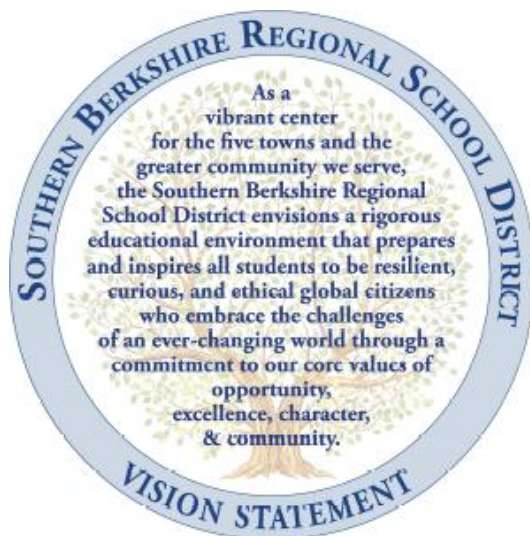


Southern Berkshire Regional School District

HANDBOOK FOR STUDENTS AND FAMILIES 2019–2020



Visit our website: www.sbrsd.org

Approved by the School Committee On September 12, 2019

SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT 2019- 2020 CALENDAR

Approved by School Committee on 3/7/19

26 Staff Orientation-All Staff
27 PD – Teachers and ESPs

28 First Day for Students

3 Days of School

AUGUST '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

17-Presidents' Day
17-21 February Break

15 Days of School

FEBRUARY '20						
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

2 Labor Day- No School
13 Half Day for Students
PD for Teachers

20 Days of School

SEPTEMBER '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					

13 Half Day for Students
County Wide PD Teachers and ESPs

22 Days of School

MARCH '20						
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				

11 Half Day for Students
PD-Teachers and ESPs
14 Columbus Day –No School

22 Days of School

OCTOBER '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		

10 Good Friday – No School
20-24 April Break

16 Days of School

APRIL '20						
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 No School for Students
County Wide PD
Teachers and ESPs
7 Half Day -Elementary Conf
No ESPs
11 Veterans Day – No School
27-29 Thanksgiving Break

16 Days of School

NOVEMBER '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 Half Day for Students
PD-Teachers Only
25 Memorial Day – No School

20 Days of School

MAY '20						
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

23-31 Winter Break

15 Days of School

DECEMBER '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				

12 Last day (180 days) – With No Snow Days-Half Day for Students
26 Last Day with 10 snow days

10 days with no snow days

JUNE '20						
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				

1 New Year's Day – No School
17 Half Day for Students
PD – Teachers
20 M.L. King Day-No School

21 Days of School

JANUARY '20						
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	

Teachers = 183 days ESPs = 181 Days
 8/26/19 Full Day –All Staff
 8/27/19 Full Day-Teachers & ESPs
 9/13/19 Half Day – Teachers Only
 10/11/19 Half Day-Teachers & ESPs
 11/5/19 Full Day – Teachers & ESPs
 11/7/19 Half Day- Elem Conf-Teachers Only
 1/17/20 – Half Day-Teachers Only
 3/13/20 Half Day-Teachers & ESPs
 5/15/20 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

**Arthur Batacchi
Jeffrey Blaugrund
Maryellen Brown
Jonathan Bruno
Jane Burke
Marcella Bush
Danile Kelly
H. Dennis Sears
E. Bonnie Silvers
David Travis**

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NON-DISCRIMINATION

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act (ADA) of 1990, the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, and M.G.L. c. 76, sec. 5, M.G.L. c. 151B, M.G.L. c. 151C, no person in the district shall, on the grounds 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 or sexual orientation, be denied the benefits of, or be subjected to discrimination under any program or activity offered in the Southern Berkshire Regional School District

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 for Civil Rights, Region I, 33 Arch Street, Boston, MA (617) 289-0111.

The Southern Berkshire Regional School District does not discriminate based on 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, audiotope, 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 for 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
Director of Student Services
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 Services

TMSolutions, Inc
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
Amy Lyn, Assistant 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
Amy Lyn, Assistant 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
Amy Lyn, Assistant Principal
42 Main St
South Egremont, MA 01258
Phone (413) 528-1430

**Mt. Everett Regional Middle & High Schools
(Grades 7-12)**

Jesse Carpenter, Secondary Principal
Douglas Daponde, Secondary Assistant 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.

School Messenger Telephone System

School Messenger 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 following 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 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 Principal prior to visiting.

Contacting Students and Staff in School

Phone calls to the classroom can disrupt the teaching process and distract students. Parents and guardians are asked not to make calls to the classroom during the school day. If you need to speak with a teacher, leave a message with the office. If there is an urgent matter that requires a parent or guardian to speak to a child, contact the office and the message will be delivered to the student.

School Attire

The SBRSD expects and encourages all students to dress in a proper manner in recognition of the well-known benefits to the educational process of dress that is conducive to learning and socializing with both other students and staff. Dress should also take into account the range of weather conditions at different times of the year in rural New England. The administration has the right to determine if a student's dress is appropriate in the context of the learning environment and any student whose dress may be detrimental to the learning process will be asked to change into appropriate clothing and accessories.

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.
- 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 not 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.

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 may be brought to the attention of the Superintendent. 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.

Parking

Parking is not permitted along the driveway. Please use the parking lots. The small parking lot in front of Undermountain Elementary School is short-term only (30 minutes or less), except for handicapped parking spaces. Long-term parking is located on the side of the school building. When dropping off or picking up students at Undermountain, parents are to use the short-term lot, specifically designed for this purpose. Parents are not to enter the bus circle during arrival or dismissal. For the safety and welfare of our students, we would remind you that Massachusetts Law prohibits the unnecessary idling of motor vehicles on school grounds. M.G.L. c.90 sec 16B.

Animals in School and at Athletic or Other School Events

To protect the health and safety of our students, animals (puppies, rabbits, kittens, etc.), with the exception of certified therapy dogs, are not permitted in school or on the school grounds without the prior permission from the administration. The decision of the principal or his/her designee shall be final. This rule includes dogs at after school activities.

The school principal or authorized designee, in consultation with health service providers in each building, shall utilize the Department of Public Health publication, "Guidelines for Animals In Schools or on School Grounds" and review student health records to determine which animals, if any, may be allowed in the school building.

Use of animals to achieve specific curriculum objectives may be allowed by the building principal or authorized designee provided student health and safety is not jeopardized. The individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools and on School Grounds" and any other conditions established by the principal or authorized designee to protect the health and well-being of students.

It is the policy of the Southern Berkshire Regional School District to preclude all animals from athletic and other school events, unless they are connected specifically to a curricular activity, in which case the permission of the building principal or authorized designee is required.

Weapons or Objects That Can Be Used As Weapons

If in light of reasonable suspicion, it becomes necessary to question a student concerning use of a weapon or similar object, this process will be followed:

1. Hold a conference/interview with the student regarding the issue. The investigation will continue, as needed, which may include interviewing other students and/or searching the students or his /her locker with another adult present.
2. Once available information has been gathered, a collaborative conference will be held with at least two administrators present to decide course of action.
3. If, in the administrators' judgement, the student is found to be in violation, the following steps will take place:
 - a. A good faith effort will be made to notify the parent/guardian or designated emergency adult. The student is to be immediately removed from school by the designated adult. If the school is unable to contact the parent/guardian or designated emergency adult, or if said persons refuse to remove the student from school, the local police will be contacted and their usual procedures will be followed.

- b. The student will be subject to up to a 10 day suspension or a longer term suspension in appropriate circumstances.
- c. The steps for expulsion may be followed. In appropriate circumstances, law enforcement and/or state agencies may be notified.

Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic or social event sponsored by the school must be reported immediately to the person in charge and to the school nurse. In the event of an accident or illness, immediate aid will be administered, and the school nurse called if necessary. If it is necessary for a child to return home because of an accident or illness, the parent, or the designated alternate person whose name is on file, will be called to transport the child home. If a medical situation requires emergency treatment an ambulance will be called and parents/guardians will be notified. Injuries that occur at home will not be treated at school.

ATTENDANCE, PROMOTION, AND ASSESSMENT

Requirements for School Entrance

- Children who will be four years of age by September 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 by September 1 and 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 September 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 be 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.

School Choice*: Students who reside within the state of Massachusetts who meet the age guidelines above will be eligible to enroll in district programs, in accordance with the Massachusetts School Choice Law. Out of district students wishing to enroll in a half-day Pre-Kindergarten program will be eligible to attend a half-day session if space is available. Selection for available school choice slots will be made per MA Law.

*(Pre-Kindergarten students are not covered under the MA School Choice law. If the Committee wishes to allow admission to out of district PK students, they will need to decide whether to charge tuition.)

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 or legal guardian 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 or legal guardian and must be presented 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.
- 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 (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/guidance 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 and participate in a required exit interview. All schoolbooks and property of the district must be returned and all fees paid. 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.

Positive Behavior Interventions and Support (PBIS)

Throughout the 2019-2020 school year, the faculty will be implementing a system of Positive Behavior Interventions and Support (PBIS). PBIS implementation may affect the expectations and discipline protocols. The goal is to improve academic and behavioral outcomes for our students. In 2019-20, we will use new approaches to establish and support good school conduct. We will provide more support, clear expectations and routines, and identify and address problem areas in a timely manner. Students are expected to follow all school and district behavior expectations as noted in this handbook.

Classroom Holiday Observances

The Southern Berkshire Regional School District recognizes and respects the cultural diversity that exists in the celebration of holidays. Based on these cultural and historical traditions, classroom activities may be scheduled. If any parent wishes to exclude his/her child from any such events, please notify the building principal in writing. An alternative activity will be provided.

SPECIAL PROGRAMS

Department of Student Services

The Southern Berkshire Regional School District provides special education services for students in accordance with state and federal special education laws. 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 Program (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 complement and support regular education programming. These services range from health care, English as a second language instruction, and 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. Students demonstrating academic, developmental, emotional, or behavioral difficulties within the school setting will be referred to an Instructional Support Team (IST). The purpose of this forum is to develop effective interventions and alternative strategies to best meet the needs of the individual student. A three-tier model of additional instruction (Response to Intervention) may be put in place as a result of an IST meeting. This is a plan that will help the team determine if further specialized services are warranted to ensure a student's success. Sometimes a special education or Section 504 referral may be proposed and formal evaluations recommended to further assist a child. 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

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. Amy Lyn, 504 Coordinator (Elementary)
Mr. Douglas Daponde, 504 Coordinator (MSHS)
Ms Sandi Hubbard, Director
Southern Berkshire Regional School District
P. O. Box 326
Sheffield MA 01257
413-229-8754 ext. 391

STUDENT PROGRAMS AND SERVICES

Integrated Pre-Kindergarten

The district offers integrated pre-kindergarten programs, which operate at Undermountain Elementary School and New Marlborough Central School. This program combines special needs 3, 4 and 5 year olds who must be age 4 by September 1st of the year enrolling. Class size is limited to 12-15 children and staffed by a teacher and an education support professional. Any child who displays substantial delays in speech/language, motor, or developmental domains is eligible. Parents who suspect delays in these areas should contact the Office of Student

Services. The program is NAEYC accredited. Parents who may be interested in having their child serve as a peer partner should contact the Office of Student Services at 413-229-8265, ext. 371.

After School Activities/Programs

For safety reasons students may stay after school only if they are involved in a school-approved activity with adult supervision at all times. **Students may not stay after school to attend high school and middle school functions without an adult with them.** If a child is found on campus unsupervised, the principal or assistant principal will arrange a meeting with the parent/guardian to discuss the situation. Older students or friends are not permitted to care for elementary students on campus. Approved after-school activities include, but are not limited to: Homework Center, Youth Athletics, Drama, Chorus/Band, After-School Daycare, Flying Cloud Institute Programs, Boy Scouts, Girl Scouts, Makers Space, Robotics Club, Garden Club.

Title I Program

SBRSD has a Title I Targeted Assistance Program at Undermountain. Title I is a federal assistance program to help students who need additional help in reading and math. Currently, reading and math services are offered in grades K-5. The goal is to provide extra help to students in need. All students are assessed for eligibility in the fall. The Title I teachers generally offer small group instruction that supplements regular classroom learning. Title I staff and classroom teachers work together to ensure student success. Title I sponsors the Parent/Title I annual meeting.

School Adjustment Counselor

Assistance for students with behavioral, emotional, personality or home concerns is available through the School Adjustment Counselor. Classroom teachers, parents, or other school personnel may make referrals to the Principal or the Office of Student Services.

Student Centered Therapeutic Education Program (STEPS)

The Elementary Support Program has been developed to provide assistance for students with behavioral, social, organizational and academic needs. STEPS' primary focus is to determine individual student needs and address them in the most inclusive setting possible. Assistance may include resource room services, in-class assistance and the implementation of individualized student plans.

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.

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. Books and other materials may be checked out in accordance with rules and regulations set up by the library staff. 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. Students with overdue books will not be allowed to check out other materials. Food and drink are NOT ALLOWED in the library.

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.

Each student who was eligible for a free or reduced price lunch in the previous year will automatically be eligible until September 30th of the following school year. However, it is necessary to apply each year for each child participating in the program. 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>.

Free or reduced lunch allowances do not include "snack milk". An alternate beverage is not made available unless a physician's prescription is submitted. Sending an alternative beverage for snack or lunch in a thermos is recommended. Water is always available.

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 must 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 if payment 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 contacts the Food Service Director and arranges an agreed upon payment plan at any point in the process, 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.

School Insurance

Student insurance is available at a nominal cost and is optional. When a student who is insured under this plan is injured, he/she will be given a claim form from the nurse's office. This form must be completed by the student's parent(s) and presented to the doctor or hospital. The school merely acts as a medium in supplying the insurance and assumes no liability, for either the injury, or the subsequent negotiations with the insurance company.

Field Trips and Co-Curricular Activities

Field trips/co-curricular activities are a valuable part of the Southern Berkshire Regional School District's educational program. Parents must sign all permission slips for field trips. Students represent their school on field trips/co-curricular activities and should understand that they remain under school supervision during the entire trip. When paying for field trips/co-curricular activities, please make checks payable to SBRSD unless otherwise indicated. Students may be excluded from attending field trips/co-curricular activities, if their school attendance, class work, or behavior is such that remaining at school will be of greater benefit than the field trip/co-curricular activity. The school administration reserves the right to make those decisions.

Parents chaperoning field trips are required to fill out a CORI (Criminal Offender Record Information) application. These forms need to be completed and returned as far in advance as possible to give time for processing. Along with the CORI form, we will need a copy of a current driver's license. If a parent will be driving students, they will also need to complete an SBRSD Volunteer Driver form prior to the field trip. Both forms are located in the elementary offices.

The school normally arranges transportation for field trips conducted during the school year with the school bus contractor and/or the 'marshmallow' buses. However, for short trips not requiring a school bus, volunteer transportation may be requested from time to time. Parents who volunteer to assist with the transportation of

children should carry out all precautionary measures to secure the safety of the children. Volunteers should also be aware that the school district has a Non-Ownership Auto Policy to provide coverage to volunteer drivers when names are submitted by form to the Administration. Parent volunteers are responsible for seeing that children are securely fastened with lap and shoulder belts.

The Southern Berkshire Regional School District recognizes that well organized and carefully supervised field trips provide a mode of learning that is dynamic and not able to be duplicated in the classroom. Because such activity is a learning experience, field trips should be related to the curriculum standards.

School sponsored field trips fall into three (3) categories:

1. Those that occur during the hours of a regular school day and require the approval of the appropriate building principal;
2. Those that occur east of Springfield, MA, or out of state on a regular school day and require the approval of the building principal and the superintendent; and,
3. Those that require an overnight stay and require the approval of the School Committee in advance, in addition to the principal and superintendent.

This policy does not apply to trips required for student participation in school related tournaments, competitions or contests.

The cost of school-sponsored field trips will not be the responsibility of the school district unless the field trip is a required part of the core curriculum.

All student trips, which include late night or overnight travel, must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level. Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, chaperones, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school

systems and in the schools. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

Fundraising

All fundraising projects must be approved by the administration. Tickets or goods of any kind, other than those associated with school-sponsored activities, are not to be sold on school property by students or outside organizations. The selling of candy is prohibited on school property or transportation.

It is the desire of the School Committee that school groups conduct fundraising activities only for specifically stated charitable or educational purposes with this exception: Classes may conduct fund raising events to finance school activities approved by and under the general supervision of the principal. Faculty groups and/or student groups, with advice from administration, may select their own fundraising activities.

Transportation and Bus Protocol

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 (three pupils per seat may be permissible).
- Take without arguing a specific seat if assigned by the bus driver.
- 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.
- Obey all rules established by the bus driver.
- Take the assigned bus to and from school (only in extenuating circumstances, with a note or phone call from a parent, will a student be allowed to ride on a different bus).

Guidelines for School Bus Referrals

First Referral: (Usually preceded by verbal warning by driver) School administrator to meet with student, discuss problem, and send "official" warning to parents.

Second Referral: School administrator to meet with student and suspend student's bus privilege for one or more days (depending on severity) and parent is contacted.

Third Referral: School administrator to meet with student and suspend student's bus privilege for at least 3 days. Parents contacted, possible parent conference.

In the case of major infractions, students will have their bus privileges suspended on the first referral.

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.

HEALTH PROCEDURES

Health Office

School Health services are provided by full-time and part-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.

