Day-No School
18 Half day for Students
PD - Teachers
21 MLK Day – No School

21 Days of School

JANUARY '19

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	~~18~~	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

18 Presidents' Day
18-22 February Vacation

15 Days of School

MARCH '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	~~8~~	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 Half Day for Students
PD-Teachers and ESPs

21 Days of School

APRIL '19

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

15-19 April Break
19 Good Friday
20 Passover Begins

17 Days of School

MAY '19

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	~~24~~	25
26	27	28	29	30	31	

24 Half Day for Students
PD – Teachers Only
27 Memorial's Day

22 Days of School

JUNE '19

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	~~12~~	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

12 Last Day (180 Days) No Snow Days – Half Day for students

26 Last Day with 10 Snow Days

8 Days with no snow days

Teachers = 183 Days ESP = 181 Days ** All Staff

Staff Professional Days:

8/27/18 Full Day-All Staff
8/28/18 Full Day – Teachers and ESPs
9/14/18 Half Day – Teachers Only
10/5/18 Half Day – Teachers and ESPs
11/6/18 Full Day-Teachers and ESPs
11/1/18 Half Day- Elem Conf – Teachers Only
1/18/19 Half Day – Teachers Only
3/8/19 Half Day-Teachers & ESPs
5/24/19 Half Day-Teachers Only

Dismissal on Half Days is at 11:40 a.m.

Southern Berkshire Regional School District

This publication summarizes many laws, policies, regulations, and practices that are important to the Southern Berkshire Regional School District (SBRSD) students and their parents and guardians. It is not intended to be a complete directory of all laws and policies, relating to students and parents.

Federal and state laws, SBRSD policies, regulations, and practices, at the system-wide and school building levels, are subject to change.

Beth Regulbuto
Superintendent of Schools

Southern Berkshire Regional School Committee

E. Bonnie Silvers, Chair
Francoise Lartigue, Vice Chair
Arthur Batacchi
Maryellen Brown
Marcella Bush
Ken Knox
Timothy Schroepfer
H. Dennis Sears
Carl Stewart
David Travis

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NON-DISCRIMINATION

The Southern Berkshire Regional School District, pursuant to Title II of the American's with Disabilities Acts (ADA), Section 504 of the Rehabilitation Act of 1973, M.G.L. c. 76, sect.5, M.G.L. c. 151B, M.G.L. c. 151C, Title IX of the Civil Rights Act of 1972, and Titles VI and VII of the Civil Rights Act of 1964, does not discriminate against:

1. Any adult on the basis of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, marital status or veteran status in any employment status or access to programs available to such adults; and
2. Any student on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, or disability, be denied equal access or admission to school programs, courses, and/or extra-curricular activities.

Any student, parent, or guardian who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district program or activity on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, or disability in violation of this policy may file a written grievance with the Superintendent of Schools or designee. Copies of the laws and regulations may be obtained from the Office of Civil Rights, Region I, 33 Arch Street, Boston, MA (617) 289-0111.

The Southern Berkshire Regional School District does not discriminate on the basis of disability. Program applicants, participants, members of the general public, employees, job applicants, and others are entitled to participate in and benefit from all agency programs, activities, and services without regard to disability. Copies of this notice are available, upon request, in alternate print formats (large print, audiotape, Braille, computer disk, etc.). Our grievance procedure, self-evaluation, as well as ADA policies, practices and procedures are available upon request. Inquiries, requests, and complaints should be directed to the Superintendent of Schools or designee. Copies of the laws and regulations may be obtained from the Office of Civil Rights, Region I, 33 Arch Street, Boston, MA (617) 289-0111.

TRANSLATION AVAILABLE

At the request of a parent/guardian or adult student whose primary language is not English, school generated documents like the student handbook, code of discipline, procedural notices, correspondence and the like will be translated into that primary language.

DISTRICT

Harassment, Title IX, and Section 504 Coordinator
Director of Curriculum, Instruction & Professional Development
491 Berkshire School Road, Sheffield, MA 01257
Phone (413) 229-8778
Fax (413) 229-2913

ADA Coordinator

491 Berkshire School Road, Sheffield, MA 01257
Phone (413) 229-8778
Fax (413) 229-2913

Homeless Liaison
Brenda Ullrich
491 Berkshire School Road, Sheffield, MA 01257
Phone (413) 229-8734
Fax (413) 229-2044

PART 1

General Information
Grades PreK-12

DIRECTORY OF ADMINISTRATION AND SCHOOLS

Superintendent of Schools
Beth Regulbuto
491 Berkshire School Rd
Sheffield, MA 01257
Phone (413) 229-8778 Fax (413) 229-2913

Director of Curriculum, Instruction & Professional Development
Peter Dufresne
491 Berkshire School Rd
Sheffield, MA 01257
Phone (413) 229-8778 Fax (413) 229-2913

School Business Administrator
Christine Regan
491 Berkshire School Rd
Sheffield, MA 01257
Phone (413) 229-8778 Fax (413) 229-2913

Director of Student Services
Sandra Hubbard
491 Berkshire School Rd
Sheffield, MA 01257
Phone (413) 229-8267 Fax (413) 229-7863

Undermountain Elementary School
(Grades PreK-6)
Charles Miller, Principal
491 Berkshire School Rd
Sheffield, MA 01257
Phone (413) 229-8754 Fax (413) 229-3211

New Marlborough Central School
(Grades PreK-4)
Charles Miller, Principal
44 Hartsville-Mill River Road
Mill River, MA 01244
Phone (413) 229-8867 Fax (413) 229-7872

South Egremont School
(Grades EK/K)
Charles Miller, Principal
42 Main St
South Egremont, MA 01258
Phone (413) 528-1430

Mt. Everett Regional Middle & High Schools
(Grades 7-12)
Glenn Devoti, Principal
491 Berkshire School Road
Sheffield, MA 01257
Phone (413)229-8734 Fax (413) 229-2044

FAMILY AND SCHOOL PARTNERSHIP

The School Connection

The family and school partnership is an essential element of the successful educational experience. A strong partnership provides opportunities to organize and sustain excellent programs and strengthen the type of communication that will increase student success in school.

School Council

Each school council consists of the school principal, who shall co-chair the council, parents of students attending the school, teachers, and community members. The school council meets regularly with the principal of the schools and assists in the identification of the educational needs of the students, in the review of the annual school budget, and in the formulation of a school improvement plan, which is submitted to the school committee for review and approval every year (Chapter 71, Section 59C).

Special Education Parent Advisory Council (SEPAC)

SEPAC is an organization that provides support and networking for parents with children who have special needs, disabilities or learning disorders. This parent group meets monthly and offers workshops and special events throughout the school year. Parent volunteers act as Special Needs Liaisons to each school to facilitate the exchange of ideas and information and act as a resource for parents with questions. Meetings are open to residents of or persons affiliated with the Southern Berkshire Regional School District. ***Interested parents*** *should contact the Student Services Office at (413) 229-8265 for the current officers and contacts.*

Blackboard Connect Telephone System

Blackboard Connect is an automated phone and e-mail notification system that supports school to family communication efforts. Through this system, families receive important messages about emergencies, events, or other school matters. To maintain optimal effectiveness, please notify the school office if there are changes in emergency contact information.

PTO and other Parent Groups

The District encourages parental involvement in the educational process. Support groups such as PTOs, PTAs, working together with the administration, can enrich the offerings available to students and create a cooperative relationship between the home and school. Activities of these groups are coordinated through the school administration.

Visitor Access

A safe school environment is essential for learning, and is one of the highest priorities in the Southern Berkshire Regional School District. For the security of our students and staff and the safety of our guests, all school buildings are locked during school hours, and visitor access is video monitored.

All guests should expect to follow the procedures when entering the building. Upon arrival, press the button to call the receptionist. When requested, state your name and the purpose of your visit and wait until the receptionist instructs you to come in. When you enter the building, you will be issued a visitor badge and directed to a sign-in log. You must wear and display your visitor badge at all times during your stay, as this will indicate that your presence in the building is authorized. When you are leaving, return your badge and use the log to record the time of your departure.

Occasionally, there may be circumstances when access will be restricted or when you will be required to show an ID, such as a driver's license, in order to enter the building or pick up your child. While some of these measures may create anxiety, inconvenience or delays, they are necessary steps to provide the safest and most secure learning environment possible.

Prospective students desiring to visit the SBRSD Middle and High School campus should contact the Guidance Office. Alumni and other members of the community seeking to visit the school should contact the Assistant to the Principal one day prior to visiting

Informal Classroom and School Visitations

The District supports and encourages the active involvement of parents in their children's learning. In an effort to develop home-school partnerships, the District welcomes parental visits to their children's classrooms. Informal visitations, distinguished from formal observations (see below), are opportunities for parents to support their children's participation in a school/ classroom activity or event. Informal visitations are not to be used in determining the appropriateness of a program and/or to become more familiar with the program and staff or to evaluate academic programs or staff. The following procedures must be followed during informal classroom and school visitations:

- All parents must follow District protocol for safety when visiting our schools.
- Parents must make prior arrangements with the school principal and teacher. We ask that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
- All visits shall be of such reasonable length and at such a time as to be non-disruptive to the instruction of students, as determined by the teacher and school principal.

- All visitors are to report first to the school principal's office. No unauthorized person will be permitted access to any classroom.
- The schools reserve the right to limit the number of visits to classrooms to protect the learning process and the confidentiality rights of students.