Universal Precautions

Universal precautions refer to the usual and ordinary steps all students and school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (such as Hepatitis B virus). They are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV-infected.

They are precautions because they require foresight and planning and should be integrated into existing safety guidelines.

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) must be readily available to staff members who are responsible for the clean-up of body fluids.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.
3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to do clean-up. Latex gloves contribute an added measure of protection, but are not essential if skin is intact.
4. Clean up blood spills with a solution of one part household bleach to ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with fresh bleach solution.
5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be especially careful not to touch your eyes before washing up.) Soap and water will kill HIV.

Clean up other body fluid spills (urine, vomit, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

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 the 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 SBRSD 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.

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, sec 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.

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.
- *Fifth's 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.

H1N1 and Seasonal Flu

Current guidelines allow students to return to school 24 hours after they no longer have a fever without fever reducing medication. However, a longer period (7 days) may be recommended under more severe flu conditions, especially in places where a high number of high-risk people may be exposed. Practicing good hand hygiene; respiratory etiquette; cleaning surfaces and items that have frequent hand contact (i.e. doorknobs, toys, telephones); as well as keeping a sick child home will help slow the spread of the virus. A fever is a temperature that is equal to or greater than 100 degrees Fahrenheit. Fever reducing medications that contain acetaminophen or ibuprofen can be used to help bring fever down and relieve pain. Aspirin should not be given to children or

teenagers who have the flu; this can cause a rare but serious illness called Reye's syndrome. It is recommended that the family be vaccinated for seasonal flu and H1N1 flu when vaccines are available.

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.

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, Sec. 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 documented 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 approved and adopted revisions to the wellness policy on March 15, 2018, to be implemented in the 2019-2020 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.

Sexual Education

The Southern Berkshire Regional School District provides a developmentally appropriate curriculum beginning in Grade 5 covering various aspects of human growth and development including sexual education. Parents have the right to exempt their child from lessons covering sexual education issues. Parents must submit a request in writing to the building principal if they do not wish to have their child participate in this portion of the curriculum.

All materials are available to parents for inspection and review in the building principal's office. Parents will be notified of their right to exempt their child from sexual education in September of each school year.

Smoking and Tobacco Free Policy

The Education Reform Act of 1993 prohibits the use of any tobacco products on District premises, within school buildings and school facilities, on the school grounds (including field areas), or on school busses by any individual. Tobacco/nicotine use by students is banned at all school-sponsored events even though use does not take place on school grounds. Smoking or being in possession of smoking paraphernalia may result in suspension from school. Student possession and the use of tobacco products, such as, cigarettes, chewing tobacco, cigars, or electronic nicotine delivery system (ENDS) and vaping products are prohibited within the school building, on school grounds, at school-sponsored activities off school grounds, and on school busses at any time. Any student found in possession of tobacco/nicotine products will be suspended. If reasonable evidence of smoking/nicotine use is present,

the student will be suspended. A parent conference will take place before the student returns to school.

Screening, Brief Intervention, and Referral to Treatment (SBIRT)

The Southern Berkshire Regional School District will participate in Adolescent Screening, Brief Intervention, and Referral to Treatment (SBIRT), which is a public health approach to delivering early intervention to anyone who uses alcohol and/or drugs in unhealthy ways. Because school nurses and counselors are uniquely positioned to discuss substance use among young people, it is recommended that schools allow for opportunities for appropriately trained staff to reinforce prevention, screen for substance use, provide counseling and make referrals as necessary to all adolescents, including students in upper elementary and middle school grades. SBIRT focuses on prevention, early detection, risk assessment, brief counseling and referral intervention that can be utilized in the school setting. School nurses will use a validated screening tool to detect risk for substance use-related problems and to address them at an early stage in adolescents. If a student's parent/guardian does not want their child to be screened, the parent/guardian should notify the school in writing by October 1 of the academic year that they wish to opt out of the screening.

Drug and Alcohol Involvement

The School Committee prohibits the use or consumption of any drug or alcoholic beverage on school property or at any school function. Additionally, any student, regardless of age, who is under the influence of drugs or alcoholic beverages prior to attendance at, or participation in, a school-sponsored activity, will be barred from that activity and subject to disciplinary action.

If, in light of reasonable suspicion, it becomes necessary to question a student concerning drug or alcohol involvement, this process will be followed:

1. An administrator or designee will hold a conference/interview with the student regarding the issue. The investigation will continue as needed, which includes interviewing other students and/or searching the student, or his/her locker with another adult present.
2. The administrator may contact the school nurse. If the nurse or other medical professional determines that physical symptoms may be present after speaking with the student and evaluating the symptoms, the nurse or other medical professional will make recommendations to the referring administrator.
3. If necessary, the student will be given an GAZE NYST AGMUS TEST (eye test) to determine eye response and its relationship to possible alcohol use. If the student refuses to cooperate with this test, the

administrators, without benefit of this information, will make a consequential judgement.

4. Once information has been gathered, a collaborative conference will be held by at least two administrators to decide the right course of action.

If, in the administrator's judgement, the student is found to be in violation, the following steps will take place:

1. A good faith effort will be made to notify the parent/guardian or designated emergency adult. The student is to be immediately removed from school by the parent/guardian or designated adult. If the school is unable to contact the parent/guardian or their designated emergency adult, or if said persons refuse to remove the student from school, the local police will be contacted and usual procedures will be followed.
2. The student will be referred for discipline (including but not limited to suspension and/or expulsion) and may be referred for substance abuse counseling. In appropriate circumstances, law enforcement and/or state agencies may be notified.

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 School Messenger; 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 2 hours later. Consequently, all activities, commencing with the start of the bus runs, will follow a 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 School Messenger, 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 should 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 School Messenger
- 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 Shelter-in-Place

"Lockdown" or "Shelter-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 "Shelter-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 "Shelter-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 "Shelter-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 School Messenger 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 School Messenger 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., Chapter 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 Youth:

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 Homeless 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/2016/03/17/2016-06073/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, sec.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. In addition, 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 SBRSD 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) 229-8778.
13. If someone wishes to file a complaint regarding the Title IX Coordinator, the person would contact the Superintendent of Schools at (413) 229-8778.
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 bypassed 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 2: 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 3: 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.

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 Massachusetts DESE on September 2013. The complete Bullying Prevention/Intervention and Education Plan (2014) is available on the school's website <http://www.SBRSD.org>.

Southern Berkshire Regional School District strives to create an emotionally and physically safe environment of courtesy, respect, and tolerance for all. We are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive effort to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that impedes the learning process.

Bullying in any form or for any reason is absolutely forbidden. In addition, retaliation against another student who has brought forth a bullying complaint to the attention of the SBRSD or who has cooperated in an investigation of a complaint under this policy is also prohibited and will not be tolerated by the SBRSD. It is a violation for anyone, including another student, to bully or intimidate a student through conduct or communication as defined in the above definition.

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. During transit to and from school or school-related activities.
5. Through the use of technology or an electronic device owned, licensed or used by a school.
6. 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.
7. Bullying and cyberbullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Southern Berkshire Regional School District if the act or acts in question:
 - create a hostile environment at school for the target;
 - infringe on the rights of the target at school; and/or
 - materially and substantially disrupts the education process or the orderly operation of the classroom

A. Bullying Definition

Bullying is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

1. causes physical or emotional harm to the victim or damage to the victim's property;
2. places the victim in reasonable fear of harm to himself or of damage to his property;
3. creates a hostile environment at school for the victim;
4. infringes on the rights of the victim at school; or
5. materially and substantially disrupts the education process or the orderly operation of the school

For the purposes of this section, bullying shall include cyberbullying.

B. Cyberbullying Definition

Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communication, instant messages or facsimile communication.

Cyberbullying shall also include:

1. the creation of a web page or blog in which the creator assumes the identity of another person; or
2. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses 1 – 5, inclusive of the definition of bullying.

Cyberbullying includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses 1 – 5 inclusive, of the definition of bullying.

Hostile Environment

A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Examples of bullying/cyberbullying include but are not limited to:

- Hurting someone physically by hitting, kicking, tripping, pushing, and so on
- Stealing or damaging another person's thing
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or a girl
- Touching or showing private body parts
- Spreading rumors about someone
- Leaving someone out on purpose or trying to get other kids to exclude someone
- Using the internet to engage in hurtful behavior

Staff at our school will do the following things to prevent bullying/cyberbullying and help students feel safe in all areas of our school:

- Closely supervise students in all areas of the school campus
- Watch for signs of bullying and stop it when it happens
- Teach and model respectful behaviors
- Respond quickly and sensitively to incident and reports of bullying (use SBRSD Response to Bullying sheet as a guide)
- Take seriously parents' concerns about bullying
- Look into all reported bullying incidents
- Assign consequences for bullying based on the school discipline code
- Provide immediate consequences for retaliation against students who report bullying.

- Request administrative assistance if necessary

Students at our school will do the following things to prevent bullying/cyber-bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Try to include everyone, especially those who are often left out - Report bullying to an adult

C. Bullying Prevention & Intervention

The Superintendent and/or his designee will develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan will be reviewed and updated at least biennially. The District's bullying intervention plan will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics." The District's bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment.

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 health 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 disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.
3. *(Students and Adults)* Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying, hazing, or intimidation shall immediately report it to the administration; each school shall document any prohibited incident that is reported and confirmed, and report all incidents of hazing, intimidation, bullying or cyber-bullying and the resulting consequences, including discipline and referrals, in accordance with state laws and regulations.
4. *(Students)* A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L. c. 258. School staff will be

indemnified from any cause of action arising out of a good faith report of bullying or the district's subsequent actions or inaction in connection thereto.

5. *(Students)* If an instance of student to student bullying is reported to a staff member other than an administrator, the staff member must inform the assistant principal or the building principal.
6. *(Adults)* If the alleged bully is responsible for conducting an investigation, the Superintendent or Committee shall designate an alternative Coordinator, who is immediate Supervisor of the alleged bully.
7. *(Adults)* If a situation involving a charge of staff member to student bullying is brought to the attention of any staff member, the staff member should notify the building principal or the Title IX Coordinator.
8. *(Students)* In a situation involving a charge of student to staff member bullying the staff member should notify the building principal or Title IX Coordinator.
9. *(Adults)* In a situation involving a charge of staff member to staff member bullying the staff member should notify the building principal or the Title IX Coordinator.
10. *(Students and Adults)* Once a charge of bullying has been made, including charges of mental, emotional or physical bullying as well as threats to a person's safety or position in the school or work environment, the following course of action should be taken:
 - The building principal should investigate the charge through discussions with the individuals involved.
 - In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third party present at the time of the discussion.
 - In situations involving students the principal should engage the appropriate classroom or special subject area teacher. Parents will be informed of the situation in incidences involving students.
 - It is important that the situation be resolved as confidentially and as quickly as the circumstances permit.
11. After an investigation with the involved parties, if the building principal determines that disciplinary action must be taken, the following could occur:
 - *(Students and Adults)* In instances involving student to student or student to staff member bullying, the student may be subject to discipline including but not limited to counseling, suspension, and in appropriate cases expulsion.
 - *(Adults)* In instances involving staff member to student and staff member to staff member bullying, findings will be reported to the Superintendent of Schools for further action. Personnel action may also be initiated at this

point, consistent with the applicable law and collective bargaining agreement.

- *(Students and Adults)* In all cases a referral to law enforcement will be considered by the principal or Superintendent based on the circumstances. School officials will coordinate with the Police Department to identify a police liaison for bullying cases.

The SBRSD Bullying Prevention Plan, as well as notification of updates, can be found in its entirety, on the district website at <http://www.SBRSD.org> and is subject to modifications by state legislation.

Gender Identity

On July 6, 2016, the General Court of the Commonwealth of Massachusetts enacted an Act relative to transgender anti-discrimination. The Act makes it unlawful to discriminate on the basis of gender identity.

M.G.L. c. 272, §92A now mandates that admission to, and the full enjoyment of, a place of public accommodation or a portion thereof, may not be denied on the basis of a person's gender identity.

M.G.L. c. 76, §5 also prohibits discrimination on the basis of gender identity against students who attend public schools. Gender identity 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 Southern Berkshire Regional School District ("SBRSD") strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The SBRSD prohibits discrimination on the basis of gender identity and is committed to ensuring that all of its students have equal rights of access to and equal enjoyment of the School District's opportunities, courses of study, programs, advantages, and privileges.

Consistent with the statutory standard, the SBRSD will accept a student's assertion (or parent's in the case of young students not yet able to advocate for themselves) of his or her gender identity when there is "consistent and uniform assertion of the gender related identity, or any other evidence that the gender related identity is sincerely held as part of a person's core identity, provided, however, that gender-related identity shall not be asserted for any improper purpose." 603 CMR 26.01

The School District shall uphold the privacy and confidentiality of school records, including school health records related to gender identity. Transgender students (and parents) and school administrators should meet to discuss the students' access to restrooms, locker rooms, and changing areas. While each situation needs to be addressed individually, students may access school facilities

that correspond to their gender identity.

In sum, in addition to prohibiting discrimination on the basis of gender identity, transgender students (and parents) should contact and meet with their building principal to develop a plan that provides for the students' safety and comfort in the school environment.

All students and staff members shall report to the building principal, conduct that has the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not.

STUDENT RECORDS

A. General Provisions: The student record contains all information concerning a student that is kept by the school district and which personally identifies the student; it consists of the temporary record and the transcript. For purposes of these procedures, custodial parent refers to a divorced or separated parent who has physical custody of the child, and the non-custodial parent is the parent who does not have physical custody of the child. Non-custodial parents may not be eligible to access their child's student record, or may have to follow certain procedures in order to access the student record. See Section C below.

The custodial parent /guardian for a student under the age of 14 years, or jointly by the student and custodial parent /guardian of a child may exercise the rights outlined below over the age of 14 years. A student over the age of 14 is called "an eligible student." A student 18 years or older may, in writing, deny his custodial parent(s)/non-custodial parent(s) access to his/her student record, with the exception of transcripts, report cards and/or progress reports.

Each eligible student and custodial parent/guardian, except as limited herein for certain parents, has the right to see the student record for that student within ten (10) days of submitting a written request to see the records. Copies of any records may be obtained upon request and shall be provided within ten (10) days of the request. The District may charge for the cost of reproducing copies.

All cumulative records are kept in the school for which the student is placed. All cumulative records for out of district students are also kept in the school where the student would attend if he/she were in district. The student's record is available to authorized school personnel who work directly with the student, or administrative/clerkal personnel who need to have access to records in order to carry out their responsibilities. The term "authorized school

personnel" includes, but is not limited to, administrators, teachers, counselors, therapists, paraprofessionals, administrative office, staff and clerical personnel. Authorized school personnel included those employed by the District or under contract with the District as an independent contractor. Authorized school personnel do not need permission to see student records.

No information in the student's record is available to anyone outside the school system without written permission from the eligible student and/or parent and/or guardian, unless the requesting party is listed an exception as provided by the Student Records regulations. Exceptions to the requirement of written permission include, but are not limited to, a probation officer, court order, subpoena, where health or safety requires the disclosure of student information/records or upon transfer to another school district. However, eligible students and/or their parents/guardians will generally be notified before these records are released. A written release must be signed to have any part of the school record sent outside the school. This includes, but is not limited to prospective employers, other technical school, and colleges.

An eligible student and parent/guardian have the right to request to add relevant information to the student's record as well as the right to request removal of information believed to be untrue or incorrect.

B. Directory Information Notice: The Southern Berkshire Regional School District has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect

and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties under the following conditions.
- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- A non-custodial parent may access their child's information by making a written request for such information to the principal. The process by which a non-custodial parent may access records is outlined in M.G.L. c.71, sec. 34H and 603 CMR 23.07(5).

Schools may disclose, without consent, "directory" information such as student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For addition information contact:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington D. C. 20202-5920

Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child Left Behind Act.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September. In the event that a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

C. Rights of Certain Divorced or Separated Parents:

It is necessary for divorced parents to submit a copy of the custody agreement or order, and any subsequent changes made thereto, to the District so that District personnel may identify which of the parents has physical custody of the child. The non-custodial parent may access his/her child's record unless:

1. The parent has been denied legal custody or has been ordered for supervised visitation, based on a threat to the safety of the student, and the threat is specifically noted in the order pertaining to custody or supervised visitation.
2. The parent has been denied visitation.
3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

The District shall place in the student's record any documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

Non-Custodial Parent Access

In the case of a non-custodial parent who is eligible to access the student record, i.e., does not fit any of the four (4) categories under 1-4 above, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request, the principal and/or his/her designee shall immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth under 1-4 above.

When the student record is released to the non-custodial parent, the school will delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records will be marked to indicate that they shall not be used to enroll the student in another school.

D. Amending Your Child's Record:

A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information in writing to the principal with a written request that the information be added to the student record. A parent has the right to request in writing deletion or correction of any information contained in the student's record, except for information that was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Program (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

1. If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
2. The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent a decision in writing, stating the reason or reasons for the decision. If the decision is

in favor of the parent, the principal or designee shall promptly take such steps as may be necessary to put the decision into effect.

3. If the principal's decision is not satisfactory to the parent, the parent may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
4. If the Superintendent's decision is not satisfactory to the parent, the parent may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR 23.09.

E. Notice on Transfer to Other Schools:

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the District forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent or eligible student.

F. Destruction of Records:

Notice is hereby given that the temporary record of a student will be destroyed no later than seven (7) years after that student transfers, graduates or withdraws from the school system. Temporary records are defined as, all information in a student record which is not contained in the transcript. Such information may include, standardized test results, extracurricular activities and evaluations by teachers, counselors, and other school staff. When the student transfers, graduates, or withdraws from school, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction.

In addition, each year, the principal and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions or expulsions or exclusions), any notes from the parent/guardian or other documents concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian want those records, they must request, in writing,

prior to the last day of school that the documents be provided to them, rather than be destroyed. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction.

G. Display and Publication of Student Work:

Notice is hereby given that there will be occasions when student work is seen and is on display within the school; for example, at open houses, exhibits, fairs, on bulletin boards, etc. Unless a parent/guardian informs the District in writing, no later than September 15 of each school year, the District will assume that this display and publication of the student work is acceptable to the parent/guardian.

H. Complaint Procedure:

In addition to the appeal procedure, above, a parent/guardian/eligible student may file a complaint with the Family Policy Compliance Office (FPCO) of the federal Department of Education. The FPCO has the authority to interpret and decide issues involving student records under FERPA.

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Ave., Washington D.C., 20202-5920

**Non-Violent Physical Crisis Intervention/
Physical Restraint**

All schools and programs within the Southern Berkshire Regional School District strive to maintain safe learning environments for all students and staff. It is the policy of the District that physical restraint shall be used only in emergency situations and with extreme caution, after other less intrusive alternatives have failed or been deemed inappropriate. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place that follow the Department of Elementary and Secondary Education regulations (603 CMR 46.00). Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, please contact your child's school.

**Physical Restraint Prevention and Behavior
Support Policy**

Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, imminent, serious physical harm to self or others and the student is not responsive to less intrusive behavior interventions, or such interventions have been deemed inappropriate, under the circumstances. The use of

restraints on students in all publicly funded Massachusetts schools is governed by state regulation 603 CMR 46.00 that was revised by the Department of Elementary and Secondary Education and took effect on January 1, 2016. **Under the revised regulations, mechanical restraint, medication restraint, and seclusion shall be prohibited.**

Please refer to the SBRSD Policy JKAA for more details.

**Standards and Procedures for Discipline of
Students with Special Needs and Students with 504
Accommodation Plans**

Generally, a student with a disability cannot be subjected to a disciplinary change of placement if his/her misconduct was caused by, or was related to, his/her disability. A disciplinary change in placement occurs when a student is suspended in excess of ten (10) consecutive school days or subjected to a pattern of short-term suspensions in excess of ten school days which constitute a pattern of removal. If the misconduct includes bringing a weapon or drugs to school, if the student has inflicted serious bodily injury on another person, or if he/she otherwise poses a danger to him/herself or others, then different rules governing removal from school will apply. In all events, suspension of more than ten (10) school days are subject to special rules and limitations when the student is disabled under either the IDEA or Section 504. Further, districts must continue to provide a free appropriate public education to IDEA eligible students with disabilities who have been suspended for more than ten (10) school days or expelled.

Outlined below are the procedural protections and disciplinary proceedings that pertain to these situations. Beyond the basic due process rights afforded to all students.

1. The Individuals with Disabilities Education Improvement Act (IDEIA) and Section 504 of the Rehabilitation Act impose additional procedural requirements when excluding students with disabilities for disciplinary reasons.
2. Students with IEPs or 504 Plans or any student whom the district had reasons to know, prior to the incident giving rise to the disciplinary action, might be eligible for special education are entitled to the additional procedural protections.
3. A Manifest Determination must be conducted prior to any removal constituting a disciplinary change of placement.
4. Where appropriate, a FBA (Functional Behavioral Assessment Plan) must be developed or a review of an existing Behavioral Intervention Plan must be conducted.
5. Prior to the tenth day of removal, a Manifestation Determination must be held to determine whether the conduct giving rise to discipline was a manifestation of the student's disability.

6. Provision of services FAPE (Free Appropriate Public Education) must be provided to IDEA – eligible students as of the 11th cumulative day of removal.
7. A Functional Behavioral Assessment is required only after determining that the conduct was a manifestation of the student’s disability or where found to be appropriate by the team.
8. If the behavior is not a manifestation of the student’s disability:
 - The principal may impose sanctions applicable to all students.
 - The principal must provide FAPE, as determined by IEP Team, for students on IEPs as of the 11th day of removal.
 - 504 Students have the right to an opportunity to make academic progress during the period of exclusion in accordance with M.G.L. c.76, §21.
9. Stay Put Rights: A student remains in disciplinary placement pending expiration of the disciplinary sanction or until a decision from a Hearing Officer.
10. If the behavior is a manifestation of the student’s disability:
 - The student returns to school prior to the 11th day, unless the conduct meets the criteria for a unilateral removal or the school district obtains parental consent or a Hearing Officer’s order, or a temporary restraining order (TRO).
11. Interim Alternative Educational Settings (IAES):
 - Generally a student with a disability may be placed in an IAES only upon the recommendation of the Team and the consent of the parent/guardian, or the student if he/she is 18+.
 - Under certain specific circumstances, a student may be unilaterally placed in an IAES by his/her Team.
12. A student can be unilaterally removed, regardless of manifestation determination, to an IAES for up to 45 school days for:
 - Possession of a dangerous weapon on school premises or at a school-sponsored or school related event.
 - Possession or use of illegal drugs on school premises or at a school-sponsored or school related event.
 - Solicitation of a controlled substance on school premises or at a school-sponsored or school related event.
 - Causing serious bodily injury.
13. The 45 day IAES must:
 - Enable the student to participate in the general curriculum, progress toward the goal in the IEP, and receive the special education and related services contained in the IEP.
 - Provide services and modifications designed to

address the behavior that gave rise to the removal and to prevent the behavior from recurring,

- End at the conclusion of the 45 school day period and the student shall be returned to his/her previous placement unless the parent/guardian/student consents to an extension of the IAES or an order is obtained authorizing the student’s continued removal.

The district will comply with all state and federal statutes regarding the discipline of students with special needs. For more detailed information regarding these laws and regulations see the Parents’ Notice of Procedural Safeguards, the Individuals with Disabilities Education Improvement Act of 2004. (IDEIA) (PL: 108-446), Section 615, and Section 504 of the Rehabilitation Act of 1973.

Asbestos Hazard Emergency Response Act (AHEARA)

Under the Asbestos Hazard Emergency Response Act (AHEARA), School Districts are required to provide notification of the following: The Southern Berkshire Regional School District participates in a cycle of updating school asbestos inspections and management plans on a three-year cycle. Asbestos Management plans have been developed for all schools, which have asbestos containing building materials (ACBM) present. These plans are available and accessible to the public in the main office of each school as well as the Southern Berkshire Regional School District’s Central Office.

Use of Pesticides on School Property

Pesticides shall not be sprayed, released, deposited, or applied indoors while children are on the property of a school, day care center or school age childcare program, except for those pesticides listed in Section 6F.

Pesticides shall not be sprayed, released, deposited, or applied on the outdoor property of school, day care center or school age childcare program while children are located in, on, or adjacent to the area of the pesticide application.

1. Whenever pesticides are to be sprayed, released, deposited, or applied outdoors at a school, day care center or school age child care program, the school administration, day care center operator, or school age child care program operator shall ensure that employees, pupils, or supervised children and their parents or guardians receive standard notification, as defined in section 2, at least two working days before pesticides are sprayed, released, deposited or applied, provided that such spraying, release, deposit or application of pesticides shall not commence prior to approximate dates set forth on the standard written notification, and shall not conclude more than 72 hours after such approximate dates.
2. Such notification policy shall apply at all times except during periods when classes are not scheduled for at

least five consecutive days after spraying, release, deposit, or application or when day care or school age child care facilities are not scheduled to be open for at least five consecutive days after the spraying, release, deposit, or application.

3. Information to be included in the standard written notification shall be provided to the school administration, day care center operator, or school age child care program operator by the certified commercial applicator, certified private applicator, or licensed applicator, or the contractor, employers or employees responsible for carrying out the pesticide spraying, release, deposit, or application. Larval mosquito control applications using pesticides classified as category four pesticides by the United States Environmental Protection Agency, as applied by mosquito control projects under chapter 252, are exempt from the notification requirements of this section. This section shall not apply to any use of an anti-microbial as defined in section 2.

Legal Reference: Massachusetts Pesticide Control Act (M. G. L. c 132B §6C).

New Policy on Children and Families Protection Act Standard Written Notification Requirements

The Children and Families Protection Act currently requires that schools send standard written notification home to parents and employees at least two (2) working days before an outdoor pesticide application is to take place. A full notification includes the following three parts: *Consumer Information Bulletin; Department Notification Form; and, Chemical Fact Sheet.*

In the past, it was the Department's interpretation that schools must send all parents hard copies of the above information, in order to comply with the standard written notification requirements. This notification method is costly to schools and did not take advantage of current electronic communication technology. With these issues in mind, the Department now has the following policy permitting schools to provide Standard Written Notification to parents via electronic means as an option to providing such notices in hard copy format.

It is the Department's policy to permit schools the following options for providing standard written notification to parents via electronic means. The following are examples of electronic standard written notification that the Department would find acceptable under this policy.

Options of Notification

Option A: Schools may elect to send a letter home at the beginning of the school year that would provide an opportunity for parents to choose whether they wish to

receive notification via hard copy or email format.

Should parents choose to receive the notification via email, language in the letter shall make clear that it is the parents responsibility to routinely check their email and notify the school when their email address changes. The letter shall be issued every year and be maintained by the school for five (5) years, along with the IPM plan. The letter shall also be provided to parents of any new or transfer students after registration at the school.

Email notification of pesticide applications shall include the three parts as outlined above. The schools must ensure that the notification is sent out in a manner so that it can be viewed at least two (2) working days prior to the pesticide application.

Option B: Schools may elect to use reverse 911 (community notification systems), to notify parents of an outdoor pesticide application. The reverse 911 call shall be made at least two (2) working days prior to the application and direct parents to the school's website; whereby, interested parties may view copies of the standard written notification. The website shall post the three parts as outlined above. Should parents not have the capability to view the notification on the website the school shall make a hard copy available.

Option C: Schools may elect to call parents individually to notify them that an outside pesticide application is going to take place. The call shall be made at least two (2) working days prior to the application and direct parents to the school's website; whereby, interested parties may view copies of the standard written notification. The website shall post the three parts as outlined above. Should parents not have the capability to view the notification on the website the school shall make a hard copy available.

Memorandum of Understanding (MOU)

The Southern Berkshire Regional School District and the Sheffield Police Department, agree to develop and coordinate their response to violent, delinquent, or criminal acts by students, including possession or use of weapons and alcohol and other drug use, that occur on school premises, school buses, or at school-related events.

Video Camera and Photographs

The Southern Berkshire Regional School Committee authorizes the use of video cameras on the regional school district property and its environs to ensure the health, welfare and safety of all students, staff and visitors on regional school district property, and to deter theft, vandalism and other behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals on school property. Video cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with

school officials and local law enforcement agencies.

The Regional School District shall notify staff and student through student handbooks and employee handbooks that video surveillance may occur on regional school district property and its environs, including school buses. Additionally, appropriate signage will appear at all major entrances to school buildings.

Students or staff identified on surveillance cameras in violation of Regional School Committee policies will be subject to appropriate disciplinary action. Violations of the law may be referred to law enforcement agencies, and video evidence may be provided to law enforcement agencies. Video recordings shall not be used for evaluative purposes for school staff.

The Regional School Committee will be notified when the system is fully operational.

Additionally, students and staff may be required to have an individual photograph taken for identification purposes. Such photographs may be maintained in the student's cumulative file or the staff member's personnel file. The purpose of this policy is to enhance the safety of student, staff and visitors through visual identification in an emergency situation and to facilitate educational and administrative activities conducted in school.

The Regional School District shall ensure that proper procedures are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs in accordance with applicable laws and regulations.

The Regional School District will develop administrative procedures consistent with this policy

COMPUTER USE GUIDELINES AND ACCEPTABLE USE POLCY

In order to ensure proper use of computer equipment and security of the computer network, regulations have been established for student use of the computer network. The basic premise of the regulations is that students are to log in under their own names and passwords. When they have done so, they can log out appropriately. Any other use or activity on the computer is strictly prohibited. Be aware that language/speech used off campus, whether verbal, written, or communicated through electronic means, that affect the educational environment is subject to school discipline. Listed below are the conditions of the contract and statements of consequences for breach of contact.

Students under computer contract agree to:

- Request use of the computer from the monitoring teacher.
- Use only the applications available through the school's computers. - Use the computers and printers for constructive purposes.
- Send documents for printing once only. - Work within applications only.
- Use the student's own password for all computer work; further, he/she will not give others his/her password for others to use.
- Use a login name other than the one's own ONLY under the direct supervisions and permission of the monitoring teacher.
- Use game applications only with the permission of the monitoring teacher. Usually games will be limited to before or after school.
- Scan all diskettes for viruses before use.
- Save all work to the H drive not on the desktop.
- Not download any software/applications.
- Not to use the network or equipment to bully, harass or intimidate others.
- Not install any software/applications.
- Exit applications properly and then log out.
- Clean up the areas, set the computer as it was, and push chair in.
- Inform teachers of any broken computer equipment.
- Only use email provided by the SBRSD. (Use of email other than SBRSD email is a violation of this computer use contract).

Consequences for violations of the computer contract:

1st Offense – Conference held with student, incident report sent to parent, loss of computer network use for two weeks. (Required computer class work would be done by monitoring teacher access and direct supervision.)

2nd Offense – Conference held with student, incident report sent to parent, one day suspension, and loss of computer network use for up to six weeks or the rest of the semester. (Required computer class work would be done by monitoring teacher access and direct supervision.)

3rd and further offenses – Conference held with student, incident report sent to parent, one day suspension, and loss of computer network for possibly the rest of the year or indefinitely depending on circumstances. (Required computer class work would be done by monitoring teacher access and direct supervision.)

In some circumstances, a student's first offense may be so serious (such as deleting files, entering improper network areas, or making inappropriate adjustments to the system) that he/she may face the consequences usually reserved for a second offense. Cost incurred as a result of

inappropriate use of the network will be the responsibility of the student. The administration will receive guidance from the district computer team in regard to the specifics of computer infractions.

The Southern Berkshire Regional School District believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. But ultimately, the parent(s) and guardian(s) of minors are responsible for setting and conveying the standards that their children should follow. To that end, the Southern Berkshire Regional School District supports and respects each family's right to decide whether or not to apply to the District's Internet access.

The student and his/her parent(s) must understand that student access to the Southern Berkshire Regional School District's Internet access supports the district's educational responsibilities and mission. The specific conditions and services being offered will change from time to time. In addition, the Southern Berkshire Regional School District assumes no responsibilities for the following:

1. The content of any advice or information received by a student from a source outside the District, or any cost or changes incurred as a result of seeing or accepting such advice.
2. Any costs, liability or damage caused by the way the student chooses to use his/her District network access.
3. Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the Southern Berkshire Regional School District.
4. While the Southern Berkshire Regional School District supports the privacy of electronic mail, students must assume that this privacy cannot be guaranteed.
5. Email accounts other than those provided by Southern Berkshire Regional School District. (If you use an email account other than one provided by the SBRSD you will be in violation of this contract.)

By signing the tear out in the back of this Handbook, I agree to the following terms:

1. My use of the Southern Berkshire Regional School District's computer network must be consistent with the District's primary goals.
2. I will not use the Southern Berkshire Regional School District's computer network for illegal purposes of any kind.
3. I will not use the Southern Berkshire Regional School District's computer network to transmit threatening,

obscene, or harassing materials. The District will not be held responsible if I participate in such activities.

4. I will not use the Southern Berkshire Regional School District's computer network to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized or surreptitious entry to any of the machines accessible via the network.
5. It is assumed that information and resources accessible via the Southern Berkshire Regional School District's network are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Therefore, I will not use the Southern Berkshire Regional School District's network to access information or resources unless permission to do so has been granted by the owners or holder of rights to those resources or information.

CHILDREN AND MENTAL HEALTH

A Resource Guide for Families

This guide was developed with support from Elementary Counseling and Community Mental Health Integration discretionary grants from the U.S. Department of Education. The content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

Like physical health, mental health is a very important aspect of our overall well-being. Mental health includes how we think, feel and act as we face the ups and downs of our lives. Good mental health helps us make choices and decisions, creates opportunities for healthy relationships with other people, and fosters resilience – our ability to bounce back—when we are when coping with the disappointments, stresses and changes that occur in daily life. These are important goals for adults as well as children. It is true that all people feel sad, angry, worried, and even out of control at times, and that ranges of emotions are a normal part of life.

Sometimes, however, a person's thoughts, feelings, or behaviors become so overwhelming or extreme that they are unable to cope with the everyday demands of home, school, and relationships. This may be a sign of an emerging mental health concern.

While the causes of mental health problems are varied and not always fully understood, it is known that mental health issues may come from a combination of different factors including a person's biology, environment, and experiences. Whatever the cause, a person who struggles with mental health issues is not to blame for their difficulties and they cannot "just stop" the problem when they want to. It's

especially important to understand this when we are raising children with more complicated emotional needs. Many parents assume that childhood is a carefree time, and that children are not vulnerable to mental health difficulties. In reality, mental health problems can affect people of any age, from early childhood throughout the life cycle. Mental health concerns in children and adolescents are much more common than most people think. In the United States it is estimated that one in five have some mental health related issue.