Formal Parent Observations in Classrooms

The Southern Berkshire Regional School District believes parents are important partners in educating students and welcomes parental participation in determining a child's appropriate educational program. To that end, we open our classrooms to parents or a parent representative who want to observe a child in the school setting. For the purposes herein, parent representative means an independent evaluator, educational consultant, or an individual who preferably holds certification or licensure from the Commonwealth of Massachusetts in a field directly related to the child's educational program. The following procedures shall be followed when an observation is requested:

1. A request to observe a child in the child's current or potential educational placement must be scheduled at least five (5) days in advance through the building principal;
2. The building principal shall contact the parent(s) to schedule a meeting or phone conference within five (5) days of receipt of the parents' request to discuss the purpose(s) of the observation;
3. The observation will be scheduled at a mutually-agreed upon time and date after consultation with the classroom teacher(s);
4. The principal will consult with the classroom teacher and the observer to set up the parameters of the observation (including, but not limited to, conferences with school staff, review of work products, and placement of the observer in the classroom);
5. The number, frequency, and duration of observation periods will be determined on an individual basis. The start and end time and day(s) of observation periods will be determined in advance. In order to minimize classroom disruption, the length and number of individual observation periods may be limited. The complexity of the child's needs, as well as the program(s) to be observed, should determine what the observation will entail and what amount of time is needed to complete it.
6. The parent must sign a release for a parent representative to observe a child;
7. The parent or parent representative must be silent at all times and not interrupt the educational process in the classroom. If the observer's presence disrupts the learning environment, he/she will be asked to leave. This notice is particularly important since the presence of parents can influence the performance of the child being observed as well as other children;
8. The parent or parent representative may <u>not</u> record at any time during their observation, by any recording device. This prohibition against recording includes, but is not limited to, the use of cell phones, tablets, or pocket recorders. Parent and parent representatives are hereby advised that under Massachusetts law, any such recording is illegal.
9. The parent or parent representative is not observing for the purpose of evaluating a teacher's ability to perform his or her contractual duties;
10. The parent or parent representative must report to the school office (as do all visitors) as part of the School District's Safety Protocol. A school administrator or designee will accompany the observer and may remain and take notes as to what is observed, paying particular attention to anything that is atypical during the observation period;
11. Observations during MCAS testing or during the first or last weeks of school are highly discouraged and will generally not be scheduled;
12. The parent or parent representative must sign the "Observation Agreement" so that both the School District and classroom parents have assurance that information concerning other students' education remains in the classroom and is not discussed in public.

Complaints

Complaints about the performance of staff members are most appropriately lodged first with the individual directly involved, then with the principal and appealed to the Superintendent if necessary. When a complaint about an administrator or central office staff member is necessary, such complaint should be brought to the attention of the Superintendent who will investigate and take appropriate action. Concerns about coaching staff members or special education personnel should first be brought to the attention of the individual directly involved, then the administrator responsible for the staff person and finally the Superintendent. Complaints regarding curricula, materials or building operations should be first directed to the school principal. Complaints about district-wide policies should be brought to the attention of the School Committee. While some complaints may be made verbally, complaints of a serious nature should be made in writing, be specific in nature and detail desired actions. Complaints should never be made anonymously.

Home Schooling

In May 1987, the Massachusetts Supreme Judicial Court decided the case entitled *Care and Protection of Charles*. The decision sets forth legal standards for approval of home education programs of children of compulsory school age in Massachusetts. The SBRSD policy requires that in writing parents explain their request and specifically address the following questions:

1. What is the proposed curriculum and projected gross number of hours of instruction per subject for the entire year?
2. What is the competency of the individuals who will be instructing your child?
3. What textbooks, workbooks, and instructional materials will be used, along with lesson plans and teaching manuals?
4. What procedures will be used to assess student progress and maintain a student record?
5. **TEC Connections Academy Commonwealth Virtual School (TECCA)** is an independent Massachusetts Commonwealth Virtual School that offers tuition-free school to K-12 students, providing the flexibility to learn at home online. To contact TECCA call (774) 315-5123 or visit their website at http://www.connectionsacademy.com/massachusetts-virtual-school

Parents must obtain approval prior to beginning the home education program. For high school students, the approval of a home education plan does not indicate that the plan meets the same educational requirements of a diploma from Mt. Everett Regional High School.

Correspondence and questions related to home schooling should be addressed to the Director of Curriculum, Instruction and Professional Development.

ATTENDANCE, PROMOTION, AND ASSESSMENT

Requirements for School Entrance

Children who will be four years of age before March 1 of the school year during which they wish to enroll will be eligible to enter Pre-Kindergarten in September. Each child shall be eligible to attend one half-day session on a tuition-free basis.

Children who will be five years of age before March 1 of the school year during which they wish to enroll will be eligible to enter Early Kindergarten in September.

Children who will be five years of age before October 1 of the school year during which they wish to enroll will be eligible to enter Kindergarten in September. The admission of children whose birthdays fall after October 1 will be solely at the Superintendent's discretion.

Initial admission of children to the first grade will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

Parents are requested to attend Kindergarten registration to enroll their child. Specific information will be published prior to registration dates. If you are unable to attend, you must register your child in the principal's office at the school they will attend. If parents are not sure which school to register their child, they should contact the Superintendent's office at (413) 229-8778. State law requires that all children are successfully immunized prior to entering school.

All students must have reached six years of age prior to enrollment in grade one. Exceptions may be made by the Superintendent for new students who have successfully completed Kindergarten in another public school.

Residency Requirement for Students

Before any student is assigned or invited to attend school in the Southern Berkshire Regional School District, the student's custodial parent[1] or legal guardian[2] must prove legal residence in the Towns of Sheffield, New Marlborough, Alford, Egremont and Monterey. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, or gender identity. All applicants to the Southern Berkshire Regional School District must submit a valid Massachusetts photo identification card and at least one document from the following list:

- New Home: Copy of Deed or recent real estate tax bill.
- Lease/Rental: The *Residency Statement/Affidavit* signed by the property owner and notarized, along with a signed lease agreement and recent rent receipt.
- Living with someone at a SBRSD address: The *Residency Statement/Affidavit* signed by the owner of the home and notarized, and a copy of the most recent real estate tax bill. If the student is living with a relative appropriate court documentation is needed showing this relative has legal physical custody.
- New house under construction: The town building inspector will provide an estimated date of completion. The Superintendent will then consider the written request for enrollment.
- DSS/DYS: A letter from the social worker placing the child, AND a letter from the foster parent stating that the child is coming to live in their home.

- Additional Documents: Driver's license and/or legal photo identification card, vehicle registration, and utility bills may be required to establish proof of residency.

The information listed above will also be required of residents moving within the district. Documents must be pre-printed with the name and address of the student's custodial parent[1] or legal guardian[2] and must be presented at the Superintendent's office at the time of registration. These documents will also be required for any change of address. **Refer to the *McKinney- Vento Homeless Act* in Part 1 of this Handbook.**

Note:

- *When residency requirements cannot be met as a result of loss of housing, families may meet the criteria of homelessness under the McKinney-Vento Homeless Education Act. Please refer to Part 1 of this Handbook.*
- *Divorced parents must present the original Order of the Probate Court designating current physical custody of the student.*
- *Legal guardianship must present the original of an Order of the Probate Court.*

Absence Notification Policy (PreK-12)

- Any unreported absence requires notification to the parent/guardian within 3 school days.
- The school will notify the parent/guardian concerning any student who may have accumulated five (5) or more unverified absences, and will make reasonable efforts to meet and develop an action plan.
- All schools will send daily notifications of all unverified absences.
- ***Refer to the appropriate sections of the handbook for additional attendance policies pertaining to your child's grade span.***

School Attendance

Massachusetts's law requires that schools be in session 180 days per year. In accordance with Massachusetts General Laws, Chapter 76, Section 1, every child between the minimum ages as established by the board of Education shall attend a public day school or some other school approved by the school committee for the number of days as required by the Board of Education. Also, Chapter 76, Section 2 states that: Every person having control of a child shall ensure their attendance for the number of days as required by the Board of Education. These provisions clearly specify that a student must attend school every day that school is in session unless the student has an excused absence. It is the parent(s) guardian(s) sole responsibility to see to it that their son/daughter is in school. Students have the responsibility to be in school and in class on time and to attend all classes and assigned activities. Parents are discouraged from scheduling appointments for their children during regular school hours. Students are required to bring a written note from their parents verifying and explaining their absence from school within 48 hours. All (unexcused) absences will be considered truancy.

Absences Due to Religious Holidays

Consistent with state and federal laws, the SBRSD makes every effort to accommodate students who will miss school due to the observance of religious holidays or activities. Given the diverse and varied nature of our religious communities and their beliefs, we must ask that it be the student's and/or parents' responsibility to notify the principal regarding religious absences. Religious absences will not be counted against students when calculating the attendance requirement.

Transferring Students

The school office should be notified at least one week in advance, if possible, when a student will be transferring to another school. Parents must sign a release form to allow the school to forward student records. The following information will be needed to complete the transfer: date of departure; name/address of new school; new residence, town/city, street and number; updated immunization record.

Assessment Plan

Assessing students' performance involves collecting data to help us make sound judgments for evaluation and for instructional decisions. Assessment information may be requested of new students for placement purposes. The assessment process is comprehensive; a combination of student performances, products, tests, projects, and work samples. Parents are encouraged to address specific questions about student performance and assessment results to the child's teacher, counselor, or building administrator.

Gr. K: Entrance Screening; Work Samples; Benchmark Assessment System (spring); Report Cards/Parent Conferences. **Gr. 1:** Work Samples; Benchmark Assessment System; Report Cards/Parent Conferences; Gr. 1 Screening for new students. **Gr 2:** Work Samples/Unit Tests; Benchmark Assessment System; Report Cards/Parent Conferences. **Gr. 3:** MCAS Reading, Math; Work Samples/Unit Tests; Report Cards/Parent Conferences.

Gr. 4: MCAS ELA, Math; Work Samples/Unit Tests; Report Cards/Parent Conferences. **Gr. 5:** MCAS Reading, Math, Science/Tech/Engineering; Work Samples/Unit Tests; Report Cards/Parent Conferences. **Gr. 6:** MCAS Reading, Math; Work Samples/Unit Tests; Report

Cards/Parent Conferences.
Gr. 7: MCAS Reading, Math; Algebra Readiness Test; Work Samples/Unit Tests; Progress Reports/Report Cards. **Gr. 8:** MCAS Reading, Math, and Science/Tech/Engineering; Work Samples/Unit Tests; Progress Reports/ Report Cards.
Gr. 9-12: Each department develops an assessment process in keeping with department goals and objectives. Students are required to complete assessments in all courses each semester. The form of the assessment is determined by each department and may be in the form of an objective test, portfolio, oral or written presentation, a project, or other means based on course content. The final assessment may not be counted as more than one fifth (1/5) of the semester grade.

GRADING PERIODS 2018 – 2019

Kindergarten report cards will be issued twice during the year.
Grades 1-5 report cards will be issued three times during the year.
Mt. Everett Regional report cards will be issued quarterly.
Report cards are issued at the end of each term/semester.