Getting help is an important step in treating mental health issues. Without the right help, children and adolescents are at higher risk to develop other difficulties, such as school failure and the development of poor coping strategies, which may lead to problematic and perhaps even destructive behavior. Identifying problems early and getting appropriate treatment can help children reach their full potential and may prevent more significant problems from emerging. A variety of signs may point to mental health disorders or serious emotional disturbances in children or adolescents. Pay attention if a child or adolescent you know has any of these warning signs:

- *Thinking:* persistent nightmares; unusual thoughts or beliefs; thoughts that race too fast; hearing of voices that cannot be explained; suicidal thoughts
- *Feelings:* persistent feelings of sadness/hopelessness; extreme angry feelings, agitation or uneasiness; sense of worthlessness or guilt; extreme anxious/worried feelings or fear; feelings that life is too hard or has no meaning.
- *Behaviors:* sudden and/or sharp decrease in school performance; loss of interest or effort in things he or she usually enjoys; unexplained changes in sleeping or eating habits; frequent crying and overreaction to small things; avoidance of friends or family; frequent breaking of rules/trouble with the law; use of alcohol or other drugs; threats of hurting self or other people; lack of remorse or guilt when others are hurt; dangerous or life-threatening actions; cruelty to animals/fire setting.

While some of these signs or symptoms may occur as part of your child's normal development, parents should keep in mind that signs of mental health disorders can signal a serious need for help in children and adolescents, as soon as possible. If you are not sure that you should seek help for your child, contact your child's healthcare provider or school counselor for guidance.

Where to Find Help

Once you have begun to identify your concerns, there are many places you can go to get assistance and/or advice about the mental health of your child. Talking with your child's pediatrician or school counselor is a good place to start. They will point you in the direction of the type of help that you might need, and offer names of local mental health providers or make recommendations from the list

of providers that you receive from your insurance. If you are not sure where to start, ask someone you trust – perhaps a friend or family member, your child's teacher, healthcare provider or a member of the clergy – to help you get connected with the resources your child may need.

Emergency Services: 911 or (413) 733-6661

If you believe that your child, adolescent, or any family member is in a mental health crisis situation, you should immediately call 911 or the local psychiatric crisis response hotline at (413) 733-6661. **Help is available 24 hours/day, 7 days/week.**

Navigating the Insurance System

Health insurance may cover the cost of child and/or family mental health services. If your insurance policy includes a mental health benefit, it is usually a good idea to call the 800 number on the back of your insurance card to request a list of providers who will accept your insurance company's rate, and to learn about any restrictions that may limit the number of sessions or types of treatment. Families can experience frustration when, in the midst of concern about their child, they also encounter obstacles when they make the decision to seek assistance. Patience and persistence is the key. Many mental health providers will adjust their fees, based on a family's ability to pay. Some mental health providers will also provide mental health services right in your home. If your family or student is eligible for Medicaid or MassHealth, they may qualify for a wide range of services through the Massachusetts Children's Behavioral Health Initiative. Your pediatrician will be able to help you access MCBHI supported services.

Community agencies, faith-based organizations or employee assistance programs provided by some employers can also offer low cost or no cost services, but it is important to find the service that is not only available but is the best possible match to your need. If you have serious concerns regarding your child and are encountering difficulties in your efforts to seek help, do not hesitate to speak with someone you trust, including your pediatrician or school counselor.

When Making an Appointment

By contacting a local mental health provider, you can talk with a therapist whose job it is to understand and provide support to children with mental health issues. The first step in the process is usually called intake.

This might be done over the phone, but often occurs at the first appointment. Depending on the age of the child and the nature of the concern, some clinicians prefer to see the parent(s) alone for the first visit. The purpose of the intake process is to gather information about your child's physical and emotional health (including any alcohol and drug use), family and social background, and what goals you have for counseling services. The counselor or intake worker may

ask many questions at this time, but it is also an opportunity for you to fully describe any concerns that you have, and ask the kind of questions that will help you determine if you are heading in the right direction.

Following Through

Remember that even when you are on the right track with a service referral it might take some time to find the right course of treatment and set up the kind of supports that will be most helpful to your child. Just as there is usually no single cause for mental health-related concerns, there are usually no simple answers.

In many cases, a team approach is necessary and you will definitely want school personnel to be aware and involved. Because of safeguards to your privacy and confidentiality, you will be asked to authorize consent to allow the counselor to speak to the other professionals that may provide services, assistance or insights that improve your child's care. It is important that you feel comfortable with any sharing of information, and that you are assured that only information that is pertinent to effective treatment will be discussed.

Exceptions to Confidentiality

The one exception to confidentiality occurs when a professional believes that a child or family member poses a risk of harm to self or others. In such cases, the professional is required by law to make efforts to protect the safety of your child and those around him or her by reporting this potential risk to the appropriate authorities. Depending on the nature of the circumstances, a risk/threat assessment may be conducted by specially trained school mental health staff or community agency providers and may be required prior to a student's re-entry to school.

Questions to Ask:

Before, During, and After the First Visit

Before:

1. Does my doctor, friend, family member or school liaison have a counselor that they would recommend?
2. Which providers accept my insurance, and what services are covered? If not covered by insurance, how are fees determined?
3. Am I looking for a particular type of therapist? Does my child prefer a male or female? Will the counselor understand my language or cultural background?

During:

1. What experience do you have with children who may be experiencing similar difficulties?
2. Do you have a preliminary diagnosis?
3. What counseling approach are you likely to recommend, and what will my role be in my child's treatment?
4. If medication is being discussed or evaluated, what

are the benefits and side effects?

5. Will you be seeking input from school personnel? (Remember to sign a release authorizing communication between the counselor and the school.)

After:

1. Does the counselor seem to be a good "fit" for my child and my family?
2. Does the counselor seem to have a treatment strategy, and is my role clear?
3. Is the counselor willing to work with teachers and school professionals to seek input on how these concerns may be affecting academic performance of school adjustment?

Community Services Guide

There is no greater priority than your child's health, including his or her emotional well-being. If you have concerns, please remember that you are not alone. Consider teachers, school administrators, and school counselors, as partners in getting the assistance that you and your family may need.

The following listings provide just a few of the many resources that are available to help you and your family when you encounter difficult or stressful situations.

While this information is intended to be helpful, we also recognize that contact information and scope of available services can quickly change. This is not a directory, but the support agencies represented in this guide are well established within the community and are intended to be good reference points for answering your questions or accessing services that are more targeted to individual needs. Remember that school personnel including nurses and counselors are frequently familiar with your child, knowledgeable about up-to-date resource information and happy to help.

1. The Brien Center for Behavior/Mental Health/Crisis Intervention

251 Fenn St, Pittsfield, MA 01201
(413) 499-0412 or (800) 252-0227

The Brien Center for Mental Health and Substance Abuse Services is a community-based, non-profit agency with a 90 plus year history of providing a continuum of care for children, adolescents, adults and families who suffer from serious and persistent behavioral health disorders. We are guided by the belief that everyone in Berkshire County benefits when people are mentally, physically and emotionally healthy.

2. Bureau of Substance Abuse Services (800) 327-5050

The Bureau of Substance Abuse Services oversees the substance abuse and gambling prevention and treatment services in the Commonwealth.

Responsibilities include: licensing programs and

counselors; funding and monitoring prevention and treatment services; providing access to treatment for the indigent and uninsured; developing and implementing policies and programs; and tracking substance abuse trends in the state.

3. **Department of Children and Families**

73 Eagle Street, Pittsfield, MA 01201
(413) 236-1800

The Department of Children and Families (DCF) is the Massachusetts state agency charged with the responsibility of protecting children from child abuse and neglect. DCF strives to build the capacity of communities to support families and prevent child abuse and neglect, and to integrate a strengths-based approach.

4. **Department of Mental Health**

25 Staniford St, Boston, MA 02114
(617) 626-8000

The Department of Mental Health facilitates access to services and supports to meet the mental health needs of individuals of all ages. The department sets the standards for the operation of mental health facilities and community residential programs and provides clinical, rehabilitative and supportive services for adults with serious mental illness, and children and adolescents with serious mental illness or serious emotional disturbance.

5. **Federation for Children with Special Needs**

1135 Tremont Street, Suite 420,
Boston, MA 02120 Western MA Contact:
(413) 323-0681 or fcsninfo@fcsn.org

The Federation is a center for parents and parent organizations to work together on behalf of children with special needs and their families. Resources include parent support, workshops, advocacy and publications.

6. **Behavioral Health Network, Inc. (BHN)**

This is a non-profit community behavioral health service agency that provides comprehensive, outcome-driven behavioral healthcare to help individuals, families, and communities improve the quality of lives for those with behavioral health and developmental challenges.

For additional information, please visit:

www.bhninc.org

7. **Center for Human Development (CHD)**

This is a Human Services agency, with over 70 programs that serve those in Western Mass and CT. From Early Intervention and young children through Adult Day Health, CHD recognizes the unique needs

of program participants and works to go above and beyond each and every day. For additional information, please visit www.chd.org

Substance Use Prevention/Intervention Resources

MA Substance Abuse Information & Education Helpline: (800) 327-5050

Free, anonymous information and referrals for alcohol and drug use problems (all ages).

Hours: Monday – Friday, 8:00 a.m. – 10:00 p.m.

Weekends: Saturday/Sunday, 9:00 a.m. – 5:00 p.m.

<http://hria.force.com/>

PART 2

ELEMENTARY SCHOOLS

ELEMENTARY SCHOOLS

School Hours

Below are the hours of your child's school day.

Undermountain Elementary	8:10 – 2:40
New Marlborough Central	8:10 – 2:40
South Egremont School	8:10 – 2:45

Arrival Times for School

Unless otherwise noted, students should not arrive to school any earlier than the morning times listed below, as supervision is not provided before that time.

Undermountain Elementary	7:50
New Marlborough Central	7:50
South Egremont School	8:00

Absences

Regular attendance enhances learning through uninterrupted access to academic content, continuous direct instruction and consistent development of skills and application of knowledge. Excessive absences, whether excused or unexcused; tardiness; and leaving school before scheduled dismissal times have a negative effect on student performance.

Did you know...?

- Massachusetts General Law, Chapter 76, Section 2 and Session Laws of 2012, Chapter 222 defines school attendance regulations
- Each school district is required to have a policy of notifying parents if their child has **five** or more *unexcused* absences in a year – see Massachusetts General Law, Chapter 76, sec. 1B
- School principals are required to request a meeting with parents/guardians of a child who has **five** or more *unexcused* absences for the purposes of developing an action plan to improve student attendance
- SBRSD adheres to and is in full compliance with these regulations
- Parents/guardians have legal responsibility to ensure that their children attend school during the school year

After **five** *unexcused* absences, a meeting will be scheduled with the Principal, Assistant Principal,

and classroom teacher. The solution could be as simple as meeting with the parent or guardian and working together to improve that student's attendance. ***However, in extreme cases, or if this pattern continues, the next step may be for the school to solicit assistance from the Court (by filing a Failure to Send) or the Department of Children and Family Services.***

- **Excused absences** include absences due to illness/medical reasons (**documented by a doctor's notes**), bereavement, religious holidays, time spent with a family home on military leave and court appearances (documented). Calls in notifying the office that your child is sick without documentation from a doctor's office will be marked as unexcused.
- If your child is dismissed by the school nurse for medical reasons and she requests that you keep him or her home for an additional period of time, this will also be considered an excused absence.
- **Unexcused absences** include vacation, truancy, and absences due to illness without medical documentation.
- If you feel your child is missing school due to anxiety, or emotional causes, please contact us so that we may be of help to you and your child. Your child's safety and success in school are our priorities.

If a child reaches 10 excused absences due to illness, it will be necessary for the parents/guardians to provide the building principal with a written note from a doctor or other medical professional. Exceptions will be made for any student who is identified by a licensed physician as having a chronic health condition that will affect regular school attendance. In this case, the District will provide appropriate educational opportunities for the student upon receipt of necessary documentation and in accordance with state regulations.

To be eligible to participate in an activity, practice, game, parade or play, a student must be in attendance before 10:00 a.m. on the day of the activity.

Please send a note:

- When a child returns from an absence
- When a child will require early dismissal for any reason stated above
- When a child is tardy for any reason stated above

STATE AGENCY CUSTODY

If a student under the care or custody of a state agency is absent for five (5) or more consecutive days, the principal shall contact the agency's educational liaison, case manager, or supervisor on the fifth (5th) day of

nonattendance and every five (5) days thereafter regarding the student's absenteeism.

ARRIVAL/DISMISSAL PROCEDURE

1. Undermountain

- If your child is not dismissing from school in his/her normal manner the office must be notified via note/phone call from the parent/guardian. If we do not have one of these forms of communication, we cannot change their way of dismissal.
- All visitors/parents must use the main entrance to the school. Side and back entrances will remain locked during school hours. The school administration reserves the right to deny visitation for reasons of safety.
- All visitors/parents must be buzzed in.
- All visitors/parents must sign in and out at the main office and wear a "Visitor's Badge" while in the building.
- Drop off for EK – grade 5 is 7:50 – 8:05 a.m. in the small elementary parking lot (no child should be dropped off prior to 7:50).
- Pick up is in the elementary lobby at 2:40.
- **A note should be sent to school when a child will be leaving school to go to another child's home, leaving school with another designated adult, or attending an after school event.**
- ***AT NO TIME SHOULD YOU PASS THE SCHOOL BUSES AFTER THEY HAVE ENTERED THE SCHOOL GROUNDS.***

2. New Marlborough Central

- Drop off for Pre-K, EK and K children is at the front of the building at 7:50 a.m., entering through the front door.
- Drop off for grades 1-4 is at the rear of the building facing the driveway. Children will enter the building right after the buses finish unloading. At 8:10, the rear door is closed and locked. Any student arriving after that time is tardy and must enter using the front door and check into the office.

3. South Egremont School

Drop off for EK and K children is at the front of the building at 8:00 a.m., entering through the front door.

Tardy and Early Dismissal

1. Students who arrive at school after the starting time are considered tardy and should report to the office before going to their class. Students should then follow the procedure that pertains to their particular school.

2. Students who are late due to a bus delay will not be considered tardy.
3. Please note that if a student is out of school for more than one-half of the school day, it will count as an absence.

4. When necessary, early dismissals are granted upon written parental request specifying the time, date, reason, and who will be picking up your child.

Please contact your individual school to determine the procedure for an early dismissal. Please schedule appointments outside of school hours.

General School Visitation

Parents are welcome to visit our schools at any time.

Please observe the following guidelines when visiting:

- **For security purposes all visitors must report to the main office upon entering and leaving the building, sign a guest log showing arrival and departure times and wear a visitor's pass at all times while they are in the building.** Staff are encouraged to ask a person not wearing a visitor's pass if they have registered in the principal's office.
- Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end, we ask that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
- The building principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff of the impending visits.
- Under ordinary circumstances, classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
- Any student who wishes to have a guest in school **MUST** ask permission of one of the administrative staff 24 hours in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival, the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Occasionally, there may be circumstances that will require you 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.

Parent Volunteers

Parent participation in school is expected and encouraged. However, please be reminded that all parent volunteers who are working in any capacity in the school setting are bound by the laws of confidentiality.

Information obtained through observation or participation in classrooms is completely confidential. *On a yearly basis, the SBRSD School Volunteer Agreement must be completed prior to volunteering in the District.*

Every 3 years the volunteer must have a District CORI clearance. Southern Berkshire Regional School District is required by law to request Criminal Offender Record Information (CORI) from the Massachusetts Criminal History Systems Board (CHSB) for present and future volunteers who have direct and unmonitored contact with children.

Parents who are able to volunteer can make valuable contributions to educational programs. Help is often needed with various school functions, field trips, class celebrations, and exhibitions. Ask your child's teacher how you can help.

Refer to the *School Volunteer Agreement* at the end of this Handbook.

Parent/School Communication

Parent/teacher conferences are an integral part of the communication carried on between home and school. Through these conferences, a better assessment of each student's progress can be achieved between teacher and parent. Parents may request a conference with their child's teacher or team any time during the school year by calling the school office to arrange a convenient time.

- Report cards that reflect the student's progress are sent home three times a year for Kindergarten – 5th grade (November, March & June).
- Parent/teacher conferences are formally held twice a year. However, if you feel you need a meeting you may schedule a conference with your child's teacher at any time. Please contact your child's teacher to schedule an appointment.
- At the beginning of each year, in mid-September, there is a Parent Orientation evening. During Orientation, parents and guardians meet teachers to learn about classroom routines and expectations and attend a large group meeting to learn about school-wide initiatives, goals, events and celebrations. There is an end of year Open House in May where students' work is exhibited.
- Administration and teachers welcome requests to meet with parents/guardians to learn more about the school and to discuss questions or concerns about the education of your child. Please call and make an appointment.
- There are many exhibitions, concerts, and athletic events through the year that showcase student performances. Teachers send home announcements and newsletters regularly. Most events are also

posted on the school website: www.sbrsd.org under Calendars>Events Calendar.

- Individual Next Generation MCAS 2.0 student results are confidential and will be sent to the student's home in the fall with the scores from the previous spring's testing.
- If your child has a problem with another student on the bus, at an after school event, at recess, or in the classroom, please contact your child's teacher, assistant principal, or the principal as soon as possible after the incident.

Homework Policy

Homework is an essential and valuable component of the learning experience in the SBRSD elementary schools. Current research shows that homework provides an opportunity to practice organizational skills, and develop strong work and study habits. It also helps promote parent-child interaction and strengthen home/school communication. As they progress through their academic career students take more responsibility for homework completion. To achieve these ends, relevant, high quality standards-based assignments are given to students on a regular basis. Homework can support and enhance learning, provide feedback to teachers about learning, allow students to practice skills and deepen their knowledge. It can instill confidence within students when they successfully complete tasks on their own. Homework assigned in class is never used as a punitive measure.

A. Homework Requirements

- Research shows that reading every night is one of the most important activities any child can do for homework. Reading at the child's instructional level can take place each night.
- Homework may be used to provide practice in needed skills.
- Homework assignments will be relevant to what is being taught. Consideration is given to the individual skill needs of each student.
- Homework assignments should be completed and turned in on time.
- Parents will communicate with the school if homework is unable to be completed at home.

B. Homework Guidelines

- In kindergarten, assignments may be given up to three times a week and may require up to 20 minutes to complete.
- In first and second grade, assignments may be given up to four days per week requiring up to 20 minutes.
- In third and fourth grade, assignments may be given up to four times per week and may require from 30 to 45 minutes.
- In fifth and sixth grade, assignments will be given up to four times per week and may require from 40

to 60 minutes to complete. Long-term assignments may also be given and the time for them may vary.

C. Summer Homework

Summer homework, at each grade level, may be assigned. Parents will be notified with specific details including participation requirements.

D. Homework Center

The Undermountain Homework Center is open Monday through Thursday from 2:40 to 3:40 for grades 3 – 5 and is available to NMC students as well who may ride the activities bus from NMC to UME. Parents are required to pick up students promptly at 3:40 p.m. End of day transportation is the responsibility of the parents/guardian.

Parents can assist their children in doing a responsible job of completing homework assignments by:

- Providing suitable study conditions (desk or table, lights, books, supplies, quiet environment)
- Reserving time for homework
- Encouraging children to begin an assignment and to complete as much of it as possible
- Encouraging children to put forth their best effort on each assignment

Parents are encouraged to contact their child's teacher if they have any questions about the type or duration of homework assignments. Students vary widely with regard to work habits. If a student appears to spend significantly more or less time on assignments than indicated in the guidelines stated above, parents should contact the teacher.

Class Placement

The teaching staff and administrators do class placements. Grade level teams, along with specialists and administration, consider a variety of issues to ensure that your child has a teacher and a class that is appropriate to his/her needs and is a balanced heterogeneous group. Considerations are many, including academics; social, behavioral and emotion needs; learning styles; student services; and distribution of boys and girls. Parents/guardians are invited to share their input regarding placement with the principal, in person, or by completing a Parent Input Form that will be sent home to all parents in the spring. Students will learn who their teacher is for the following year on the last day of school. Parents will receive notice of their child's teacher in their child's report card. Placement decisions are made at the sole discretion of the school administration.

Retention

At times teachers identify children who may benefit from repeating a grade. If a teacher feels a student is not developmentally, socially or academically ready for the next grade level, the teacher may suggest giving the child extra time to develop skills in these areas. Retention is considered on an individual basis and decided through the collaborative of a team, which may include parents, teachers, guidance counselors, and special education teachers, Title I instructors and administrators. Except in very unusual circumstances, if a child's teacher feels retention is a possible option, the parents/guardians will be contacted by March 31st of the current school year. The ultimate decision regarding promotion or retention is made by the school administration. A meeting involving teachers, parents, and administrators will take place to discuss the recommendation.

Policies Relating to Student Conduct and Discipline

The school's primary goal is to educate, not discipline. When the behavior of individual students comes in conflict with the rights of others, corrective actions may be necessary both for the benefit of that individual as well as the school as a whole. The conduct of students shall be governed by the policies, regulations and rules of the Southern Berkshire Regional School District.

These rules are applicable in school, on the school grounds, at a school activity away from school, on the way to and from school, and on a school bus. Students who become involved in behaviors that are beyond the scope of the above area, which adversely affect the continuity and/or quality of school operations, and/or the effectiveness and well-being of school personnel (to include the harassment of school personnel, bomb threats, and vandalism to school property and buses, etc.) will be subject to disciplinary action.

Discipline Protocols

In all circumstances, meaningful accountability for inappropriate behavior is applied. A student's past discipline record, individual needs, and/or 504 or IEP status will be considered prior to making discipline decisions. The following consequences or combination of consequences may be used to hold students accountable for their inappropriate actions at school, but this list is not exhaustive and the school administration reserves the right to impose different consequences as appropriate. In all cases, confidentiality must be adhered to by law.

- phone call home
- conference with principal or assistant principal
- parent/teacher conference
- time out in classroom or office
- repair or replace damaged, defaced, lost, or stolen property
- loss of recess privileges with prior approval by administration

- mediation
- field trip denied
- after school activity denied
- internal suspension
- external suspension
- expulsion from school
- restorative discipline

Suspension Code

The principal or designee may suspend a student for acts of a serious nature. Some acts for which suspension will be considered include, but are not limited to, the following:

- open defiance of authority and/or school rules and regulations, including failure to report to the main office when sent by a teacher
- threatening, striking, and/or assaulting a student or staff member, to include, but not limited to, punching, biting, or kicking
- damaging or defacing the property of students, teachers, or the school district, (including computer hardware/software)
- profanity, immorality or impropriety (word, materials, gesture, comment, or deed)
- verbally harassing, intimidating, or provoking a student or staff member (including electronic submissions)
- theft or attempted theft
- failure to abide by corrective measures for previous acts of misconduct
- smoking or use of tobacco, vaping or nicotine devices
- drug or alcohol possession or use
- leaving school without permission
- continually being deceitful, i.e. lying and/or forging information
- hazing
- sexual impropriety
- sexual harassment
- bullying

Any student who intentionally injures another student or staff member will be subject to a suspension of one or more days.

Disciplinary Definitions

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

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

for multiple disciplinary offenses in any school year. *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.*

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

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

Principal: the primary administrator of the school (or his/her designee) for disciplinary purposes

Protocols

• **In-School Suspension**

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

Students have the right to appeal an in-school suspension that will result in their removal from regular class schedule and activities for more than ten (10) total school days in a school year.

• **Out of School Suspension**

In the case of disciplinary offenses not involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension. Written notice of the date and time for

the hearing will be provided in English and in the primary language of the student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing. Where a student may be subject to a long-term suspension, the principal will also notify the student and parent of the student's right to legal representation (at parent's/student's expense), the right to present and examine witnesses, the right to review the student record and documents that may be relied upon by the principal, and the right to request that the hearing be audiotaped.

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

The Principal's Hearing

- **Short-Term Suspension**

The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. The principal will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student will have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

- **Long-Term Suspension**

The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

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

- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student;
- the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident;
- the right to cross-examine witnesses presented by the school district; and
- the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request.

The Principal's Decision

Based on the evidence presented at the hearing, the principal will determine whether the student committed the disciplinary offense and the remedy or consequences to be imposed. The principal shall exercise discretion in deciding the consequence for the offense and, in cases not involving a) possession of a controlled substance, b) a weapon, c) an assault on a member of the educational staff, or d) felony charges, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. If the principal decides to suspend or expel the student, written notice of the principal's decision will be sent to the student and parents in English and the primary language of the home identifying the disciplinary offense, the factual basis for the principal's decision, the beginning and end dates of the suspension or expulsion, and the process for appeal. The principal will also notify the student and parent of the student's opportunity to make academic progress during the period of removal from school in accordance with M.G.L. c. 76, §21.

Prior to suspending a student in grades K-3 from school, the principal will send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

Disciplinary Appeals

Where the student is excluded in accordance with M.G.L. c. 71 §37H, the student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the superintendent of schools. For exclusions imposed pursuant to M.G.L. c. 71 §37H1/2, the student shall have five (5) school days from the effective date of the exclusion to file a written appeal with the superintendent. For exclusions imposed

pursuant to M.G.L. c.71, §37H3/4, the student shall have five (5) calendar days from the effective date of the suspension imposed by the principal but shall be granted an extension of seven (7) calendar days upon request.

Academic Progress

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

Emergency Removal of Student

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's (or his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with

603 CMR 53.08(2) or 52.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent;

- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d) as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

STUDENT RULES AND REGULATIONS

Items/Activities Not Allowed in School

SBRSD strives to create a safe environment of courtesy, respect and tolerance for all. To maintain a safe environment, the following items or activities are forbidden or require staff approval:

- Electronic, hand-held devices are not allowed during school hours.
- Toy pellet or paint ball guns, other toy weapons, lighters and laser pointers should not be brought to school.
- Smoking, matches, vaping devices and materials, lighters and related paraphernalia, alcohol, or drugs are prohibited on school property and at school events.
- Dangerous weapons are not allowed on school property or off the school grounds during any social activity. Only police officers or military personnel on official assignment shall handle or transport any weapons, dangerous objects, explosives or any other object that can reasonably be considered a weapon.
- Non-educational computer activities may result in the loss of computer privileges and parents will be contacted.
- Teachers/administrators must approve any eating or drinking in the classrooms – healthy snacks are strongly encouraged. (Please be mindful of medical needs and allergies in classrooms).
- Fidget spinners, or any item marketed as an educational aid, will only be allowed if outlined in an educational plan (504 or IEP) or the student has direct teacher permission. Any student found using these items in a manner inconsistent with their intended use or in violation of teacher policy will have them taken and returned at the end of the day.

Cafeteria Behavior

Lunch should be an enjoyable experience. We ask each child to behave as if he/she were at home eating with his/her family. Students must follow the cafeteria rules

of the school they attend. Students may be removed from the cafeteria and/or lunch recess for inappropriate behavior.

Courtesy

Courtesy to teachers, school employees, substitutes, other students, and visitors is important in our school system. As a school citizen, each person should strive to be considerate of others. The expectation is that all members of the school community will be respectful and treat people as they would want to be treated.

Gum and Candy

Gum chewing is not allowed in school at any time. Students are not permitted to sell gum, candy, or any other items in school.

Classroom

Students must come to school with the necessary materials they will use during class time. This should include their textbooks, pencils, pens, and student agenda. Upon entering the building, students go directly to their classroom. Morning homeroom/advisory is a time for students to organize for the day's activities. Attendance and announcements will be made at this time.

Restrooms

Students must receive permission from their teacher to leave the classroom at any time, unless there is an extreme emergency.

Honesty

Honesty is important and is expected in the Southern Berkshire Regional School District. Students have the duty to be responsible and honest people. Dishonesty and cheating deprive people of their most prized possession: self-respect.

1. Students may not forge (write the signature or initials of another person) any note, pass or official paper work for themselves or for another student.
2. Students may not cheat on a quiz, test or other class work. Cheating is personally unethical and counter-productive to learning. Cheating includes:
 - a. Copying class work or homework, or providing answers to another student. Plagiarism (using ideas or writings of another as one's own work, such as copying and pasting from an internet source).
 - b. Bringing answers into a testing area.
 - c. Giving test questions/answers to a member of a later class or receiving test questions /answers from an earlier class.
 - d. Copying from another student's test or knowingly permitting another to copy during a test.
 - e. Any other action intended to obtain credit for work that is not one's own.

Money and Valuables

It is strongly suggested that students should not bring more money to school than needed for the day. If you need to bring a large sum of money to school, take it to the office where it can be kept until dismissal time.

Cell Phones and Electronic Devices

In some cases, it is academically appropriate to utilize the portable technology to enhance student learning. We recognize this potential as well as the possible negative consequences for their use in the classroom. Teachers may use electronic device technology in their classroom, as they deem appropriate for educational purposes. Under no circumstances are students to make or receive phone calls or text messages during school hours. Cell phones and any wireless communication devices are to be turned off and put away out of sight during the school day, unless authorized by a staff member. Portable music and video players are to be turned off and put away during all academic times unless with specific permission by classroom teacher. If such items are lost, stolen, or damaged, the school will not be responsible for restitution. No recording device (audio or video) of any type is allowed during school hours or in the building any time without specific permission.

Cell Phone Search

Search of cell phones for pictures, text messages, and videos that are pertinent to a specific investigation is permissible if the search is reasonable in its inception and justified in its scope.

Physical Education

The physical education program provides a variety of activities. To be excused from gym class, a written note is required from the student's parent/guardian, or school nurse explaining the reason. If there is a need to be excused for more than one week, a note must be sent to the school stating the problem and length of time to be excused. This note must be signed by a doctor and presented to the school nurse. Sneakers are a requirement for gym class.

Respect and Care of School Property

Respect for school property is the sign of a good school citizen. Persons who willfully damage school property will be required to make full restitution and will be reported to the proper legal authorities.

Vandalism may result in suspension from school for up to 10 days. Textbooks and school supplies are loaned to the student, who is expected to return them in good condition. Lost or damaged books and materials must be paid for in order that immediate replacements may be made.

PART 3

**Mt. Everett Regional
High School**

Marking Period Schedule 2019-2020

Progress Reports Due in Office	Marking Period Ends	Marks Due in Office	Report Cards Mailed Home
Semester 1-1st Qtr			
9/27/19 9:00 a.m.	10/31/19	11/4/19 9:00 a.m.	Week of November 12
Semester 1 – 2nd Qtr			
12/6/19 9:00 a.m.	1/17/20	1/21/20 9:00 a.m.	Week of January 27
Semester 2 – 3rd Qtr			
2/27/20 9:00 a.m.	3/30/20	4/3/20 9:00 a.m.	Week of April 6
Semester 2 – 4th Qtr			
Grade 12			
5/6/20 9:00 a.m.			
Gr 6-12			
5/8/20 9:00 a.m.	6/14/20*	Last Day* 9:00 a.m.	Week after school ends

*Subject to Snow Day Usage

Grades 9-12 Parent/Teacher Conferences will be Thursday, October 3, 2019 from 4:30 – 6:30 p.m. in the High School Cafeteria

Middle School Open House will be September 11, 2019 at 6:00 p.m. beginning in the TACPAC.

REQUIREMENTS FOR GRADUATION AND MARKING POLICIES

Graduation Requirements for class of 2020

Credits needed for graduation – 24 credits. Required courses include the following:

- 4 credits **English** (must reach proficiency score of 240 on MCAS or complete an Educational Proficiency Plan). Students must pass the equivalent of English I, English II, English III and English IV.
- 3 credits **Mathematics** (must reach proficiency score of 240 on MCAS or complete an Educational Proficiency Plan).
- 3 credits **Social Studies** (one credit must be US History). Beginning with the class of 2015 students must pass US History I and US History II or Honors/AP US History.
- 3 credits **Science**. Beginning with the class of 2015 students must pass biology and pass MCAS with a minimum score of 220.
- 1 credit **Wellness** – 0.5 must be a participatory wellness class
- 2 credits in any of the following areas: arts, technology, or vocational education.

Graduation Requirement for class of 2021, 2022

Credits needed for graduation – 24 credits. Required courses include the following:

- 4 credits **English** (the new scaled scores needed to graduate with an Educational Proficiency Plan are 455 and the new scaled scores needed to graduate without an Educational Proficiency Plan are 472 on the MCAS). Students must pass the equivalent of English I, English II, English III and English IV.
- 3 credits **Mathematics** (the new scaled scores needed to graduate with an Educational Proficiency Plan are 469 and the new scaled scores needed to graduate without an Educational Proficiency Plan are 486 on the MCAS).
- 3 credits **Social Studies** (one credit must be US History). Beginning with the class of 2015 students must pass US History I and US History II or Honors/AP US History.
- 3 credits **Science**. Beginning with the class of 2015 students must pass biology and pass MCAS with a minimum score of 220.
- 1 credit **Wellness** – 0.5 must be a participatory wellness class
- 2 credits in any of the following areas: arts, technology, or vocational education.

Graduation Requirements for Class of 2023

Credits needed for graduation for the class of 2023 = 24 credits. Required courses include the following:

- 4 credits **English** – Must reach a proficiency score as

determined by the MA DESE per 603 CMR 30.00 which states that DESE will study the results of the classes of 2021 and 2022 before determining a passing score, or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.

- 4 credits **Social Studies** (one credit must be US History)
- 4 credits **Mathematics** – Must reach a proficiency score as determined by the MA DESE per 603 CMR 30.00 which states that DESE will study the results of the classes of 2021 and 2022 before determining a passing score, or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology and pass MCAS with a minimum score of 220.
- 1 credit **Wellness** (0.5 must be a participatory wellness class)
- 2 credits in any of the following areas: **arts, technology or vocational education**.

The remaining credits may be earned through successful completion of any School Committee approved course or its equivalent. "Equivalent" shall be defined as any approved state-sponsored extension program, high school approved distance-learning program, or summer high school credit course approved by the principal.

Promotion Policy

A student's grade standing will be determined by whether or not it is possible for him/her to gain the necessary course credits to qualify for diploma candidacy, given the requirements as established by the School Committee. The following minimum credits must be obtained for entrance to grades 10, 11, and 12 status at this time:

- Grade 10 – 6 credits
- Grade 11 – 12 credits
- Grade 12 – 18 credits
- Required to graduate – 24 credits

Students can receive a ½ credit if they successfully complete either the 1st or 2nd semester of a course.

Students in grades 6-8 must pass 5.25 out of 7.0 units of study per year in order to be promoted into the next grade.