REPORT CARDS AND CONFERENCE DATES 2018 – 2019		
Kindergarten		Term 1 Ends
Kindergarten		Report Cards Issued
Kindergarten		Term 2 Ends
Kindergarten		Report Cards Issued
Grades 1-6		Term 1 Ends
Grades 1-6		Report Cards Issued
Grades 1-6		Term 2 Ends
Grades 1-6		Report Cards Issued
Grades 1-6		Term 3 Ends
Grades 1-6		Reports Cards Issued
Grades 9-12	November 1, 2018	1st Quarter Ends
Grades 9-12	November 5, 2018	2nd Quarter Begins
Grades 9-12	January 22, 2019	First Semester Ends
Grades 9-12	January 23, 2019	3rd Quarter-Second Semester Begins
Grades 9-12	April 2, 2019	3rd Quarter Ends
Grades 9-12	April 3, 2019	4th Quarter Begins
Grades 9-12	June 12, 2019	Second Semester Ends
Grade 9-12 Parent Conferences	October 4, 2018	4:30-6:30 High School Cafeteris
Middle School Open House	September 13, 2018	6:30 p.m. TACPAC
	Last Day of School	Report Cards Sent Home with Students
		Report Cards Mailed

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

2018–2019 Statewide Testing Schedule and Administration Deadlines MCAS High School Tests and Retests, MCAS Alternate Assessment, MCAS/EPP Mathematics Test, and ACCESS for ELLs

		Date/Time[1]
November 2018 MCAS ELA and Mathematics Retests		
Before Testing	Complete the Student Registration/Personal Needs Profile (SR/PNP) process	TBD
	Receive test materials	November 1
	Complete Principal's Certification of Proper Test Administration (PCPA; Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary	November 1–6, 12:00 p.m.
Test Administration[2]	ELA Composition Sessions A and B	November 8
	ELA Reading Comprehension Sessions 1 and 2	November 9
	ELA Reading Comprehension Session 3	November 14
	Mathematics Session 1	November 15
	Mathematics Session 2	November 16
	Last date for regular make-up testing	November 17[3]
After Testing	Complete PCPA Schedule UPS pickup	November 20, 3:00 p.m.
	Deadline for UPS pickup	November 21
2019 ACCESS for ELLS Test Grades K–12		
Before Testing	Order test materials	October 23–November 9
	Receive test materials	January 2
	Report packing discrepancies, if necessary Order additional materials, if necessary	January 2–31
Test Administration[4]	ACCESS for ELLs test sessions	January 4–February 7
After Testing	Schedule UPS pickup	February 8
	Deadline for UPS pickup	February 9
February 2019 High School MCAS Biology Test		
Before Testing	Complete the SR/PNP process	TBD
	Receive test materials	January 29
	Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary	January 29–February 1, 12:00 p.m.
Test Administration[2]	Biology Session 1	February 5
	Biology Session 2	February 6
	Last date for regular make-up testing	February 8[5]
After Testing	Complete PCPA Schedule UPS pickup	February 9, 3:00 p.m.
	Deadline for UPS pickup	February 12

[1] Check the Department's website periodically for updates to this schedule.

[2] See page 4 for information on testing time.

[3] Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed November 20.

[4] ACCESS for ELLs tests for **grades 1–12** will be administered online, with a paper alternative, for each of the following areas: Listening, Reading, Writing, and Speaking (the administration of the **kindergarten** test and the **Alternate ACCESS for ELLs** test will remain paper-based, as in 2017).

The recommended times for each domain (session) across all grade levels is as follows: 40 minutes for Listening, 45 minutes for Reading, 30 minutes for Speaking, 65 minutes for Writing. Students with disabilities may have an entire school day to complete one session (with the exception of the Speaking test, for which they may have up to twice the recommended time to complete).

[5] Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed February 9.

2018–2019 Statewide Testing Schedule and Administration Deadlines *(continued)*

		Date/Time[6]
March 2019 MCAS ELA and Mathematics Retests		
Before Testing	Complete the Student Registration/Personal Needs Profile (SR/PNP) process[7]	TBD
	Receive test materials	February 14
	Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary	February 14–26, 12:00 p.m.
Test Administration[8]	ELA Composition Sessions A and B	February 28
	ELA Reading Comprehension Sessions 1 and 2	March 1
	ELA Reading Comprehension Session 3	March 2
	Mathematics Session 1	March 5
	Mathematics Session 2	March 6
	Last date for regular make-up testing	March 7[9]
After Testing	Complete PCPA Schedule UPS pickup	March 8, 3:00 p.m.
	Deadline for UPS pickup	March 9
2019 MCAS Alternate Assessment (MCAS-Alt) Grades 3–12		
Before Conducting the MCAS-Alt	Order MCAS-Alt materials	January 8–19
	Receive MCAS-Alt materials	Week of February 26
	Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary	February 26–March 22, 12:00 p.m.[10]
After Conducting the MCAS-Alt	Complete PCPA Schedule UPS pickup	March 29, 3:00 p.m.
	Deadline for UPS pickup	March 30
March–April 2019 Grade 10 MCAS ELA Test		
Before Testing	Complete the SR/PNP process[7]	TBD
	Receive test materials	March 13
	Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary	March 13–23, 12:00 p.m. (March 27–April 3: Order additional materials for the ELA Composition Make-Up)
Test Administration[8]	ELA Composition Sessions A and B	March 27
	ELA Composition Make-up Sessions A and B	April 5
	ELA Reading Comprehension Sessions 1 and 2	March 28
	ELA Reading Comprehension Session 3	March 29
	Last date for regular make-up testing	April 10[11]
After Testing	Complete PCPA Schedule UPS pickup	April 11, 3:00 p.m.
	Deadline for UPS pickup	April 12 (April 3: Early/automatic pickup)

[6] Check the Department's website periodically for updates to this schedule.

[7] Adult/external diploma programs, test sites, DYS/SEIS, and other high schools with a special situation should contact the MCAS Service Center at 800-737-5103 to place an order for a total number of materials instead of using the SR/PNP process.

[8] See page 4 for information on testing time.

[9] Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed March 8.

[10] Schools should complete these tasks as soon as materials are received, but have until March 22 to do so.

[11] Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed April 11.

2018–2019 Statewide Testing Schedule and Administration Deadlines *(continued)*

		Date/Time[12]
2019 MCAS/EPP Mathematics Test		
Before Testing	Download test materials from MassEdu Gateway (formerly known as the Department's Security Portal)	April 9–May 4
Test Administration[13]	MCAS/EPP Mathematics test sessions	April 23–May 4
	Last day for make-up testing	May 4
After Testing	Score students' answer sheets	May 7–16
	Deadline to destroy test booklets	May 16
	Securely transport materials to the superintendent's office for storage	May 7–25
May 2019 Grade 10 MCAS Mathematics Test		
Before Testing	Complete the Student Registration/Personal Needs Profile (SR/PNP) process[14]	TBD
	Receive test materials	May 9
	Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary	May 9–21, 12:00 p.m.
Test Administration[15]	Mathematics Session 1	May 23
	Mathematics Session 2	May 24
	Last date for regular make-up testing	May 30[16]
After Testing	Complete PCPA Schedule UPS pickup	May 31, 3:00 p.m.
	Deadline for UPS pickup	June 1 (May 29: Early/automatic pickup)
June 2019 High School MCAS STE Tests (Biology, Chemistry, Introductory Physics, Technology/Engineering)		
Before Testing	Complete the SR/PNP process[14]	TBD
	Receive test materials	May 22
	Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary	May 22–June 1, 12:00 p.m.
Test Administration[15]	STE Session 1	June 6
	STE Session 2	June 7
	Last date for regular make-up testing	June 12[17]
After Testing	Complete PCPA Schedule UPS pickup	June 13, 3:00 p.m.
	Deadline for UPS pickup	June 14

[12] Check the Department's website periodically for updates to this schedule.

[13] The MCAS/EPP Mathematics test is an option for students to successfully complete the mathematics assessment portion of their Education Proficiency Plan (EPP) in order to meet their Competency Determination graduation requirement. The MCAS/EPP Mathematics test has two separate sessions. Individual test sessions are designed to be completed in 60 minutes.

[14] Adult/external diploma programs, test sites, DYS/SEIS, and other high schools with a special situation should contact the MCAS Service Center at 800-737-5103 to place an order for a total number of materials instead of using the SR/PNP process.

[15] See page 4 for information on testing time.

[16] Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed May 31.

[17] Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed June 13.

Recommended Session Lengths for the 2018–2019 MCAS High School Tests

Note that test sessions for high school students will remain untimed for 2017–2018. Changes to testing time for high school tests will be considered when next-generation high school tests are developed.

The high school *Principal's Administration Manuals* will contain additional information and protocols, but to assist schools when establishing schedules, the following information will be relevant.

The high school tests have prescribed test administration dates in order to maintain the security of these tests. Schools are expected to adhere to these dates. Principals should email the Department if there are extraordinary circumstances.

The June high school STE sessions must be administered on the dates specified below, but it is not necessary to schedule concurrent sessions for the different subject areas (e.g., the Biology test and the Chemistry test may begin at different times).

The tables below show recommended testing times, in minutes, for the 2017–2018 high school MCAS tests and retests.

November 2018 MCAS ELA Retest, March 2019 MCAS ELA Retest, and Spring 2019 MCAS Grade 10 ELA Test				
ELA Composition Sessions A and B Recommended testing time	**Session 1** Recommended testing time	**Session 2** Recommended testing time	**Session 3** Recommended testing time	**Total** Recommended testing time
Session A: 45 Session B: 45	45	45	45	**225**

November 2018 MCAS Mathematics Retest, March 2019 MCAS Mathematics Retest, and Spring 2019 MCAS Grade 10 Mathematics Test		
Session 1 Recommended testing time	**Session 2** Recommended testing time	**Total** Recommended testing time
60	60	**120**

February 2019 MCAS Biology Test and June 2019 High School MCAS STE Tests (Biology, Chemistry, Introductory Physics, Technology/Engineering)		
Session 1 Recommended testing time	**Session 2** Recommended testing time	**Total** Recommended testing time
60	60	**120**

SPECIAL PROGRAMS

Department of Student Services

The Southern Berkshire Regional School District provides special education services for students in accordance with Massachusetts Law. Students are eligible for special education services if they are unable to progress effectively in general education because of an identified disability such as an intellectual, sensory, neurological, emotional, communication, physical, specific learning, or health impairment. The Evaluation Team, which may include a counselor, psychologist, teacher, etc., assesses each referred student, meets with the parents to discuss results, and, if appropriate, develops an Individualized Educational Plan (IEP).

Referrals for evaluation can be made by a school staff member, parent, or the student through a guidance counselor. Prior to referring a student for evaluation, every effort will be made, including modification of the student's schedule, the curriculum, and/or teaching strategies, to meet the student's needs within the general education program.

Further information may be obtained from guidance counselors or by contacting Sandra Hubbard, Director of Student Services, at (413) 229-8265.