Additional College Requirements

Many colleges require the equivalent of two years of foreign language taken at the high school level (middle school language courses generally do not qualify).

Students are encouraged to discuss specific college requirements with their guidance counselors.

Graduation Participation in Ceremonies

Each year at graduation, the Superintendent of schools must certify that all students who are to receive diplomas have met the specified graduation requirements of the Southern Berkshire Regional School District. No student

may participate in graduation who has not met these requirements. Graduation ceremonies are a privilege; accordingly, the administration reserves the right to deny this privilege if a student displays disruptive or threatening behavior.

Early Graduation

Requests for early graduation must be submitted by students/parents to the principal and evaluated on a case-by-case basis. Students wishing to receive a Mount Everett diploma must satisfy all of our local graduation requirements. Students electing to graduate early may not be included in class rank nor considered for Aurigan scholarships.

Valedictorian/Salutatorian

A student must be enrolled at Mount Everett Regional School for a minimum of two years to be eligible for valedictorian/salutatorian. The valedictorian and salutatorian will be determined initially through computation of student class rank based upon third quarter grade reports. Final determination will be based on final grade reports. Students who may be eligible for these honors will be notified at the end of the third quarter and this status will be confirmed when final grades are verified.

ACADEMIC ETHICS AND INTEGRITY

Academic Honor Code

All students are expected to adhere to standards which place their honesty, self-respect, respect for others, and qualities of character above all else.

If a student is suspected of academic dishonesty (including plagiarism or cheating), the student will meet with an administrator and the teacher who reported the incident. If the evidence supports the suspicion, the student will receive a zero on the assignment, parents will be notified, and the action will be recorded. In cases of major academic dishonesty such as theft of a teacher's guide or answer key, the student will be removed from the course, will receive a failing grade, and the incident will be noted on the student's record.

Plagiarism/cheating is academic dishonesty and will not be tolerated. Student's should consult with one of their teachers for a more comprehensive discussion and guide as to how Mount Everett defines plagiarism/cheating if they have further questions on this topic.

Course Registration

A comprehensive *Program of Studies* booklet is distributed to students in grades 9-12 each spring. Students and parents then choose courses for the coming

year.

Course Load

All students are required to take a full schedule of courses each year. Due to the requirements of Time on Learning (Massachusetts Reform Law), all students must be enrolled for the entire year carrying seven (7) credits. Students will be able to accrue .5 credits in full-year courses by successfully completing either the first or the second semester of study.

Honor Courses

Honors courses are available in English, social studies, science, and mathematics. Honors courses carry a weight factor of 3.0 points for grade point average, Honor roll, and National Honor Society consideration. Further, the minimum passing mark for an Honors course is not affected by the 3.0 points. Students enrolled in Honors courses should expect the workload, including homework to be more demanding than what would be expected in regular college prep courses. Students enrolled in these experiences will be expected to willingly accept such challenges as part of the curriculum and expectations of the teacher. Continued enrollment within an Honors course is contingent upon active and constructive participation, completion of assignments beyond minimal acceptability, and academic leadership.

Advanced Placement

Advanced Placement courses carry an additional weight factor of 6.0 points for the purpose of grade point average, National Honor Society consideration, and Honor Roll. However, the 6.0 points are not reflected on report cards or transcripts. Further, the minimum passing mark for an AP course is not affected by the 6.0 points. Thus, the lowest passing mark for regular and AP courses is 70. Students in an AP course must complete the AP exam in order to receive a weighting of 6.0 quality points. Limited financial aid is available. Any exceptions of this must be approved by the Principal. The cost of each exam was \$93.00 for 2017.

Independent Study

The essence of the independent study experience is essentially one where students are actively engaged in their own learning. Each independent study is designed as either a one semester (0.5 credit) or two semester (1.0 credit) course. The role of the teacher in the independent study is to act as a coach, helping students through the learning experience. The teacher does not need to be a content expert and is not responsible for providing content. The teacher is responsible for helping the students access the resources necessary, generate the appropriate essential questions, monitor student progress against the agreed plan, and as needed, to provide the necessary conduit to administration and other parts of the organization to ensure that the student learning experience is authentic, academically rigorous, and worthy of academic credit.

Independent Study is designed for those students who have a specific area of study they would like to pursue but for which there is no appropriate formal class offering. Students initially define an area of study, prepare a study plan (which is agreed with their teacher/advisor, guidance/administration, and parent/guardian), define measures of success, and agree on key deliverables/milestones; this forms the basic architecture of the course for each student. From that point on, the student works under the guidance of their advisor, to acquire knowledge and expertise in the area of study identified. Students are expected to create with their advisors meaningful, multi-faceted, learning experiences that encompass a broad range of skills and employ multiple mediums and modalities.

Independent Study guidelines are available in the Guidance Office. The process must be completed prior to the start of the semester. The Independent Study course will not be entered into a student schedule until the course is approved.

Course Changes

Course changes will be allowed prior to the opening of school. However, once a course commences course changes will only be allowed after notification/consultation with the teacher and when necessary the parent/guardian. No changes will be considered two weeks beyond the start of the semester.

Courses dropped after the first THREE WEEKS of each semester will result in WF (withdrawal failing) which will count as a zero in computing grade point average. Parents will be notified.

Unique and extenuating circumstances will be addressed and resolved at the discretion of the principal.

Student Make-Up Work

Make-up work will be the student's responsibility, and the amount of time allowed for make-up will be determined in a conference between the student and the teacher.

Extra Help

A student may always seek extra help from his/her teachers. The student should arrange a conference with his/her teacher before or after school. Transportation is the student's responsibility.

A teacher will sometimes request a student to stay after-school if it is apparent that the student is having difficulty with his/her work. This request is not to be thought of as a punishment, but rather as a desire of the teacher to help the student make the progress of which he/she is capable. Students/parents should not hesitate to request extra help from teachers.

After School Program

The after school program is available to all students in grades 6-12. The program consists of an after school homework center, computer lab, and other activities. Any student who is after school and not working with a teacher or participating in a school-related extra-curricular activity (athletics, plays, clubs) will be required to be in the after school program. (This would include students waiting for a ride home.) The after school program is primarily staffed by certified teachers and other school personnel. Any student needing extra academic help can attend the homework center at any time to receive academic support. Students do not need to give prior notice before arriving at the homework center.

The 2019-2020 after school program schedule is:

From September 9 until November 26, the program will be open on Tuesdays and Thursdays from 2:45-5:00.

From December 2 until March 12, the program will be open Monday-Friday from 2:45-5:45.

From March 16 through the end of school, the program will be open Tuesdays and Thursdays from 2:45-5:00.

Students may be picked up at any time up until closing time. However, parents must pick student up promptly at the ending times.

Guidance Services

There are two guidance counselors available to assist students in grades 7-12. The guidance program includes comprehensive services in the areas of standardized and placement testing, post-graduation/high school educational and/or occupational information, course selection, personal counseling, and part-time and full-time job placement. There is a school adjustment counselor to provide personal counseling sessions. Often problems concerning school or one's personal life become overwhelming. In many situations, these problems can be ameliorated by competent guidance personnel. Students and parents are encouraged to contact the Guidance Office for more information of these services.

Grading

Grading is based on a numerical system from 0-100. A grade of 70 or higher is passing.

Honor Roll Requirements

For high honors, students in grades 9-12 must earn grades of 90 or above or a "P" (pass) in all subjects. For honors, students must earn grades of 80 or above, or a "P" in all subjects.

For high honors in grades 6 - 8 students must attain a 90 or above in all major subjects and 80 or above in all minor subjects. For honors, students must earn 80 or better in

all subjects.

National Honor Society

Students must have at least an 88 average to be admitted into the Aurigan Chapter of the National Honor Society. They must have demonstrated leadership, character, and service. Tenth graders must have taken at least two honors courses, and eleventh and twelfth graders must have taken at least three advanced level courses in order to be eligible for membership. Advanced level courses include honors and AP courses, Languages IV and V, Trigonometry, Calculus, and the Science Research Topic course.

Students who are eligible for a Cum Laude Diploma in their senior year must have at least a GPA of 92 and have taken at least four advanced level courses. Leadership, character, and service are also required.

Once a member is inducted into the National Honor Society, he/she must complete 30 hours of community service yearly; ten hours may be completed in the summer. Those eligible for Cum Laude Diploma must complete 45 hours of community service; fifteen of those may be completed in the summer.

Losing one's qualifying academic average or failing to uphold qualifying standards prior to induction will cancel an invitation to join the National Honor Society. After admission, failure to uphold qualifying standards may cause suspension or immediate dismissal from the society. If a student's average drops below an 88, he or she will have on marking period to raise the grade to standard.

The National Honor Society will hold one fund-raiser annually. They will also participate as a group in a community service project.

Dues for membership will be \$10.00 yearly. New members will be inducted into National Honor Society annually.

By-laws are available from the advisor. Local and National by-laws govern the operation and regulation of the Chapter.

Cum Laude Diploma

In an effort to honor truly outstanding academic achievement, as well as significant contributions to co-curricular activities and the Southern Berkshire community, Mount Everett has created a Cum Laude Diploma encouraging students to be dedicated to excellence in these diverse areas. There is no limit to the number of students from each graduating class to receive this recognition. Criteria is available from the National

Honor Society advisor.

Mount Everett is proud to recognize high academic achievement and civic and community responsibility. To be eligible for a Cum Laude Diploma, "with praise", a student must have a GPA of 92 and have taken at least four advanced level classes. In addition, 45 hours of community service must be completed annually, 15 of these may have been completed during the previous summer. A Cum Laude Diploma has all the same expectations of character, service and leadership as the National Honor Society general membership.

Pass/Fail

Seniors who are in good standing may take one of their elective courses on a pass/fail basis rather than a regular grading schedule. A pass/fail request form must be submitted within the first two (2) weeks of class. See a guidance counselor to obtain a pass/fail request.

Withdraw/Fail Process

Any high school student opting to withdraw/fail from any course MAY NOT make up the course in summer school without permission of the principal. A withdraw/fail carries a GPA penalty.

Text Books

If a textbook is misused, a fee will be charged to repair/replace the book. If a textbook is lost, it is to be paid for and another book will be issued.

Leave of Absence

On certain occasions, a student's difficulties are so severe that it would be in his/her best interest to take a leave of absence from school as an alternative to dropping out or expulsion. The intent of this leave is to provide a student of 16 years in age or older with a means of keeping in contact with school so that a return to school and eventual graduation is possible. The following criteria must be met to secure a leave of absence:

1. A meeting has been held with the parents and student at which the student will be given information about the detrimental effects of early withdrawal from school, the benefit of earning a high school diploma and the alternative education programs and services that are, or may be, available to the student.
2. Student has declined alternative educational services and has requested a leave of absence.
3. The student is not eligible for or has refused services through the Office of Student Services.
4. The Principal or designee has granted permission.
5. While on leave, the student maintains monthly contact with the school via a guidance counselor and/or designee.

6. The leave of absence is to exceed no more than one semester and to be reviewed at the end of the semester by the administration.

ATTENDANCE

Purpose

The Mount Everett attendance policy is based on the following:

1. Southern Berkshire Regional School District believes that students need to be present to achieve success.
2. The Massachusetts Department of Education Time on Learning Regulation.
3. The No Child Left Behind/MCAS attendance criteria for meeting Adequate Yearly Progress of 92%.

Learning is a multi-faceted process optimized by a variety of classroom activities. Attendance is the cornerstone of this process. The educational experience offered at Mount Everett extends beyond textbooks and handouts, practice sessions, class discussion, and direct instruction. Dynamic classroom interaction among teachers, students, and content is crucial to student understanding and cannot be replicated by makeup work or extra-help after school. Each classroom is a learning community, which depends on its members to contribute to the success of all. Being present maintains the consistency of the learning process, whereas absences interrupt that process, leaving student achievement compromised. It is the responsibility of this school, as well as students' parents, to nurture and encourage strong work habits to prepare students to be responsible adults. We ask parents to be a part of this policy, to encourage and support their children to be in school to get the best education possible; therefore, families must make every effort to schedule appointments, vacations, and other activities outside of school hours.

Policy

Students in grades 6-12 who exceed 14 unexcused absences in full year courses and 7 unexcused absences in semester courses will fail to earn credits/units in that course. Final grades will still be factored into a student's GPA and courses completed with a passing grade can still be considered as satisfying sequences included in graduation requirements. Three tardies will be considered an absence. Students who arrive 10 or more minutes tardy for class will be deemed absent. Teachers may also factor an unexcused tardy and absence into a student's participation grade. Any student arriving after 9:45 a.m. will NOT be eligible for any extracurricular activities for that day.

Excused

Students who are absent as a result of attending to

school business (co-curricular participation or college visits), religious observances, bereavement, or medical issues are excused. Appropriate documentation will need to be provided to the attendance office. Parents will be contacted if we have not received notification from a parent of the reason for a student's absence within 3 days of the absence.

To report your child as absent, please contact the Main Office at 413-229-8734 ext. 159.

Appeals

Extenuating circumstances may be appealed to a review board consisting of an administrator or designee, a school adjustment counselor, or a guidance counselor. The administration and the appeals committee may NOT approve vacations.

Absence Notification

When a student has missed 2 or more periods over 5 school days or has missed 5 or more school days in the school year due to unexcused absences, the parents will be notified in writing and provided with the opportunity to meet with the Principal, or Principal's designee, to develop an action plan to address student's school attendance. Letters will be sent to parents/guardians when students reach 4 and 7 absences in semester courses and at 4-7-10-14 absences in full year courses.

Guidelines for Make-Up Work

Students who are tardy into school or are dismissed from school early are responsible for missed class work, assignments, tests, and quizzes for the day in question. Students are responsible to turn in any work that is due on the day they are tardy or dismissed to their teachers. Missing a class due to tardiness or dismissal does not extend deadlines for due work.

Students must make up any missed tests, quizzes or other missed work upon return from their absence. An absence of one day allows for a one day makeup period. Absences of two or three days will allow make ups to occur within five school days. Absences of four or more days will result in make-up work being completed within a reasonable timetable determined collaboratively by the administration, the teacher, and the student. At all times the teacher may modify the above guidelines in order to meet the needs of specific assignments or for unique circumstances.

Assignments, projects, or any other work that had been assigned due on a day a student is absent is to be submitted to the teacher upon return to school.

Outside obligations such as work, activities, or athletics are not considered reasons for not being able to complete makeup work within the designated time schedule.

Vacation

The administration strongly recommends that students do not take vacations while school is in session. If, however, the parents need students to be out of school for this reason, both students and parents are reminded that, except in unusual or extenuating circumstances approved by the principal, such absences are counted against the minimum attendance requirements and may lead to course credit being withheld and/or makeup work not being authorized. Students away on vacation must complete all the work necessary to stay current in a class. Teachers will be unable to recreate or replicate class lessons for vacationing students.

Truancy

Truancy is defined as being out of school without prior parental permission and a reason acceptable to the administration. Class cutting consequences will also be applied.

Voluntary Withdrawal from School

If a student who has turned sixteen (16) years of age seeks to voluntarily withdraw from school, an exit interview will be scheduled with the parent/guardian, student, and student's guidance counselor. At that time, the school will provide information regarding available transitional programs, educational services, and student rights. Students must complete a withdrawal form in order to officially voluntarily withdraw. If a student who has turned sixteen (16) years of age is absent without medical excuse for ten (10) consecutive school days, the parent/guardian and student shall be sent written notice within five (5) days of the 10th consecutive absence to discuss the student's status and the educational opportunities that are available within the District. At the request of the parent/guardian, the time for said meeting may be extended for an additional fourteen (14) days. If the parent/guardian and student refuse or fail to participate in such a meeting, the student will be considered to have withdrawn from the Mount Everett Regional Schools. M.G.L. Ch.76 §18.

STUDENT ACTIVITIES

Student Government and Blue and Gold

The Mount Everett Student Council is a group of student leaders and faculty moderators whose focus is to work for the general welfare of the school by promoting student morale, spirit and cooperation between the student body, the faculty and administration.

In order to be a member of Council, a student must be in good academic and behavioral standing as defined in the Mount Everett School Constitution, and elected by the students through a democratic process. These students work throughout the year with faculty, staff and student

body in order to attain the goals stated in our Constitution. If a student neglects his or her outlined duties, impeachment of an officer may occur as a final resolution set forth by the Council. The Student Council consists of the following:

Class	President	Vice President	Secretary	Treasurer
Gr 6	Members of Student Council	Members of student Council	NA	NA
Gr 7	Members of Student Council	Members of Student Council	NA	NA
Gr 8	Members of Student Council	Members of Student Council	NA	NA
Gr 9	Members of Student Council	Members of Student Council	Not members of Student Council	Not members of Student Council
Gr 10	Members of Student Council	Members of Student Council	Not members of Student Council	Not members of Student Council
Gr 11	Members of Student Council	Members of Student Council	Not members of Student Council	Not members of Student Council
Gr 12 Blue/Gold Captain	Members of Student Council			

Student Council President, Vice President, Secretary, and Treasurer are elected from the above slate by the above members.

Student Council President

1. Calls to order and presides over Student Council meetings.
2. Represents and reflects the views of the entire student body to the administration and school.
3. Upholds the Constitution.
4. Oversees Council and ensures that the organization runs smoothly.
5. Addresses the general student body once each semester.
6. Address new students at Fall Orientation/Convocation.
7. Sits on the Fairness/Disciplinary committee with the Secondary Assistant Principal.
8. Sits on Peer Leadership Committee with School Adjustment Counselor.
9. Meets with the Secondary Assistant Principal once a week and the Principal of the school twice a month.
10. Calls Executive Council meetings to order.
11. Serves as Student Representative to the School Committee.
12. Establishes agenda for meetings.

Senior Class President

1. Strengthens the spirit and identity of the class.
2. Plans and implements class sponsored events such as the senior trip.
3. Holds class meetings once a month.
4. Represents class in all meetings and at times where class needs a representative.
5. Assists the Student Council President and stands in when President is not available.

Secretary

1. Keeps contact information for all clubs.
2. Maintains the Council records and amendments to the Constitution.
3. Takes minutes at all Council meetings and makes them available to students online.
4. Is in charge of overseeing that bulletin boards in school are up-to-date.
5. Maintains the Student council Web Page.
6. Sits on Public Relations Committee and assists Public Relations Director in school-to-community publicity.

Treasurer

1. Is in charge of updating the master fundraising calendar.
2. Keeps track of Student Council monies.
3. Reports updates at each Council meeting.

Senior Blue and Gold Team Captains

1. Instill team spirit.
2. Act as a positive and spirited role model for student body.
3. Plan and carry out special events. - Initiation of 6th and 7th graders
 - Fall Activities Competition
 - Bandana Fridays
 - Fundraising participation
 - End of Year Field Day
4. Announce Blue/Gold Awards at the end of each quarter.
5. Publicize all events throughout the school and outside community when necessary.

Senior School Committee Representative

(Usually Student Council President)

Present official news from Student Council to the School Committee once per month.

Job Description of Underclass Officers (grades 6-12)

Class President

1. Strengthens the spirit and identity of the class.
2. Plans and implements class sponsored events.
3. Holds class meetings.

4. Represents class in all meetings and at times where class needs a representative.
5. Assists the Student Council President.
6. Responsible for attending School Council meetings, this includes finding their own substitute if they are unable to attend.

Vice President

1. Assists the Class President as necessary.
2. Acts as Class President when Class President is unavailable.
3. Responsible for attending School Committee meetings.

School Council

Members of student government will be assigned responsibility to attend School Council meetings when required.

COMMITTEES AND CLUBS OF MOUNT EVERETT

Each member of the Student Council must choose a committee or club in which to be involved. The participant must then be asked to report any pertinent information to the Council at meetings. All members of the student body are encouraged to sign up and participate in one or more of these activities.

1. Fairness/Discipline Committee
2. Gay/Straight Alliance Committee
3. Peer Mediation
4. Yearbook Committee
5. Newspaper
6. SADD
7. Prom Committee
8. Future Farmers of America
9. Blue Pep Committee
10. Gold Pep Committee
11. SWAG – Student Who Achieve Greatness
12. Peer Leadership
13. Chess Club

Dance Guidelines and Planning

1. Student Activities Request Form must be completed and returned to the Secondary Assistant Principal two weeks before the dance date.
2. Chaperones:
 - At least four faculty members
 - One administrator or designee
 - Chaperones are to remain until the last student has left.
3. One police officer is required at all dances.
4. It is the responsibility of the Dance Committee to ensure the following:

- a. Janitors informed in writing about dance and facility requirements.
 - b. Finances are in order.
 - c. Set-up/decorations are done in advance and supervised by an advisor.
 - d. Lighting is sufficient.
 - e. Refreshments are provided.
 - f. Students will be allowed into dances 15 minutes prior to start time and MUST be picked up no later than 15 minutes after the dance end time.
 - g. Clean-up is planned and implemented.
5. Tickets/Attendance:
- a. Tickets are to be sold by students with the approval of chaperones/class advisors.
 - b. Tickets will be denied to anyone
 - i. suspected of alcohol or drug use or abuse.
 - ii. who has caused difficulty at a prior dance.
 - iii. with improper dress.
6. Guest Passes are required for non-Mount Everett students:
- a. Grades 9-12 only.
 - b. One guest per student.
 - c. The student must register the guest through the office of the Secondary Assistant Principal.
 - d. Obtained Thursday or Friday before dance; no passes will be issued after school hours on Friday or at the door.
7. Revocation or rejection of guest passes:
- a. Administrators reserve the right to revoke or reject issuance.
 - b. If host is suspected of alcohol or drug abuse, he/she is not allowed a guest pass for the remainder of the school year.
 - c. If guest is suspected of alcohol or drug abuse, he/she will never again be admitted to a Mount Everett dance.
 - d. If host has been denied admittance to the dance, or decided not to attend the dance, the guest pass will be revoked.
8. The facility:
- a. All students must remain in the designated dance area(s).
 - b. Students who do not remain in this area may be asked to leave.
 - c. Once a student leaves the dance he/she will not be allowed to return.
9. Any violation of the code of conduct by Mount Everett students and/or their guests will be addressed as outlined in the Code of Conduct.

ATHLETICS

General rules and regulations which govern participation will be distributed and discussed at the start of each sport season or co-curricular activity.

Any student arriving after 9:45 a.m. will NOT be eligible for any extracurricular activities for that day, unless it is an excused absence.

Interscholastic Sports Eligibility – Students who fail more than two classes on the quarter report card preceding the contest are academically ineligible for athletic involvement. To be eligible for fall sports the student must have passed the equivalent of four major subjects during the previous year. Other co-curricular activities will adhere to these same standards.

Chemical Health (M.I.A.A.–Massachusetts Interscholastic Athletic Association)

During the season of practice or play, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids, or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. This rule represents only a minimum standard upon which school may develop more stringent requirements. New MIAA rules stipulate that the chemical rule will now be enforced from the first fall practice until the last day of school regardless of whether the student athlete is in season during the school year.

This MIAA statewide minimum standard is not intended to render “guilt by association”, e.g. many student athletes might be present at a party where only a few violate this standard. If a student in violation of this rule is unable to participate in Interscholastic sports due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again.

The minimum PENALTIES are:

First Violation

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated, i.e. all fractional parts of an event will be dropped when calculating the 25% of the season.

Second and Subsequent violations

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the

student shall lose eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All decimal part of an event will be truncated, i.e. all fractional parts of an event will be dropped when calculating the 60% of the season.

If the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or counselor of a chemical dependency treatment center must issue such certification. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating the 40% of the season

Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

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 participate in the athletic or band programs. There is a free on-line course available to you, which 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. Please send this certificate to the Athletic Director co/ Mount Everett, POB 219, Sheffield, MA 01257, who will be responsible for the files we will be required to keep at Mount Everett ensuring that all parents have completed the training. The entire course, including registration, can be completed in approximately 30 minutes. This 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 "athletics" page, and you will find all the concussion documents listed underneath the list of individual sports on the left-hand side. Please read the on-line documents and download and sign the parent signature sheet upon completion. Please send the signed sheet to the Athletic Director. We also have hard copy information which is 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 until parents have completed the on-line concussion training or read the hard copy information and submitted a certificate of completion or signed cover sheet to the Athletic Director. Parents also have to fill out a Pre-Participation Head Injury/Concussion Reporting Form for Extracurricular Activities before the first practice of every athletic season. This form also needs to be submitted to the Athletic Director.

Opioid Sign Off

According to the new opioid legislation, all student athletes and their parents must sign the Prescription Opioid Misuse Prevention sheet included in the Mount Everett Athletic Yellow Permission Form. Signing the form indicates that student athletes and their parents have received opioid education information provided by the Department of Health and the BSAS (Bureau of Substance Abuse Services). (Found in the blue pages of the Mount Everett Athletic Permission Form)

Nurse's Office

Students who are ill must obtain permission from his/her teacher to go to the nurse's office. The nurse decides if the illness is serious enough to send the student home. Permission from the student's parent(s) and the administration must be given before the student may leave the school. If a student is not going to be sent home, he/she is not allowed to remain in the nurse's office longer than one period, unless parents cannot be reached. All medical records will only be kept for the required five years. After five years records will be destroyed.

CODE OF CONDUCT

Discipline Preface

Students have the right to be in school. With that right comes the responsibility to respect the rights of others and to become actively and productively involved in their own academic learning. For those students who do not fulfill that responsibility, appropriate adjustments will be made. Therefore, in establishing consequences for infractions of the rules, the frequency and number of offenses, as well as the amount of disruption caused, will determine the severity of the consequence.

For certain violations of our disciplinary code or serious instances of misconduct it may be necessary to use outside professional assistance either to resolve a problem or support a student's needs.

Authority of the Teacher

Teachers are in positions of authority in their classrooms and in all other parts of Mount Everett Regional School. It

is necessary that students comply with their directions and requests. Courtesy and respect are expected of students, and students may expect the same in return.

Due Process

The 14th Amendment to the United States Constitution states in part that any person shall not be deprived “of life, liberty, or property, without due process of law.” The due process clause is a civil rights provision that forbids “the state” or the school from acting in any unfair or arbitrary way. In other words, due process means that students have a right to know what rules are said to have been violated and that they have an opportunity to tell their side of the story before a decision regarding a violation of the code of conduct has been reached. If a student believes that he/she has been unfairly treated, that student may contact the president of the Student Council in order to have his/her case heard before the Fairness Committee. Decisions made by this body may be appealed to the Principal. Please see the Mount Everett Student Council Constitution for detailed information regarding this process.

GENERAL GUIDELINES

Class Cuts

A cut is a documented, un-excused absence from class. Cuts will be handled as follows: Work to be made up will be at the discretion of the teacher. An incident report will be recorded, and a detention will be issued for each class cut. The teacher will make a call to the student’s home. Continued class cuts will be referred to guidance and a meeting will take place involving the student, his/her parents or guardians and staff to resolve the issue.

Law Violations

Students deserve an expectation of safety in school at least equal to what they can expect in the community at large. Any violations of school rules which are also violations of the law will involve notification of the police.

Search and Seizure

In a search and seizure situation, the following procedures will be followed:

- a. A search of a student’s person will be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
- b. Dangerous items (such as firearms, weapons, etc.) and other items which can be used to disrupt the educational process will be taken from the student and law enforcement may be notified.
- c. A general inspection of school properties including, but not limited to, lockers, desks, or motor vehicles may be conducted on a regular basis. Students

should have no expectation of privacy in school lockers or desks.

STANDARDS AND PROCEDURES FOR DETENTION OF STUDENTS

1. There are times when students and teachers are able to resolve a particular problem and no action will be necessary. Some of the acts for which teachers and administrators may place a student on detention are:
 - A. Open or persistent defiance of authority and/or school rules and regulations. This includes failure to report to the administrative office.
 - B. Continued contrariness and not complying with a teacher request.
 - C. Threatening, striking, and/or assaulting any school employee or student.
 - D. Threat of physical assault on another student or school employee.
 - E. Damaging or defacing the property of students, teachers, or the school district, including computer hardware/software.
 - F. Profanity, immorality or impropriety (word, materials, gesture, or deed).
 - G. Verbal harassment, bullying, intimidating, or provoking another student or staff member. Bully is defined by Southern Berkshire Regional School District as aggressive behavior or intentional harm caused by a person or group upon a victim or victims. Please refer to the anti-bullying program for more detailed information regarding incidents of this type.
 - H. Theft or attempted theft.
 - I. Failure to abide by corrective measures, such as detention for previous act of misconduct.
 - J. Possession of weapons and/or use of weapons or an instrument used as a weapon, paint ball guns and pellet guns.
 - K. Use, sale, or possession of tobacco and tobacco products, including vaping devices or materials. (Read more detailed policy below.)
The following administrative guidelines/definitions have been formulated to ensure consistency in administration and philosophy with policy JFCG in the district policy handbook.
 1. The provision of Policy JFCG will apply uniformly to all people utilizing the District’s building and grounds.
 2. The sanctions for policy violations will be as follows:
 - 1st offense – 1 day suspension from the school campus and a \$10.00 fine. (\$20.00 fine if offense was inside a building)

- 2nd offense – 2 day suspension from the school campus and a \$25.00 fine. (\$35.00 fine if offense was inside a school building)
- 3rd offense – 3 day suspension from the school campus and a \$50.00 fine. (\$60.00 fine if offense was inside a school building)
- 4th and subsequent offenses – 4 day suspension from the school campus and a \$75.00 fine (\$85.00 fine if offense(s) was inside a school building)

All fines due upon re-entry to the school property.

Adults who have not had ample opportunity to become familiar with the MA law and Southern Berkshire endorsement policy on the school campus ban on smoking will receive a warning for the first offense. Such people would enter a suspension/fine protocol beginning with the second offense.

Information about cessation programs will be included in all disciplinary discussions involving smoking offenses.

- L. Use, sale, or possession of alcohol. (Read more detailed policy below). If in light of reasonable suspicion*, it becomes necessary to question a student with regard to the use, sale or possession of alcohol of the suspension code, the following process will be followed:

*Reasonable suspicion of wrongdoing is "common-sense conclusion about human behavior" upon which "practical people" – including government officials – are entitled to rely.

1. An administrator or designee will hold a conference/interview with the student regarding the issue.
2. The investigation will continue as needed, which may include interviewing other students and/or searching the student, his/her vehicle, or his/her locker with another adult present.
3. If necessary, the student will be given a GAZE NYSTAGMUS TEST (eye test) to determine eye response and its relationship to possible alcohol use. If the student refuses to cooperate with this test, a judgment will be made by the administrators without benefit of this information.
4. Once available information has been gathered, a collaborative conference will be held by at least two office administrators to decide course of action.
5. If, in the office administrators' judgment, the student is found to be in violation of item L, the following steps will take place:

- Good faith effort will be made to notify parent/guardian or designated emergency adult. Student is to be immediately removed from school by one of these persons. If the school is unable to contact parent/guardian or designated emergency adult, or if said persons refuse to remove the student from school, the local police will be contacted and their usual procedures followed.
- The student will be subject to suspension from school.
- Administrator may mandate a meeting with student and parent(s)/guardian prior to or upon student's return to school.
- If this student has been granted driving privileges on campus, said privileges will be suspended for at least five days and possibly permanently (number of days to be determined by administrator per discipline preface).
- The student will be offered support services through the guidance department. Those services will be recommended for first offenders and required for repeat offenders. If the student refuses to participate in the required program of services, the issue will be referred to the superintendent for further action which may include, and not be limited to, expulsion proceeding and referral to the courts for "care and protection."
- The superintendent will be informed of all incidents involving item L of the suspension code.

- M. Use, sale, or possession of a controlled substance. (Read more detailed policy below.)

1. Students found to be in possession of even small amount of illegal, controlled substances/paraphernalia including, but not limited to, marijuana, cocaine or L.S.D. on school grounds or at school sponsored events are in violation of the expulsion code and M.G.L. c.71, §37. Police are notified immediately in all cases which are violations of the law in addition to being a violation of the school behavior code.
2. Violation may involve immediate suspension of up to ten (10) days pending a hearing with the principal. Prior to the imposition of a suspension beyond ten (10) days, students/parents/guardians have the right to a hearing and to be represented by legal counsel (at private expense) and to examine witnesses or evidence against the student and to present evidence in the student's defense. The hearing is held in two (2) parts –
 - 1.) Determination of guilt or innocence and
 - 2.) Determination of consequences.
 Where a student has been found to have a disability, a meeting will also be conducted to determine whether the conduct for which the

- student is subject to long-term suspension or expulsion was a manifestation of a disability. Students/parents/guardians have the right to appeal the principal's decision to the superintendent and must make notification of such to the superintendent within ten (10) calendar days.
3. Students ultimately found to be in violation of this policy will receive a minimum of a thirty (30) day external suspension from school. This suspension may be modified in three (3) ways. Students who perform community service to be completed off school grounds under the supervision of an approved adult sponsor/organization/agency will be able to reduce the suspension commensurate with the amount of time performing community service up to a maximum of five (5) days. Students may reduce the length of suspension an additional five (5) days by engaging in an approved long-term education counseling program that includes random urine testing. The superintendent may also modify the suspension period following appeal.
 4. Exit and re-entry meetings will be organized by the administration to make transitions from and back to school as helpful as possible. Special education students will receive support services as per the student's I.E.P. Support will be provided for all students on long term suspension; however, it is a responsibility shared by all parties. Costs for support services will not be the responsibility of the school unless specified in an I.E.P. Under special circumstances students may access resources on school premises after school hours and under the direct supervision of an adult as approved by the principal.
 5. Sanctions imposed by the M.I.A.A. under its substance abuse policy will be in effect and run concurrently following school sanctions as per the M.I.A.A. policy. The same guidelines will be used for non-athletic co-curriculars.
 6. The administration is grateful to the students, staff, parents, and community members of the School Council who helped formulate this policy. We hope it reflects the seriousness with which we all feel this subject deserves in maintaining a safe, orderly learning environment for everyone while at the same time conveying a sense of compassion for students and their families dealing with these difficulties.
 7. Students are further reminded that drug convictions carry serious penalties outside of school.
 8. The drug free schools act carries a minimum mandatory 2-year sentence plus a fine up to \$10,000.00 for conviction of selling drugs within 1000 feet of school property in Massachusetts.
 9. Use of fake I.D. to purchase liquor will result in loss of driver's license for six months to a year.
 10. Conviction of a drug offense, including possession of even a small amount of an illegal drug, will result in the loss of driver's license for up to 5 years in addition to court ordered penalties. If younger than 18, the issuance of a driver's license may be delayed until age 21.
- N. Gambling of any form.
 - O. Leaving school without permission. (Students must sign out with office personnel before leaving campus).
 - P. Students being unaccounted for during evacuation or evacuation drills without reasonable explanation.
 - Q. Truancy from school.
 - R. Being deceitful, i.e. lying and/or forging information, and plagiarism.
 - S. Hazing (Read more detailed policy below.)
Chapter 269 of the General Laws is hereby amended by adding the following three sections:
 1. Section 17 – Crime of Hazing; Definition; Penalty. Whoever is principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than \$3,000.00 or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term hazing as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1985, c536; amended by St. 1987, c665.
 2. Section 18 – Duty to Report Hazing. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime, shall, to the extent that such person can

do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.00. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

3. Section 19 – Statutes to be provided to Student Groups; Compliance Statement and Discipline Policy Required. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and section seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams, or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applications for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of high education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full-time student enrolled by it of the provision of this section and sections seventeen and eighteen and also certifying that said institution had

adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution’s policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Added by St. 1985, c. 536; amended by St. 1987, c. 665; St. 1998, c. 161, ss. 557,558.