The Student Services Department provides a continuum of services that compliment and support regular education programming. These services range from health care, English as a second language instruction, special education evaluation and programming.

Health Care

The school nurse should be made aware of any issues of a medical nature that may impact your child's educational program. At the beginning of the school year, medical forms will be sent to the parents of every student. Please fill these forms out completely and return them to the school nurse by the second week of school.

English Language Education (ELE) and Support

In accordance with the Department of Elementary and Secondary Education guidelines, students who may be English Learners (ELs) are identified and assessed with regard to their level of English proficiency upon their enrollment in the school district. Parents should be sure to indicate the possible need for such services upon registration. The school district provides a variety of services, both direct and consultative, to students who are English Learners. Translation of important documents or interpretation during important meetings is available when parents or guardians of students have limited English language skills.

Special Education

The Southern Berkshire Regional School District views special education services as one part of a continuum of interventions that seeks to ensure that all students within the district are able to make effective educational progress. The continuum begins with the regular education class. Students who are having difficulty progressing with the class should be referred to the school's Student/Teacher Assistance Team (S/TAT). This team is composed of various professionals who meet on a regular basis to discuss ways to make learning more successful for students who may be struggling. If such an intervention is not effective, a referral may then be made for an evaluation to determine if a student is eligible for special education services. Eligibility is based upon the existence of a disability and the determination of the impact that disability has on the student's educational program.

A student may be referred for a special education evaluation by a parent or any person in a care giving or professional position concerned with the student's development. The criteria for special education require that the child have a disability, as defined by law; that s/he is not making effective progress in school as a result of the disability; and that s/he requires specialized instruction or related services in order to access the general curriculum.

Section 504 Program

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working;
2. has a record of such impairment; or,
3. is regarded as having such an impairment

The Southern Berkshire Regional School District acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school district.

Under Section 504, the school district has the responsibility to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or person in parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to a hearing with an impartial hearing officer. Any questions may be directed to:

Ms Sandi Hubbard, Director
Southern Berkshire Regional School District
P. O. Box 326
Sheffield MA 01257
413-229-8754 ext. 391

Student Assistance Programs

District Curriculum Accommodation Plan DCAP)

Prior to referring any student for a special education evaluation and eligibility determination, educators must systemically search for accommodations and/or interventions that will enable the child to make progress. This commitment requires effective teaching strategies that reach diverse learners and pre-referral practices that support diverse learners.

The purpose of the DCAP is to ensure that all efforts have been made to meet students' needs in regular education. The plan is a systemic plan that is intended to increase the general education capacity to meet the individual needs of diverse student learners. The DCAP is considered an educational activity for the general education program, not solely or specifically special education.

Risk/Threat Assessment

When school personnel believe that a child or family member poses a risk of harm to self or others, professionals are required by law to make efforts to protect the safety of the child and those around him/her by reporting the potential risk to the appropriate authorities. When these concerns are identified, the school will engage in a process of risk/threat assessment that will include the collection and review of all relevant information, and the notification of proper authorities *(911 and/or Psychiatric Crisis Services if there is an imminent risk, and/or notification of law enforcement in the case of a reportable offense)*.

Depending on the nature of the circumstances, and the information that is gathered in the preliminary assessment, a formal risk assessment may be recommended, conducted by specially trained school mental health staff or community agency providers. This may be required prior to a student's re- entry to school so that an appropriate safety plan can be developed and implemented.

Home and Hospital Instruction

Per Massachusetts regulation:
Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Director of Student Services.

For the Southern Berkshire Regional School District to provide home or hospital educational services the student's physician must complete the *Licensed Physician Statement for Temporary Home or Hospital Education* form and include specific information regarding the date the student was admitted to a hospital or confined to home, medical reason for such confinement, expected duration of the confinement, and the medical needs of the student that should be considered in planning the home or hospital education services. Members of the SBRSD health services team, school nurse, and/or school physician may consult with the ordering physician to gain additional information as indicated. The need for home or hospital instruction will be reviewed and re-evaluated at regular intervals.

Health Policies

Immunization

As required by the Massachusetts General Laws, Chapter 76, Section 15, every school child must be "successfully immunized". The Department of Public Health has established the following schedules as legal requirements for children to attend kindergarten and school. Please be aware that these requirements may change annually.

Grades K-12:

1. OPV or IPV (polio), four or more doses for grades K; three or more for grades 1-12.
2. MMR (measles, mumps, rubella) for grades K-DTaP/DTP, five doses or more for grade K; DTaP/DTP, four or more doses for grades 1-6 or three or more doses of Td for grades 1-6; four or more doses DTaP/DTP or three or more doses Td for grades 7-12, plus one dose Tdap according to phase-in schedule.
3. Hepatitis B, 3 doses for grades K-12.

4. Varicella – Two doses for grades K-12 Varicella vaccination is required unless the student has a diagnosis of chicken pox disease by the HCP or laboratory proof of immunity.
   Half doses of DTP are not acceptable. DT is only acceptable when accompanied by a letter stating that there is a medical contraindication to DTP. One dose of Tdap is required for all students entering grades 7-12. MMR should not be given before 12 months of age. The second dose may be given at any time provided there is a four-week minimum interval between doses.

Head Injuries (TBI)

Student health and safety are of paramount importance. All parents are required to demonstrate knowledge about the risks of traumatic brain injury (TBI) before their children are permitted to participate in the athletic or band programs. A free on-line course is available to you that contains all the information required by the law. This course is available on-line through the National Federation of High School Coaches. You will need to click the "order here" button and complete a brief information form to register. At the end of the course, you will receive a completion certificate. The entire course can be accessed at http://www.nfhslearn.com by clicking on "Concussion in Sports-What You Need to Know" box. Another way to meet this requirement is to go to www.sbrsd.org and click on the "Activities>Athletics" page, and you will find all the concussion information listed as the first item. Please read the on-line documents, download and sign the parent signature sheet upon completion. If your child participates in one of the school's athletic programs please send this certificate to Jesse Carpenter, Athletic Director for SBRSD. If your child is a band member, please send the certificate to Courtney English, Band Director for SBRSD. These individuals will be responsible for the files the District is required to keep ensuring that all parents have completed the training. We also have hard copy information for any parent/guardian without access to a computer. These documents are also available in Spanish. Please contact Angel Rote at Mount Everett (229-8734, ext. 102) for access to this information. Students will not be eligible to participate in any sport or band activity until parents have completed the concussion training information and submitted a certificate of completion or signed cover sheet as instructed above. Parents also must fill out a Pre-Participation Head Injury/Concussion Reporting Form for Extracurricular Activities before participating in athletic or band activities.
This policy complies with the MA Department of Public Health regulation 105CMR 201.00, "Head Injuries and Concussions in Extracurricular Activities". The policy is available for review on the school district website at http://www.SBRSD.org under the athletic section or in consultation with the school nurse.

After a concussion diagnosis, final return to play must be obtained after successful completion of a gradual return to play. This requires the completion of the Post Sports Related Head Injury/Medical Clearance Authorization Form by the HCP. The details of this process are included in the policy.

Medication Policy

A parent must notify the school nurse when a doctor has prescribed medication that needs to be taken during school hours. All medication, prescribed or over-the-counter, must be kept by the school nurse and taken under her supervision. Prescribed medication must be in a pharmacy labeled bottle accompanied by written and signed parent consent allowing the nurse to give the medication. No over-the-counter medicine can be given without signed parent consent. Students may not transport any medication without written parent consent and a doctor's order. This includes inhalers and epi pens for self-administration. Self-administration of medication is permitted upon approval of the nurse and pursuant to DPH guidelines. Any student dispensing or possessing medication without the prior approval of the school nurse is in violation of the substance abuse policy.

Parental consent is needed (on emergency form) to administer the following over the counter medications in school: Acetaminophen (Tylenol), Benadryl, Ibuprofen (Advil), Calamine and/or Caladryl lotion. The use of cough drops is not encouraged.

The procedure for prescription medications remains unchanged. A doctor's written authorization is still required, as well as parent/guardian permission. Medications must be brought to school in the original pharmacy container. This policy is prescribed by Massachusetts 105 CMR 210.3000, et seq. and must be done in compliance with the regulations that follow.

1. Written instructions signed by the parent and physician will be required and will include:
   a. child's name
   b. name of medication
   c. purpose of medication
   d. time to be administered
   e. dosage
   f. possible side effects
   g. termination date for administering medication
2. Medication must be kept in a locked cabinet with the exception of asthma inhalers and Epi-pens for allergic reactions (anaphylaxis).

3. The parent of a child must assume responsibility for informing the school of any change in the child's health or change in medication.
4. A copy of this regulation will be provided to parents upon their request for administration of medication in the schools.
   a. A parent or guardian must deliver and pick up medications. Students are not allowed to transport medications.
   b. A maximum 30-day supply of medication can be kept in the school.
   c. When medication is discontinued it will be properly disposed of after seven days notification to the responsible parent or guardian.

Injectable Epinephrine (EpiPen)

It shall be the responsibility of either the parent of a child, or persons who have legal custody of such child, to supply the Hampden-Wilbraham Regional Schools with an EpiPen at the school (a separate EpiPen must be supplied for use on the school bus if requested by the school nurse). It shall be the responsibility of the school department to safely keep the EpiPen and administer the same according to the provisions mentioned herewith:

1. The family physician must submit a written statement to the effect that, in his or her opinion, at this time no other alternative medication would be effective.
2. The family physician must submit written authorization and specific instructions for the administration of such medication within the school setting.
3. The parent must submit written permission for its use, releasing the school from all responsibility involved in its administration.
4. Parental permission, in writing must be given to allow a trained bus driver to administer an EpiPen.

Health Office

School Health services are provided by full-time registered nurses in every school and include the following health services for students:

- Individualized health care planning and case management for students with special health care needs.
- Illness and injury prevention, assessment, and intervention.
- Health and wellness promotion.
- Medication administration and nursing procedures.
- Communicable disease prevention and control.
- Mandated health screenings: *hearing, vision, postural, height, weight and BMI.*
- Assistance with access to health care services and insurance.
- Management of confidential student health records.

The Massachusetts Department of Public Health has identified the following as being particular problems among the school population. Please contact the school nurse if your child is ill with one of these illnesses/conditions.