T. Sexual impropriety.

U. Sexual harassment.

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature, constitute sexual harassment when such conduct unreasonably interferes with a student’s ability to complete academic or other school related activities or tasks or creates an intimidating, hostile, offensive or unsafe school environment. Some distinctions are as follows:

<u>Flirting</u>	<u>Harassment</u>
Feels “good”	Feels “bad”
Reciprocal	One-sided
Feel Attractive	Feels Unattractive
Is it a compliment	Is degrading
In control	Feel powerless
Equality	Power based
Positive touching	Negative touching
Wanted	Unwanted
Legal	Illegal
Open	Invading
Flattering	Demeaning
Happy	Sad/angry
Positive self-esteem	Negative self-esteem

It is the goal of the Southern Berkshire Regional School District to promote a school setting where all students who are served by our schools are treated with dignity and respect and are free of sexual harassment. Sexual harassment by students of other students, employees, or any other person, occurring in the schools or in other settings connected to their school programs, is unlawful and will not be tolerated in our School District. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will also not be tolerated, and the district has provided a procedure by which inappropriate conduct will be dealt with if encountered by students.

If anyone feels that he/she has been sexually harassed, it should be reported to guidance or administration immediately. A student may also report harassment to any staff member with whom he/she feels comfortable with the assurance that the issue will be handled confidentially. The Secondary Assistant Principal will investigate and follow the standards and procedures as outlined in the code of conduct. Consequences for students who are found to be guilty of sexual harassment will be determined after a thorough investigation has been completed. Logical consequences may include but are not limited to detention, internal or external suspension, social suspension and/or other legal proceedings deemed appropriate.

The Department of Education's Office for Civil Rights has a responsibility to legally enforce sexual harassment legislation known as Title IX. Title IX prohibits sex-based discrimination in education programs and activities operated by schools that received federal financial assistance. Therefore, school districts are responsible under Title IX to provide students with a nondiscriminatory education environment. When a school employee learns of possible sexual harassment of a student, the employee must report the incident to the administrative officer designated by the Superintendent of Schools for the reporting of such incidents. The administrative officer shall immediately investigate the incident and promptly report the incident and the results of the investigation to the superintendent. Appropriate steps will be taken to end the harassment, to eliminate the effects of the harassment, and to prevent the harassment from recurring.

Because the Southern Berkshire Regional School District takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment, and where it is demonstrated that such harassment occurred, the district will act promptly to eliminate the harassment and impose such corrective action as is necessary, including disciplinary action where appropriate. Please note that while this policy sets forth our goals of promoting a school setting that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for school setting conduct which the district deems unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment. *Also see Expulsion Standards & Procedures.

1. This procedure will be followed in cases of internal or external suspension:

- A. Notify the student of the charge against him/her.
 - B. Hold conference with principal or designee and parties concerned.
 - C. Explain the evidence against him/her.
 - D. Give the student the opportunity to present his/her story and explain the situation.
 - E. If the student is determined to have committed the violation, written notice will be provided to the parents/guardians/student/prior to the imposition of the disciplinary sanction.
 - F. Impose internal suspension, external suspension, removal from class or school.
 - G. Students placed on internal suspension will report to the main office. Time detained will be determined by the severity of the incident.
 - H. Notify student of right to appeal and offer possible consequences which could include the following:
 - a. Notify parent by phone, letter, in person or phone message.
 - b. Revoke extracurricular privileges for the day/days a student is suspended.
 - c. Notify police when required by law and/or school committee policy.
 - d. Parents may be requested to accompany student upon return to school.
2. A student whose behavior is disruptive at any extracurricular activity or event will not be able to attend such school events. Habitual violations or community restrictions will result in student having to leave campus at 2:45.
 3. Logical Consequences – The administration reserves the right to interpret the suspension procedure in light of reasonable intent considering the school's overall philosophy and policies, and what is proper and just in protecting the rights of each individual.

STANDARDS AND PROCEDURES FOR EXPULSION OF STUDENTS

As per Massachusetts General Laws Chapter 71 Section 37H and Chapter 71 Section 37H ½:

1. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
2. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon,

including but not limited to, a gun or a knife, may be subject to expulsion from the school or school district by the principal.

3. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in Chapter 94 Section C, including but not limited to, marijuana, cocaine, and/or heroin, may be subject to expulsion from the school or school district by the principal.
4. Any student who is convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency may be subject to expulsion from the school or school district by the principal.
5. Any student who has been expelled from this school district for an offense involving weapons, drugs or assaults on staff has the right to appeal to the superintendent within ten (10) calendar days. Students suspended or expelled in accordance with M.G.L. c.71, §37H ½ shall have five (5) calendar days to appeal to the superintendent. The student has the right to counsel (at personal expense) at an appeal hearing before the superintendent. The subject matter of the appeal shall not be limited solely to determination of whether the student has violated any provision of this section.

**SUSPENSION OR EXPULSION ON GROUNDS
OTHER THAN THOSE SET FORTH IN SECS.
37H OR 37H ½**

Definitions

1. Expulsion: The removal of a student from the school premises, regular classroom activities, and school activities for more than (90) consecutive school days.
2. In-School Suspension: The removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.
3. Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.
4. Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

Due Process

1. In-School Suspension

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

Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

2. Out of School Suspension

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

3. Principal's Hearing

- a. Short-Term Suspension – At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student;
- b. Long-Term Suspension – In addition to the rights afforded a student in a short-term suspension

hearing, the student will have the following rights:

- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not;
 - the right to produce witnesses on his/her behalf and to present the student's explanation of the alleged incident;
 - the right to cross-examine witnesses presented by the school district;
 - the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request.
- c. Principal's Decision – Based on the evidence presented at the hearing, the Principal will determine whether the student committed the disciplinary offense and the remedy or consequences to be imposed. The Principal shall exercise discretion in deciding the consequence for the offense and, in cases not involving possession of a controlled substance, a weapon, an assault on staff or felony charges, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. If the Principal decides to suspend or expel the student, written notice of the Principal's decision will be sent to the student and parents in English and the primary language of the home identifying the disciplinary offense, the factual basis for the Principal's decision, the beginning and end dates of the suspension or expulsion, and the process for appeal. The Principal will also notify the student and parent of the student's opportunity to make academic progress during the period of removal from school in accordance with M.G.L. c. 76, §21.
If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.
- d. Appeals – Where a Long-Term suspension is imposed, the student shall have five (5) calendar days from the effective date of the suspension imposed by the Principal but shall be granted an extension of seven (7) calendar days upon request.
- e. Academic Progress – Any student who is serving an In-School Suspension, Short-Term Suspension, Long-Term Suspension or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, in accordance with the school's education service plan. For special education students, the student's IEP Team will determine the appropriate interim alternative educational services the student will receive upon an exclusion from school beyond ten school days.

ADDITIONAL RULES AND REGULATIONS

School Property

The school provides equipment and uniforms to students who elect to participate in co-curricular and extra-curricular activities. It is the districts expectation that such property must be returned in satisfactory condition in a timely manner at the conclusion of the co-curricular and extra-curricular experience. Students who do not return school property will not be permitted to participate in subsequent co-curricular and extra-curricular activities until property has been returned or paid for.

Lost and Found

Misplaced articles are to be turned into the main office. Items will be placed in the stairwell going up to 7th & 8th grade wing. On the first of each month items will be turned over to charity.

Bicycles

Racks are provided for parking bicycles near the main entrance. The school is not responsible for damage or theft of bicycles or parts. Bicycles are to be parked upon arrival at school and are not to be used until the end of the school day. Students should provide locks to secure the safety of the bicycle. Students may lose bicycle privileges if he/she rides in an unsafe manner or during the school day. Students on bike leaving campus must wait for buses to depart campus for safety.

Motor Vehicles Regulations

1. All vehicles must be registered at the main office and must display the parking permit appropriately.
2. Unregistered vehicles may be towed at the operator's expense. Only registered student drivers will be allowed to leave the campus in their private vehicles

during emergency evacuations.

Registered student drivers may not leave until they are officially dismissed and signed out by Crisis Team members during an evacuation.

3. The speed limit on campus is 15 miles per hour.
4. Vehicles are not to be entered during school hours without permission from an administrator or teacher.
5. Pedestrians and school buses have the right of way.
6. Vehicles are to be operated on the roadways only.
7. Student vehicles may leave the campus at the end of the school day after the departure of school buses. No vehicle may leave once the buses have begun to move, nor until all of the buses have cleared the yard.
8. Students may park in any designated parking area. The areas along the roads are not considered parking areas.
9. Students may not transport other students off campus in a vehicle without permission from both students' parents and office verification of this permission. This procedure includes transporting students off campus prior to the start of the school day.
10. Any accident or damage that occurs on campus will be reported to the police.
11. Students are expected to arrive to school on time. Excessive tardies will result in a suspension of driving privileges. (General disruption of student activities/Student life will also result in a suspension of driving privileges).
12. Idling of motor vehicles: For the safety and welfare of our students, we would remind you that Massachusetts Law prohibits the unnecessary idling of motor vehicles on school grounds. M.G.L.c90, Sec16B. Violators will be subject to a fine.

Passes for Leaving School

Students are not permitted to leave the school grounds at any time during the school day without signing out in the main office with a parent note providing a valid and excusable reason. Banking or any other activity that can take place during non-school hours is not considered valid. Leaving school grounds for lunch will not be permitted.

Out of Bounds

Mount Everett students and staff are encouraged to use the wonderful facility and grounds available to us. Certain areas however, may be restricted during the school day to allow for proper supervision and minimize class disruptions. These areas may change during the course of the year based on staffing consideration and weather. Students may not go to the parking lot, on athletic fields, tennis courts, pavilion, and behind the theatre without supervision. Students may not leave

campus without permission from administration during the regular school day. **Academic areas are out of bounds during lunch.**

Recreational Items and Electronic Devices

Students may use electronic devices for non-verbal communication in the following areas, classroom (with teacher permission), hallways, and lunchroom. Electronic devices are NOT to be used in the TACPAC for any reason. Teachers will allow students in grades 9-12 to use their personal electronic device either during the first or last five minutes of class for the reason of logging their assignments in for that class. The consequence for not following any of the above will be:

1st offense – The item will be turned into the Secondary Assistant Principal and may be picked up by the student at 2:45.

2nd offense and subsequent offenses – electronic device will be turned into Secondary Assistant Principal and may only be picked up by parent/guardian and student will receive a detention.

Student Valuables

Students are cautioned not to bring large amounts of money or other valuables to school, and if they wear glasses or watches, to keep track of them at all times. Students, not the school, are responsible for their personal property. If it is necessary to bring a large sum of money to school, do not leave it in a locker. Leave the money in the main office for safekeeping. For protection of your belongings, it is recommended that a lock be placed on your hall locker and P.E. locker. Students should be aware they do not have an expectation of privacy in the contents of their school locker and that lockers are subject to search by school administration upon reasonable suspicion.

Telephone

The phone in the main office is **NOT** for student use. Exceptions need to be cleared through the Secondary Assistant Principal. Messages will only be delivered to students during their lunch period. Messages will **NOT** be delivered during class time.

Bulletin Boards

Any material placed on bulletin boards must first be approved by an administrator. It should be removed after a reasonable length of time. Items such as posters shall not be placed on walls.

Working Papers

A person under 18 years of age must obtain a work permit in order to accept employment. The law has certain requirements concerning the type of work minors may do, the hours, and conditions of work. Applications and all

necessary information may be obtained in the Guidance Office.

State and Federal Laws

Massachusetts public high school students are protected by a number of state and federal laws and regulations and constitutional provisions. The most important student rights are listed in this handbook. If a student needs more detail or information relative to any of these provisions, he/she should speak with a student leader or faculty member.

MGL Chapter 15, Section iE

MGL Chapter 51 Section 42C

MGL Chapter 71 Section 1, 13, 34D, 37G, 37H, 37H.5, 37H.75, 38M, 82-96,

MGL Chapter 71B, Section 3

MGL Chapter 76, Section 5, 16-18

MGL Chapter 151B, Section 3A

MGL Chapter 269, Section 17-19

First Amendment to the Constitution

Fourteenth Amendment to the US Constitution

The Americans with Disabilities Act (ADA) of 1990

Individuals with Disabilities Education Improvement Act (IDEIA) of 2004

Mandatory Forms

PARENT AND STUDENT AGREEMENTS

In accordance with environmental conservation priorities, the Southern Berkshire Regional School District will use an electronic format of the 2018 – 2019 **SBRSD Handbook for Students and Families** which is available online at <http://www.SBRSD.org>.

Each parent/guardian and student must sign the acknowledgement form below, indicating that he/she has accessed and read a copy of the handbook. Please complete the SIGN OFF section below. If you require a paper copy, please contact your child's principal.

HANDBOOK SIGN OFF PROCEDURE

We have accessed and read a copy of the 2019– 2020 **SBRSD Handbook for Students and Families** available online at <http://www.sbrsd.org/student-handbooks.html>

Name of Parent/Guardian (*please print*): _____

Name of Student (*please print*): _____

School: _____ Grade: _____ Teacher: _____

School: _____ Grade: _____ Teacher: _____

School: _____ Grade: _____ Teacher: _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Please return this form to your child's school.

ACKNOWLEDGEMENT OF AVAILABILITY OF OPTIONAL FORMS

I, the parent or legal guardian of the student named below, am aware that the optional forms listed below are available online and in the principal's office. The forms, should I choose to complete them, must be submitted annually by November 13.

Form for withholding permission to release student directory information, photos.

Form to exempt students from lessons concerning sexual education issues.

Student's Name: _____ Grade: _____

Parent Signature: _____ Date: _____

ACCEPTABLE USE POLICY FOR NETWORKS, INCLUDING THE INTERNET

It is the policy of the Southern Berkshire Regional School District that students and staff will use all technology to access electronic ("computer") networks, including the Internet and email, in a responsible, legal and ethical manner. Failure to do so may result in the loss of network privileges for the user, disciplinary action under the Code of Discipline, or prosecution under federal or state law.

PARENT AGREEMENT:

I have read and understand the Acceptable Use Policy for the Southern Berkshire Regional School District as stated in the ***SBRSD Handbook for Students and Families***. I understand that use of the Internet and email in school is a privilege, not a right. It is designed strictly for educational purposes. I also understand that the SBRSD is taking measures to restrict access to any material deemed inappropriate; but because no filtering system is perfect, my child might gain access to an inappropriate site. I agree that I will not hold the SBRSD responsible for any access by my child of any inappropriate materials acquired on the Internet. By signing below, I indicate that I have reviewed the SBRSD Acceptable Use Policy with my child.

I understand that if I do not sign and return this agreement by November 13, my child will not be permitted to use the Internet and email in school.

- I give my child permission** to work on the Internet and to use email in school for educational purposes.
- I do not give my child permission** to work on the Internet or to use email in school for educational purposes.

Parent Signature: _____

Date: _____

STUDENT AGREEMENT:

I understand and agree to adhere to the behaviors outlined in the SBRSD Acceptable Use Policy as stated in the ***SBRSD Handbook for Students and Families***. I understand that any violation of this policy may result in the loss of Internet and email privileges and/or disciplinary action and/or prosecution under federal or state law. If I reach an inappropriate website, I will report it to a teacher or librarian.

I understand that if I do not sign and return this agreement by November 13, I will not be permitted to use the Internet and email in school.

Student Signature (age 5 or older): _____

Date: _____

IMPORTANT:

If the signed form is not received by November 13, then the school district will nonetheless presume that the parent, guardian, or student him/herself has received, read and agrees to be bound by the terms of SBRSD's Acceptable Use Policy.

SCHOOL VOLUNTEER AGREEMENT

Volunteers in our schools are required by law to maintain confidentiality of all information about students in the class. As volunteers, you will have the opportunity to see students in a variety of interactions. By signing this statement, you are acknowledging your understanding of this confidentiality requirement.

I agree that I will not disclose any information about a student to a third party without prior written consent of the student's parent(s)/legal guardian(s).

I understand that students may not be photographed or videotaped at school sponsored events that are not open to the public.

I also agree to maintain strict confidentiality regarding information or observations about any student or teacher in the school where I am volunteering.

I further agree that volunteering on behalf of a student(s) is in no way an evaluation of teacher performance.

Volunteer Signature

Print Name

Student Name

Teacher Name

Date