School attendance guidance:

- *Conjunctivitis (pink eye):* According to MD evaluation and recommendations, if prescribed antibiotics complete 24 hours of therapy before returning to school.
- *Fever:* 100.0 F or 37.8 C (CDC definition) or higher; must be fever free for 24 hours without any doses of fever-reducing medication.
- *Fifths Disease:* Fever free for 24 hours without any doses of fever-reducing medication.
- *Impetigo:* Red, oozing blister areas with yellow-gold scabs on the face or body. Stay home for as long as your doctor says. Students can return with a note from MD stating a rash is not contagious or no longer contagious.
- *Influenza-Like-Illness:* Feeling well and fever free for 24 hours without any doses of fever-reducing medication.
- *Pediculosis (head lice):* Consult with school nurse upon identification. Student must be checked by the school nurse upon returning to school.
- *Streptococcal Infections (strep throat):* Complete antibiotic therapy for 24 hours before returning to school.
- *Vomiting and Diarrhea:* Symptom-free of both for 24 hours before returning to school.

**This list is not all inclusive. Sending your child to school before he or she is completely well places them at risk for contracting other illnesses and also promotes the spread of illness to classmates and staff members. If you have any questions regarding any of the above information, please contact your school nurse.*

Emergency and Non-Prescription Medication Form

This medical form may be mailed home over the summer, and/or may be given to your child during the first week of school. This form provides the school with critical information regarding your child. Please complete this form in detail, and promptly return it to the school. If a phone number, address, or place of employment changes during the year, notify the school nurse immediately. This information is necessary so that the parents can be notified in case of an emergency.

Communicable Diseases

Parents must inform the school nurse if their child has contacted a communicable disease. According to Massachusetts regulations on Isolation and Quarantine, codified at 105 CMR 300.100 and M.G.L. c. 111, §7, communicable diseases must be reported. Please consult this regulation for a comprehensive list. A partial list of communicable diseases for which children are required to remain out of school follows:

- *Chicken Pox:* Until lesions have dried and crusted, or until no new lesions appear, usually by the 5th day.
- *German Measles:* No restrictions.
- *Measles:* One week from appearance of rash.
- *Meningitis:* Until the febrile period is over.
- *Mumps:* Until all swelling has subsided or one week from onset of disease, whichever comes first.
- *Pertussis* (whooping cough): Twenty-one days from onset of cough or five days after initiation of appropriate antibiotic therapy.

Health Screening Program

Screening programs are conducted at the following grade levels:

- *Hearing:* Kindergarten through Grade 3, Grade 7 and Grade 10
- *Vision:* Kindergarten through Grade 5, Grade 7 and Grade 10
- *Postural:* Grades 5-9. This procedure is screening for scoliosis (abnormal lateral curvature of the spine) which requires the nurse and/or physical education teacher to look at a child's back as he/she stands upright and bends forward.
- *BMI (Body Mass Index):* Grades 1, 4, 7, 10. Per an amendment to the growth screening regulation in the fall of 2013, individual student BMI results will be made available to the parent/guardian upon receipt of a written request to the school nurse.

Physical Examinations

Massachusetts General Laws, Chapter 71, Section 57 requires that each child receive a physical examination prior to initial school entrance. Physical examinations are required of all students in Kindergarten and in Grades 4, 7, and 10.

Physical Limitations

Any student entering the Southern Berkshire Regional School District who may have a temporary or permanent physical limitation that would impact his or her ability to access the various educational programs of the District, should be brought to the immediate attention of the school nurse who will then consult with the building principal.

The district does not require a pregnant student to obtain certification of a physician that the student is physically and emotionally able to continue in school, other than the same health and immunization records that are required of all students. The only limitations or accommodations implemented for a pregnant student will be those deemed necessary by the student's physician, as documents in writing by that physician. The building principal or designee will then consult with the student's parents/guardians to determine the nature of the limitation and the necessary accommodations that will need to be made to ensure accessibility to all District programs.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before they leave. Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leaving is encouraged; and that every opportunity to complete their education is provided.

It is a SBRSD procedure that any student returning to school under the care of a physician submits to the school nurse a medical waiver form signed by the doctor prior to his/her return.

Wellness Policy

The School Committee has approved and adopted revisions to the wellness policy on March 15, 2018 to be implemented in the 2018-2019 school year. The policy guidelines, which may be viewed on the SBRSD website at http://www.SBRSD.org, further strengthens the district's commitment to safety and wellness. Teachers, administrators, and staff will act as facilitators of the guidelines addressed in the policy. We ask that parents and guardians comply with and support the guidelines.

Student Rewards:

Foods and beverages will not be provided to students during the regular school day as rewards for academic performance or good behavior.

Classroom Parties and Celebrations:

- District schools will adopt food free celebrations during the regular school day.
- Alternate ways to celebrate birthdays, holidays, and special events that do not include food sharing will be posted on the district website.

Food Allergies:
It is recognized by the Southern Berkshire Regional School District that food allergies can pose a serious risk to vulnerable students. Therefore, guidelines must be followed. These guidelines apply to the consumption of food during the regular school day as it relates to an individual student's snack, school meal program, or for those approved curriculum-based lesson plans that will involve the group sharing of food.

- Food items sent to school for the consumption by more than one student cannot contain nuts or nut oils.
- The school may prohibit specific food products from entering the classroom. Home baked or food items prepared at home will not be allowed for group consumption in a classroom for a student identified with a life threatening food allergy. In school buildings identified with a significant number of students with life threatening food allergies, home baked or food items prepared at home will not be allowed for group consumption in any classroom.
- Store bought food items for group consumption must be in the original packaging and include a food label.
- A peanut free eating area will be provided in each school as needed.
- Student food allergy alerts will be programmed into the cafeteria point of sale system.
  Information about students' food allergies will be kept in the classroom. These foods will not be used for class projects, arts, crafts, science experiments, cooking or other projects...
- A letter will be sent home to parents of elementary students informing the families of any specific classroom allergies and corresponding restrictions as it relates to snacks sent in for individual consumption in the classroom.

Transportation:
Per state law, the consumption food or beverages is not allowed on school buses.

Smoking and Tobacco Free Policy

The Education Reform Act of 1993 prohibits the use of any tobacco products within school buildings and school facilities, on the school grounds, or on school busses by any individual. Student possession and the use of tobacco products, such as, cigarettes, chewing tobacco, cigars, or electronic nicotine delivery system (ENDS) are prohibited within the school building, on school grounds, at school-sponsored activities off school grounds, and on school busses at any time.

Library Services

The Southern Berkshire Regional School District provides a comprehensive library in each school building. Books, magazines, newspapers, non-print media items, and audio-visual equipment are available for students and staff to be used for school activities. The libraries are open to all students during the school day, subject to staffing. Students should check with the librarian or classroom teacher for individual school hours.
Use of technology available in the library is encouraged but must be used under the supervision of the librarian.

Students are encouraged to come to the library and use the resources for special projects, book reports, reference materials, periodicals, and leisure reading. The student is fully responsible for all materials signed out in his/her name. Parents/guardians are financially responsible for lost or damaged books.

Cafeteria Services

USDA approved reimbursable breakfasts and lunches are served in all school cafeterias. Milk is included with all lunches. Milk is available for purchase a la carte at lunch. Milk or orange juice may also be purchased for snack in the elementary schools. A monthly menu and calendar will be available on the district website, posted in school and may be sent home monthly.

Free or reduced meal applications will be distributed to all students at the beginning of the school year. Families may also apply for benefits at any time during the year by contacting the Food Service office or accessing the application on the District website at http://www.SBRSD.org.

All district schools have point of sale registers. Parents may send in money to put on students' accounts to be used for lunches, snack milk and snacks. Cash is also accepted on a daily basis. All students are automatically set up with a point of sale account. Parents should register on My School Bucks to gain online access to the account. Parents are expected to keep track of their child's balances using the www.myschoolbucks.com website. The parent is responsible for monitoring all account transactions. If a parent does not agree with charges made to the account, he/she must notify the cafeteria manager within two weeks of the charges being made. If the cafeteria manager is not notified within two weeks, the parent is responsible for all charges made to the account. If a parent does not want their child to have a cafeteria account, he/she must notify the food service director, so the account can be deactivated.

Grab and Go Lunch

For children who qualify for free or reduced lunch, a Grab and Go lunch will be provided on early release days as well as on field trip days. The form is on the school's web site under Students & Parents/food services. Scroll down to Catering Menus and click on the "Grab and Go Lunches" button.

Meal Charging Policy

The Southern Berkshire Regional School District allows charges on school meal accounts because we feel it is important that students not be denied access to school meals during the school day.

We urge parents to keep their child's lunch account balance positive. By setting up an account using the ***myschoolbucks.com*** payment center parents have the ability to track spending, monitor account balances, make payments online and receive email alerts when the balance gets low. Instructions on how to set up an account are located on the district website at http://www.SBRSD.org. We strongly encourage all parents to set up an account to have access to their student's transactions.

It is the parent's responsibility to keep student's lunch accounts positive. We realize that on occasion, in an emergency, a child may need to charge a meal.

The following policy is in place for the charging of school meals:

- A student may charge a school meal even if their account balance is negative.
- Parents/Guardians are expected to re-pay that debt as soon as possible after they are informed of the charge.
- Once the balance reaches [-$30.00] the Food Service Director will take reasonable steps to communicate directly with the parents/guardians and will make available an application for the free/reduced lunch program.
- Once the account reaches a negative balance of [-$60.00], the Food Service Director will send an official letter via certified mail stating that ifpayment is not received or if a payment plan is not agreed upon in 30 days, the delinquent account will be turned over to the District Business Office for collection. The letter will state that the next step may include the involvement of a collection agency or the courts. All correspondence will also make available an application for the free/reduced lunch program. Students will be prohibited from charging any a-la-carte items if their account is negative, including snack milk, extra drinks, and other a –la-carte items.
- When the account reaches a negative balance of (-$100.00) all communication concerning the account will be turned over to the District Business Office who may employ a collection agency and/or the courts to pursue payment of the debt.
- If a parent/guardian contact the Food Service Director and arranges an agreed upon payment plan at any point in the process, the further steps will not be implemented.

Assistance is available for those families having trouble paying for school meals. If you feel you will qualify, please complete the free and reduced meals application. Applications can be downloaded from the district website at http://www.SBRSD.org or can be requested from your school office.

Transportation and Bus Policy

The District will provide regular bus transportation for elementary students who live a half-mile or more from school and on all roads deemed hazardous by the School Committee. Bus transportation for kindergarten children is provided using regular bus routes and stops unless conditions warrant other arrangements. It will also adhere to all compliance issues under Massachusetts General Laws, Chapter 90 as well as other transportation state related statutes. Routing, pick-up/drop-off points will be determined with full consideration of each school's hours of operation and the safety of each child.

Every SBRSD student is assigned to one bus and one seat for the school arrival (a.m.) and dismissal (p.m.) five days per week. No child may ride a bus other than the one that has been assigned. The only exception to this policy is a court ordered custody agreement awarding 50%/50% shared physical custody. A copy of this agreement shall be received by the Superintendent's office for review and approval. The Superintendent's office will notify the bus company of the approved bus route/schedule.

To ensure the safety of all students through grade four who ride in buses, children must be met at the bus stop by parents or other approved adults. An approved adult shall be a person designated by the custodial parent. **If a parent or approved adult is not at the bus stop, the child will be returned to one of the elementary schools with staff who remain late and the parent will be required to pick the child up there.** If this is an ongoing problem with a particular family, the child may have their transportation privilege suspended or revoked after a warning has been submitted to the parents. Exceptions to this parent-at-bus-stop rule may be requested by custodial parents, in writing, to the district and will be considered on an individual basis by the administration in consultation with the bus company.

If your child needs to take a different bus home, you must request this change through the bus company. A bus pass will be issued if there is space. Bus 1, which goes into Great Barrington, is for school choice students only. Additional seating may be available; written request must be made two days prior to usage.

Children in Pre-Kindergarten may use school district bus transportation to and/or from school or school-sponsored activities if the child's parents/guardians have granted explicit written permission for the child to be supervised expressly by a named sibling, cousin, etc., AND the parents/guardians of the so named relative also give specific permission for their child to act in this supervisory capacity. Said supervising relative must be at least 10 years of age and adequately mature for this activity. Both children will sit in seats assigned by the bus driver.

Bus Conduct

Riding the school bus is a privilege. The bus is an extension of the classroom and children are expected to conduct themselves on the bus in a manner consistent with established standards for acceptable behavior. The safety of students is paramount. Any action, which interferes with the bus driver's attention, constitutes a serious safety hazard and shall be reported to the principal by issuance of a bus conduct report. Any student receiving 3 bus conduct reports or behaves in a manner affecting the safety of others, will be in danger of having his/her bus privilege suspended. If necessary, the driver, bus owner, or school administrator may issue assigned seats. In addition, if the driver, bus owner, or administrator is concerned that an elementary aged student may not safely board or disembark at a stop, then a school administrator will notify the parent/guardian that he/she, or an adult designated by the parent/guardian, will be required to supervise the child. School buses are the private property of bus contractors and destruction of bus equipment may require appropriate payment for any necessary repairs when riding the bus.

Bus behavior guidelines:

- Be on time for the bus.
- Stay off the road while waiting for the bus. Exercise caution when crossing roads.
- Board and exit the bus in an orderly manner and only from the front door.
- Respect the driver and the rights of all student riders.
- Be seated promptly and face forward (3 pupils per seat may be permissible).
- Remain in your seat until the bus comes to a complete stop.
- Students changing buses are to walk directly and safely to the next bus.
- Keep hands, arms, and head inside bus at all times.
- Never drop or throw objects while entering/exiting or riding the bus.
- No eating or drinking on the bus.
- When riding the bus, students may use hand-held electronics. Volume must be kept low so as not to distract the bus driver.
- Shouting and loud talking are not permitted.
- Observe the School Committee policy that smoking on buses is forbidden at all times.

Neither the bus company nor the school is responsible for any lost or stolen items. Students may not use cell phones on the bus for any purpose and may not record or video other students when waiting at bus stops or when riding the bus. Other than the use of electronics, all forbidden items and activities during school hours apply to the guidelines for bus conduct.

State Law Offense

Whoever willfully throws or shoots a missile at a school bus, or at a person on such, or in any way assaults or interferes with an operator while in the performance of his/her duty on or near such school bus, shall be punished by a fine of not more than $500, or by imprisonment for not more than one year, or both. A snowball is considered a missile. M.G.L. Ch. 159 § 104.

SAFETY AND EMERGENCIES

School Cancellation

The following procedures apply for the opening and closing of schools during winter storms or emergency situations:

1. When weather conditions warrant, school will be cancelled. "No School" announcements will be made via Blackboard Connect; the automated e-mail notification system, the district website, and on local radio and television stations. When school is cancelled, school activities, school related meetings and athletic events are also cancelled.
2. When morning weather conditions are improving, the schools may open on a "delayed opening" basis. On these days, schools will start between 90 minutes to 2 hours later. Consequently, all activities, commencing with the start of the bus runs, will follow a 90-minute to 2 hour later pattern.
3. When school is delayed, dismissal will be at the regular time. All after school and evening activities will run as scheduled.

Delayed Opening of School

Delayed opening announcements will be made via Blackboard Connect, automated e-mail notification system, on the district website, and will be broadcast over local radio and television stations. Announcements should be monitored carefully. Parents are reminded that while schools may operate on the basis of improving conditions, they should exercise their own good judgment as to the attendance of their children.

Early Dismissal Due to Inclement Weather

In severe weather or similar emergencies when road conditions are expected to deteriorate, it is sometimes best to dismiss students early. Parents will be informed of dismissal times through the automated emergency advisory system. For kindergarteners and first graders, our policy is to return bus riders to their school or Superintendent's office if no one is at the usual drop-off point and no alternate adult (neighbor, relative) has been authorized to receive them (via the Emergency/Non-Prescription Medication Form). For older children, families should have a procedure that could be followed in case of an unanticipated early dismissal and should communicate that procedure to their children in advance.

Health, Safety, and Emergency Communications

In the event of an emergency, the District will make every effort to communicate critical news and updates to parents/guardians. It is extremely important that all emergency contact information including home, work, cell phone and e-mail addresses are kept up to date so that proper notification can occur. Information may be disseminated in a variety of ways, including:

- Broadcast on local television stations - TV-22, TV-40, and Public Access Channel 5
- Automated telephone messaging and/or email notification via Blackboard Connect
- District website http://www.SBRSD.org

Evacuation

The need to evacuate the students from a building before the regularly scheduled closing time could arise from a relatively minor incident, such as a power failure or from a major event, such as fire or bomb threat.
During evacuation, students are guided to the nearest exit and assemble at an established location. During evacuation, release times, communication into the school and/or transportation may be temporarily disrupted, and families will receive information and instructions from the listed communication resources.

Lockdown or Sheltering-in-Place

"Lockdown" or "Sheltering-in-Place" are emergency responses that are implemented when it has been determined that conditions outside of the classroom or building are potentially unsafe. Situations that may activate a "Lockdown" or "Sheltering-in-Place" response include sudden severe weather, hazardous materials situation near the school, police activity close by, or potential intruder alerts. While these situations are extremely rare, related drills are conducted periodically throughout the year to ensure that all staff members and students are prepared to respond confidently and calmly. During a "Sheltering-in-Place" event, students and staff will typically remain in their classrooms or designated areas and continue with their routine activities until the "All Clear" signal is given.

During a "Lockdown/Intruder" situation classrooms are secured and, based upon available information, the staff is trained to guide students to maintain lockdown in a designated location in the room, to evacuate, or to take other actions to promote their safety.

In either a "Sheltering-in-Place" or "Lockdown" situation, it is not possible to enter the building until the principal or public safety official determines that it is safe to do so. Information and instructions are given to families through the Blackboard Connect/ Edline communications systems.

Off-Site Evacuation and Dismissal Policy

In an extreme emergency when a school has been evacuated and it is not possible to return, an off-site meeting place may be needed. Parents will be directed (through the above advisories) to go to the closest available school building or designated information center in the community. The Superintendent, with public safety personnel, will determine the location that best meets the needs of the specific emergency, and

staff will be on site to assist with dismissal procedures using the following guidelines:

1. No student will be dismissed from a primary or secondary evacuation site unless a parent (or individual designated by a parent on the student's Emergency/Non Prescription Medication Form) comes for him/her and is able to present photo ID to identify him/herself upon request.
2. All parents or designated persons who come for students will be required to sign out at the front office or from a designated alternate release location.
3. In addition to the above notification resources, signs will be posted if an alternate location is needed.

Throughout the school year your child will be trained in emergency procedures. She/he will learn how to react, where to assemble, and what to expect in an emergency situation. While it can be unsettling to think about situations that require emergency procedures, by continually reviewing potential scenarios and plans, we can prevent or mitigate threats to student safety and be prepared to implement the best possible response.

Help us in the following ways:

1. Be sure that in the event of an emergency, the medical information on file for each student is accessible. It is very important that you keep this information up-to-date, and notify the school nurse of any changes.
2. Similarly, please be sure to keep all emergency contact information current, and inform the school secretary if there are changes in your cell, office or home phone numbers.
3. During an emergency, please do not call the school. Telephone lines need to be kept open for emergency calls.
4. Turn to the listed radio and television stations for information, and make sure that changes in your telephone numbers are provided to the school so that the Blackboard Connect automated notification system can be accurately updated.
5. Do not immediately drive to the school. The school access route and street entrance areas may not be open.

Have your family review and practice responses to emergency situations at home, including instructions that your child should follow in the event of an early dismissal if you are not at home.

CIVIL RIGHTS AND LEGAL REFERENCES

Every Student Succeeds Act (ESSA) and Parents Right to Know

The Federal *Every Student Succeeds Act (ESSA)* legislation stipulates that parents may request information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

The law also stipulates timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Mandated Reporting

School personnel are mandated reporters. If school personnel have reasonable cause to suspect physical or emotional abuse, or substantial risk of harm or neglect, they are obligated by M.G.L., ch. 119, Section 51A, to report these conditions to the Department of Children and Families (DCF).

If the reportable incident involves criminal conduct, including physical abuse, violation of a restraining order, assault and battery, indecent assault and battery or rape, school officials shall also report the incident to the police department, and further action may be taken by the county District Attorney's office. *Additional information can be found on the following website:*
A Mandated Reporter's Guide to Child Abuse and Neglect Reporting
http://www.mass.gov/eohhs/docs/dcf/can-mandated-reporters-guide.pdf

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Assistance Act (NCLB: Title X, Part C, Sec. 722) establishes that homeless children and youth are eligible to enroll in, and have a full and equal opportunity to succeed in school; and that a homeless education liaison is designated to ensure that homeless children and youth are identified by school personnel and that educational services are expedited and coordinated with other entities and agencies.

Homelessness is defined as individuals who lack a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship; are living in motels or emergency/transitional shelters due to lack of alternative adequate accommodations; or who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

The goal of the McKinney-Vento Homeless Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth, and opportunities to meet the same challenging academic standards as other children and youth. The Southern Berkshire Regional School District (SBRSD) shall ensure that every effort is made to comply with this legislation.

Definition

The SBRSD is in compliance with Section 725 of the McKinney-Vento Act, as amended by the Every Student Succeeds Act ESSA (Pub. L. 114-95) which defines the following terms:

1. ***Homeless children and youths:*** Individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:
   a. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
   b. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
   c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
   d. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended), who qualify as homeless because they are living in circumstances described in this definition.
2. ***Enroll and enrollment:*** Includes attending classes and participating fully in school activities.
3. ***Unaccompanied youth:*** Includes a homeless child or youth not in the physical custody of a parent or guardian.
4. ***School of origin:*** Includes preschools and, when a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools. (Section 722(g) (3) (I).

Liaisons

The Homeless Education liaison's role is to assist homeless students enroll in school and to ensure that they receive the educational services for which they are eligible. *Further information may be obtained by contacting the SBRSD liaison, Brenda Ullrich, at (413) 229-8734 ext 152 or bullrich@sbrsd.org*

Enrollment

The Southern Berkshire Regional School District will 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.

- Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.
- Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing.
- Homeless Education liaisons must assist students who arrive without records by contacting the previously attended school system to obtain the required records.

Transportation

The SBRSD shall ensure that transportation is provided, at the request of the parent, guardian or unaccompanied youth, to and from the school of origin.

- If the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation.
- If the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin.
- If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

Access to Comparable Services

Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs. As independent students under the Higher Education Act of 1965, homeless students are entitled to verification of this status for purposes of the Free Application for Federal Student Aid. (Section 722(g) (6) (A) (x)).

NOTE: To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the local educational liaison or the director of homeless shelter where the students reside as the determination of eligibility for free lunch.

Access to Preschool
An important goal of McKinney-Vento is to afford homeless preschoolers the same opportunity to enroll, attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness. The SBRSD's Homeless Education liaison will work with early care and education providers, including child development and preschool program personnel, child care resource and referral agencies and other service providers, to coordinate and collaborate to review and revise practices or policies that inadvertently act as barriers to the enrollment of homeless children in child care and early education programs.

Dispute Resolution
If a dispute arises over school selection or enrollment, the SBRSD will immediately enroll the homeless student in the school in which enrollment is sought – pending resolution of the dispute – and must provide the parent, guardian or unaccompanied youth with both a written statement of the school placement decision and a notice of the right to appeal the decision. The SBRSD shall refer the unaccompanied youth, parent or guardian to the Homeless Education liaison, who will expeditiously carry out the dispute resolution process. The final decision in such a situation resides with Massachusetts Commissioner of Education.

Unaccompanied youth are youth who are homeless; not in the physical custody of a parent/guardian; and not in the custody of a state agency. This definition includes youth living on the street, in inadequate housing, denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth doubled up with friends or relatives.

Children and Youth in State Care or Custody
Under the ESSE amendment, children and youth who are in State Care or Custody and awaiting foster placement are no longer included within the McKinney-Vento definition of homelessness, but under Title I, Part A transportation, and other services are coordinated with the Department of children and Families to maintain enrollment in the school of origin if deemed to be in the child's best interest. *Further information may be obtained by contacting the SBRSD liaison, Brenda Ullrich, at (413) 229-8734 ext 152 or bullrich@sbrsd.org*

References/additional information:

http://www.doe.mass.edu/mv/
https://www.federalregister.gov/articles/2016/03/17/201 6-06073/mckinney-vento-education-for-homeless- children-and-youths-program

Equal Educational Opportunity
Equal educational opportunity and non-discrimination laws protect the rights of students to participate in all activities pertaining to their education. The law in Massachusetts states: *No person shall be excluded from, denied the benefits of, or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, or gender identity.*

Students will be treated without discrimination based on sex (including pregnancy), age, marital status, race, color, national origin, religion, sexual orientation, gender identity, or disability in compliance with State and Federal laws. Equal educational opportunity is available to all students with respect to enrollment, programs, and participation in school, athletic, and extracurricular activities, including those students who are pregnant or parenting. **Refer to *Physical Limitations* in this Handbook**. In addition, the District believes that students should learn in an atmosphere free of discriminatory harassment or bullying, and will take affirmative steps to eliminate any inappropriate conduct brought to its attention.

The Southern Berkshire Regional School District, pursuant to Title II of the Americans with Disabilities Acts (ADA), Section 504 of the Rehabilitation Act of 1973, M.G.L. c. 76, sect.5, M.G.L. c. 151B, M.G.L. c. 151C, Title IX of the Education Amendments of 1972, and Titles VI and VII of the Civil Rights Act of 1964, does not discriminate against:

1. Any adult on the basis of race, color, age, creed, national origin, disability, sex, religion, limited English proficiency, housing status, actual or potential marital status or parental status, gender identity, sexual orientation, or veteran status in any employment status or access to programs available to such adults; and
2. Any student on the basis of race, color, age, creed, national origin, disability, sex, religion, limited English proficiency, housing status, gender identity, sexual orientation, in equal access or admission to school programs, courses, and/or extra-curricular activities.

Any student, parent, or guardian who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district program or activity on the basis of race, color, religion, national origin, sexual orientation, or gender identity in violation of this policy may file a grievance with the

Superintendent of Schools or designee. **Refer to *Title IX Grievance Procedures* in Part 1, for complaints of discrimination on the basis of sex.** *For complaints of disability discrimination, contact the Title IX Coordinator, at (413) 229-8778*

Glossary of Relevant Definitions Related to Bullying and Discriminatory Harassment

Bullying for the purposes of requirements related to Chapter 92 of the Acts of 2010 legislation is defined as the following: The repeated use by one or more students or staff. [aggressor(s)] of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to him/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of requirements related to this law, bullying shall include cyber-bullying. See section 5 of the legislation for more details on the definition of cyber-bullying and more. **Refer to the *Bullying Prevention and Intervention Plan* at** http://www.SBRSD.org.

Also, refer to the *Bullying Reporting* form at the end of this Handbook.

1. ***Discriminatory harassment*** is unwelcome verbal, physical or other conduct that is sufficiently severe, pervasive, or persistent to create a hostile environment resulting in a denial or limitation in a student's ability to participate or benefit from the school's program. To determine whether the conduct denies or limits benefits or services consideration must be given to subjective and objective perspectives. Under the subjective standard, the conduct must actually be perceived by the student/victim as offensive in order to interfere with his/her participation in the program.

Under the objective standard, consider whether a reasonable person in the student's position (including the student's age, sex, and any other relevant factors) would find the conduct offensive. Also consideration must be given to whether conduct is sufficiently severe or serious. The more severe the conduct, the less need to show repeated incidents, and the effect of the conduct on the student's education. Other relevant considerations might include the type, frequency, location, and duration of conduct; number of students involved; and the relationship/roles of the parties.

Types of Discriminatory Harassment

1. ***Disability Harassment:*** Intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. When harassing conduct is sufficiently severe, persistent, or pervasive that it creates a hostile environment, it can violate a student's rights under the Section 504 and Title II regulations. A hostile environment may exist even if there are no tangible effects on the student victim where the harassment is serious enough to adversely affect the student's ability to participate in or benefit from the educational program.
2. ***Racial Harassment:*** Harassing conduct (physical, verbal, graphic, or written) based on race, color and/or national origin that is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by the District.
3. ***Sexual Harassment:*** Conduct that is of a sexual nature; is unwelcome; and creates a hostile environment that denies or limits a student's ability to participate in or receive the benefits, services or opportunities of the District's programs.
4. ***Gender Identity:*** The law and its accompanying regulations have a broad definition of "gender identity". It is defined as "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth."

The new guidance clarifies that this definition is intended to encompass two groups: "gender non-conforming" and "transgender" students.

- Transgender students are those youth whose assigned sex at birth differs from their clearly and persistently identified sex.
- Gender non-conforming students are those youth who do not meet the stereotypically expected norms associated with their assigned sex at birth.

Hazing is any conduct or method of initiation, even if consented to, 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, but is not limited to, 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 person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Types of Hazing

1. ***Subtle Hazing:*** Behaviors that emphasize a power imbalance between new members/rookies and other members of the group or team. Termed "subtle hazing" because these types of hazing are often taken-for-granted or accepted as "harmless" or meaningless. Subtle hazing typically involves activities or attitudes that breach reasonable standards of mutual respect and place new members/rookies on the receiving end of ridicule, embarrassment, and/or humiliation tactics. New members/rookies often feel the need to endure subtle hazing to feel like part of the group or team. (Some types of subtle hazing may also be considered harassment hazing).
2. ***Harassment Hazing:*** Behaviors that cause emotional anguish or physical discomfort in order to feel like part of the group. Harassment hazing confuses, frustrates, and causes undue stress for new members/rookies. (Some types of harassment hazing can also be considered violent hazing).
3. ***Violent Hazing:*** Behaviors that have the potential to cause physical and/or emotional, or psychological harm.

Retaliation refers to retribution or other coercive, threatening or intimidating actions taken against any individual or associates of that individual because that individual or associates of that individual made a charge, testified, assisted, participated in any manner in an investigation, or advocated for rights protected under SBRSD's applicable policy and applicable Federal laws.

Title IX Coordinator Job Description

1. Oversee the Title IX grievance procedure for use by students, parents, staff and third party individuals accessing SBRSD programs or facilities. The Coordinator will provide information about the availability and use of the grievance procedure.
2. Maintain a record of all grievances and resolutions as well as conduct an annual review of the Title IX grievance procedures to assess the process and identify patterns.
3. Inform District personnel of the Coordinator's responsibilities and assure periodic meetings of the Coordinator to update staff on Title IX activities.
4. *Immediate reporting is required for any issues that potentially would result in a Title IX investigation by contacting the building principal/designee or the District Title IX Coordinator, at (413) 229-8778.*
5. Provide ongoing review of District bulletins, catalogs, Board of Education policies, counseling procedures, yearbooks, and administrative regulations and practices related to compliance with Title IX.
6. Ensure that annual notice of the Title IX Coordinator's name, address, and telephone number is placed on the District's web-site, handbooks, etc.
7. Review student sponsored organizations and suggest criteria for compliance with Title IX.
8. Become familiar with resources/information for technical assistance on Title IX available from the Office for Civil Rights. Take advantage of on-going training opportunities on sexual harassment and/or sexual violence.
9. Oversee the systematic procedure for monitoring compliance with Title IX, as well as conduct periodic surveys of schools to determine the climate on Title IX issues.
10. Disseminate information about student rights in relation to Title IX.
11. Assure that cooperative training agreements and/or HWEA contracts have appropriate nondiscrimination statements.
12. Students, parents, employees and third party individuals are welcomed to *arrange a meeting with the District Title IX Coordinator to discuss any Title IX concern by calling (413) 596-3884.*
13. If someone wishes to *file a complaint regarding the Title IX Coordinator, the person would contact the Superintendent of Schools at (413) 596-3884.*
14. The District Title IX Coordinator will consult with the School Resource Officers in each town annually to review the MOU and procedures for reporting such cases. The Title IX Coordinator will work parallel with law enforcement but understanding that the District is obligated to comply with Title IX, and it is the role of the District Title IX Coordinator to coordinate Title IX compliance.

Title IX Grievance Procedures

Students, parents of elementary and secondary school students, employees, applicants for admission and employment, third parties, and sources of referral of applicants for admission and employment with Southern Berkshire Regional School District have the right to file a complaint alleging noncompliance with the regulations outlined in Title IX of the Education *Amendments of 1972.* Complaints may be filed with the building principal or the District Title IX Coordinator.

Statement of Assurances

1. The District will not require the reporting party to resolve the issue with the alleged offender without the appropriate involvement of the District. The alleged victim retains the right to stop any informal resolution attempts and proceed with a formal complaint.
2. The District will consider the potential impact of sexual harassment beyond the school campus of the grievant that may have an impact on his or her environment within the school campus.
3. The District will consider providing interim measures in relation to those involved in the complaint while the District conducts an investigation, including separating the parties, providing counseling, making academic adjustments, etc. The building principal has the authority to implement such measures.
4. The District will use the legal definition of preponderance of evidence standard to determine whether sexual harassment or sex discrimination under Title IX has occurred.
5. The District shall annually review Title IX complaints for the purpose of identifying potential patterns at a particular school(s) or population.
6. The District will take steps, reasonably calculated, to end discrimination that has been found, prevent reoccurrence of any discrimination, such as harassment, and correct its discriminatory effects on the grievant and others, if appropriate.
7. Both the grievant and accused have a right to access the appeals process.
8. Title IX protects the grievant and others involved from retaliation for reporting allegations of sexual harassment, and/or participating in an investigation of sexual harassment, and District officials will take steps to address and prevent retaliation.

Procedures

Level 1: Principal or Immediate Supervisor

Employees or students claiming sexual harassment or other sex discrimination may first discuss the grievance with their principal or immediate supervisor, with the object of resolving the matter informally. A student, parent, employee, or third party individual with a sex discrimination/harassment complaint may discuss it with the teacher, counselor, or building administrator involved. Level 1 of the grievance procedure is informal and optional and may be by passed by the grievant.

Level 2: Principal or Immediate Supervisor

If the grievance is not resolved at Level 1 with the principal or designee and the grievant wishes to pursue the grievance, or if Level 1 is not appropriate for resolving the grievance, the grievance may be formalized by filing a written complaint, providing an interview, or an assisted written complaint when necessary. The principal or designee will seek a list of witnesses or evidence from the grievant, the accused, and others as relevant, as part of the investigation. The principal will conduct a formal investigation under the direct supervision of the District Title IX Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level 2 must be within six months from the day of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such an occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. A written report from the principal to the grievant and accused regarding action taken will be sent within fifteen
(15) working days after receipt of the complaint.

Level 3: Investigation Procedures Investigating the Complaint

- The principal or designee will conduct a prompt investigation of the complaint and complete the investigation in a timely manner. The building principal or designee will inform and consult with the District Title IX Coordinator prior, during and after the investigative process. The principal will document the investigative activities (e.g. takes notes of interviews conducted). The time to complete the investigation will vary depending on the nature and complexity of the issue but generally will not take more than ten (10) working days after receipt of the complaint.
- The investigation may include interviews of the grievant, the individual(s) accused of engaging in discriminatory or harassing behavior, and any other witness who may reasonably be expected to have relevant information. All interviewed parties and witnesses will be provided an opportunity to present any evidence they reasonably believe could be relevant to the situation.
- The SBRSD will respect the privacy of the grievant, the individual(s) against whom the complaint is made, and the witnesses to the extent possible consistent with the SBRSD's legal obligations to investigate and take appropriate action and to comply with discovery and disclosure obligations. All records generated in connection with the investigation will be maintained as confidential to the extent permitted by law.
- If a complaint is made about any of the persons having responsibility for the implementation and enforcement of the policy forbidding sex discrimination and harassment, the School District will appoint an independent person to assume those responsibilities.
- At the conclusion of the investigation, the building principal or designee will obtain a signature from the Title IX Coordinator indicating proper oversight of the

investigation. In addition to providing a written report to the grievant and accused regarding action taken within fifteen (15) working days after receipt of the complaint, as described above, the principal or designee will also prepare a written report to deliver to the Superintendent summarizing the evidence gathered during the investigation, providing a determination whether or to what extent the complaint has been substantiated, and recommending the corrective action if appropriate. The corrective action should be designed to stop the harassment/discrimination, prevent it from recurring, and remedy its effects, including services to the victim(s), if appropriate.

Level 4: Superintendent

If the complaint is not resolved at Level 2, the grievant or accused may proceed to Level 3 by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the principal or designee. The grievant or accused may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant or accused to discuss the appeal. A written decision will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

The procedure in no way denies the right of the grievant or accused to file a formal complaint at any time with the Massachusetts Commission Against Discrimination, United States Department of Education's Office for Civil Rights, or other agencies available for mediation or rectification of grievances, or to seek private counsel for complaints alleging discrimination. *For further information about these guidelines or help with sexual harassment problems or any other form of harassment, consult the District Title IX Coordinator, at (413) 229-8778.*

Legal References

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the Education Amendments of 1972.
3. Chapter 151C, Massachusetts General Laws
4. M.G.L. Chapter 76 § 5
5. M.G.L. Chapter 269 § 17, 18, 19
6. M.G.L. Chapter 71, §§82, 84

Alternative Procedures

Individuals are not limited to a formal complaint procedure through SBRSD but may seek resolution through other agencies.

Equal Employment Opportunity Commission
Congress Street, Boston, MA 02114
(617) 565-3200

Massachusetts Commission against Discrimination
1 Ashburton Place, Boston, MA 02108
(617) 727-3990

U.S. Department of Education Office for Civil Rights
5 Post Office Square, 8th Floor, Boston, MA 02109
(617) 289-0111

Bullying, Hazing, and Intimidation Policy

It is the policy of the Southern Berkshire Regional School District to provide a learning, working atmosphere for students, employees, and visitors free from bullying, hazing, and intimidation. Such action may constitute discriminatory harassment when it occurs on the basis of race, color, religion, national origin, age, gender, sexual orientation, gender identity, or disability, as defined above. **Refer to *Title IX Grievance Procedures* in Part 1, for complaints of discrimination on the basis of sex, including harassment based on sex.**

For complaints of disability-based discrimination, contact the District Title IX Coordinator at (413) 229-8778.

Bullying, cyber-bullying, hazing, intimidation, and retaliation are prohibited:

1. At school and at all school facilities.
2. At school-sponsored or school-related functions, whether on or off school grounds.
3. At school bus stops and on school buses or any other vehicle owned or used by the school district.
4. Through the use of technology or an electronic device owned, licensed or used by a school.
5. At non-school-related locations and through non-school technology or electronic devices, if the bullying creates a hostile environment at school; infringes on the rights of the victim at school; or materially and substantially disrupts the education process or the orderly operation of a school.

Bullying, Harassment or Cyberbullying

The Southern Berkshire Regional School District has developed a bullying prevention and intervention plan in accordance with the guidance issued by the Mass. DESE on September 2013. The complete Bullying Prevention/Intervention and Education Plan (2014) is available on the school's website http://www.SBRSD.org.

Priority Statement: SBRSD will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore a sense of safety.

The principal is responsible for implementing the Bullying Prevention and Intervention Plan, which includes the following provisions:

- Strategies for protecting those who report bullying.
- Notice to the parents or guardians of students involved in bullying, including perpetrators and victims.
- Appropriate services for students who have been bullied or who are bullies.
- Inclusion of age-appropriate summaries of the student-related sections of the Bullying Prevention Plan in the Student Handbook.
- Annual review of available data on bullying and behavioral incidents and assessment of available resources including curricula, training programs, and behavioral heal services.
- Any retaliatory action of any kind taken by an employee or student of the SBRSD against anyone as a result of that person's advocacy for rights protected under SBRSD's applicable policy and applicable Federal laws, seeking help, cooperating in an investigation, or otherwise participating in any proceeding is prohibited.

1. It is a violation of the Bullying Policy for any administrator, teacher or other employee, or any student to engage in or condone bullying in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying.
2. This policy is not designed or intended to limit the school's authority to take disciplinary action or take remedial action when such bullying occurs out of school but has a connection to school, or is disruptive to an employee's or student's work or participation in school related activities.
3. It is the responsibility of every employee, student and parent to recognize and report acts of bullying and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.
4. Any employee or student who believes that he or she has been subjected to bullying has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.
5. The building principal or designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying.
6. Retaliation in any form against any person who has made or filed a complaint relating to bullying is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.
7. Reports of bullying should be confidential, consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.
8. Preventing bullying to create a more positive school climate and to prevent as much bullying as possible, age-appropriate instruction on bullying prevention, for students in each grade, must be incorporated in a school's curriculum. Professional development is required for teachers and other staff to help them prevent and stop bullying. In addition, schools must offer education to parents about bullying prevention.
9. Children on the Autism spectrum must have provisions in their Individualized Educational Programs (IEPs) to ensure they obtain the skills to avoid and respond to bullying, an especially challenging task for Autistic children.
10. Reporting and Stopping Bullying - To stop bullying as soon as it occurs, all school staff are required to promptly report bullying when they witness or become aware of it. A school principal or his designee must immediately investigate and take appropriate disciplinary action.

Procedures for Reporting and Investigating Bullying, Hazing, and Intimidation Claims

In school systems, bullying may take many forms and cross many lines. The situation may be an instance of staff member to staff member, staff member to student, student to staff member, or student to student. Guidelines for dealing with any charge of bullying are as follows:

1. *(Student and Adults)* By law, bullying is defined by the victim's perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as bullying by another. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the bully that the behavior is objectionable.
2. *(Students and Adults)* In all charges of bullying, the victim should report the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. At the middle and high school levels, anonymous reporting can be submitted through Edline on the schools home page. At the elementary level, anonymous reporting can be accessed by phone or by using the form on the district website. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result no