

Davis Elementary School

Family Handbook

2023-2024

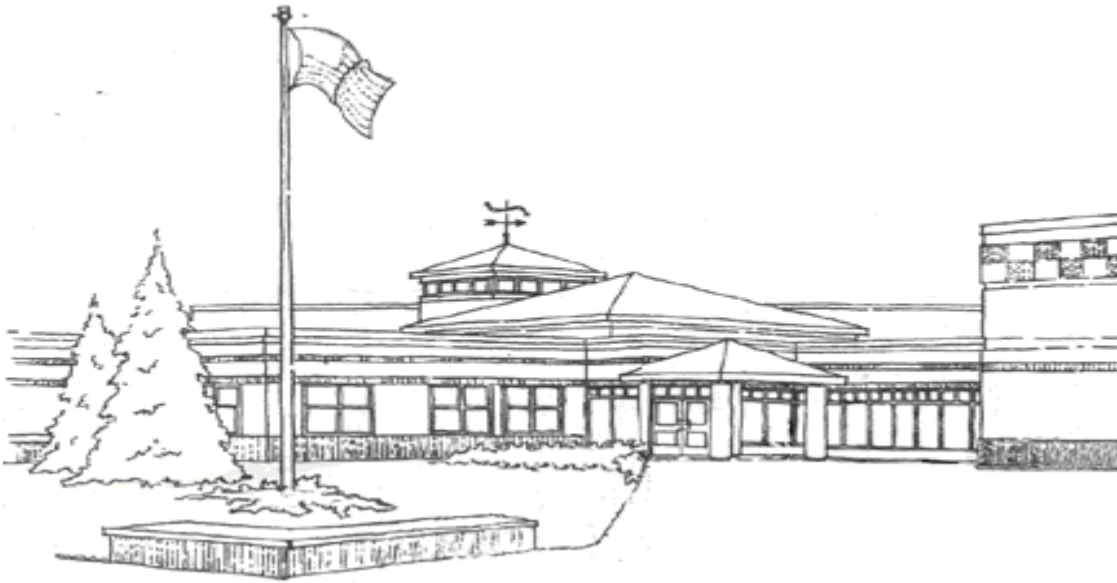


Table of Contents

Mission/Vision Statements	6
Davis School Vision:	6
Davis School Mission:	6
School Operations	6
Arrival and Dismissal Information	6
Arrival/Dismissal Rolling Drop off/Pick UP Process	6
Bus Arrival/Dismissal at Davis School	7
Bus Routes, Behavior and Concerns	7
Changes in Dismissal Plans	8
Late Arrival	8
School attendance practices :	8
Early Dismissal from School	10
Reporting an absence/tardy/dismissal	11
“No School” Information	11
Early Release Days/Professional Development	11
Crisis Procedures	11
Bicycles	12
Lost and Found	12
Homework	12
Lunch	12
Snack	13
Toys/Items from Home	13
Field Trips	13
Security	13
Enrollment/Moving/Records/Transitions	13
Kindergarten & First Grade Entrance Requirements	13
Residency Requirements	14
Student Records	14
Moving	15
Class Placement	15
Transitioning to the Next Grade Level	15
Transitioning to Third Grade	16
Transitions for Special Education Students	16
Discipline/Bullying/Harassment	16
Bullying	16
Code of Conduct	19
Discipline	20
Due Process	25
Harassment	25

Other Important Information	25
Insurance	25
Custodial Notification	25
Dress Code	25
EPA/AHERA	25
Health/Medical Information	26
Health Policies	26
School Entrance Requirements	26
Illness Guidelines	26
Communicable Diseases	27
Annual Screenings	28
Allergies	28
Family Engagement	28
Back to School Night	28
BEST	28
Communication/Notes from home/Emails	28
Celebrations of Learning	29
Conferences	29
C.O.R.I	29
Progress Reports and Conferences	30
Visitors	30
Special Education Parent Advisory Council (S.E.P.A.C.)	30
Volunteers	30
Curriculum/Programs/Services	30
Curriculum	30
English Language Learners	30
School Council	31
School Counseling Program	31
Section 504	31
Senior Tutor Program	31
Specials	31
Special Education	32
Technology	33
Whom Do I Call?	33
Appendix: Bedford School Committee	35
Appendix: School Committee Policies	36
File IHBG: Home Education Policy File	36
File KB: Family Involvement	37

File KBA: School/Parent Relations Goals	37
File KBBA: Non Custodial Parent Rights	38
File KI: Visitors to the Schools	39
File JLCD: Administering Medicines to Students	40
File JLI: Students and School Safety	40
File EEAG: Student Transportation in Private Vehicles	42
File JBA: Student-to-student Harassment	42
File JICI: Weapons in School	43
File JICH: Drug and Alcohol Use by Students	43
File JICG: Smoking by Students	44
File JLF: Reporting Child Abuse	44
File: JF AND - Homeless Students: Enrollment Rights and Services	44
File JIH- Searches	46
File JICFA: Hazing	47
File: ACAB - SEXUAL HARASSMENT	47
File: ACABA - HARASSMENT BY A STUDENT	48
File: ACABB - HARASSMENT BY A STAFF MEMBER	49
File AC: Non-Discrimination Policy	50
File AC: Right of Attendance	51
File JHD: Exclusions and Exemptions from School Attendance	51
File JRA: Student Records	52
File JKAA: Restraint of Students in the Bedford Public Schools	56
File ADF:Wellness Policy	63
File IJNDBA: Acceptable Technology Use Policy for Students	65
File IJNDC: Web Page Policy	66
JICFB - Bullying Prevention	68
File JH: Student Attendance	72
File EEAJ: Motor Vehicle Idling on School Grounds File	72
File JB: Equal Educational Opportunities File	73
File JICC: Student Conduct on School Buses File	73
Appendix : McKinney Vento Act	74
Appendix: Procedures for Disciplining Students with Special Needs	74
Appendix: Second to Third Grade Transition	76
Suggestions Developed by Davis & Lane School Advisory Councils	76
Appendix: Davis School Harassment Reporting/Investigating Procedures	81
Appendix D Internet Publishing Policy For Students Grades K-5	86
Revised Form 4/2009	86
Appendix : C.O.R.I. Requirements	87

Appendix : Protection of Pupil Rights Amendments	90
Federal Educational Rights and Privacy Act (FERPA)	93

Mission/Vision Statements

Davis School Vision:

Davis School, in partnership with families and the community, will foster respect, responsibility, and readiness for learning in students as they become passionate, courageous, knowledgeable, skillful, reflective, and collaborative life-long learners.

Davis School Mission:

The Davis School community will educate all students in an inclusive, nurturing, safe, creative, and child-centered learning environment. The unique intellectual, social, ethical, and emotional growth of each learner will be honored by providing hands-on learning opportunities in a variety of contexts that allow for deep exploration, problem solving and skill development.

School Operations

Arrival and Dismissal Information

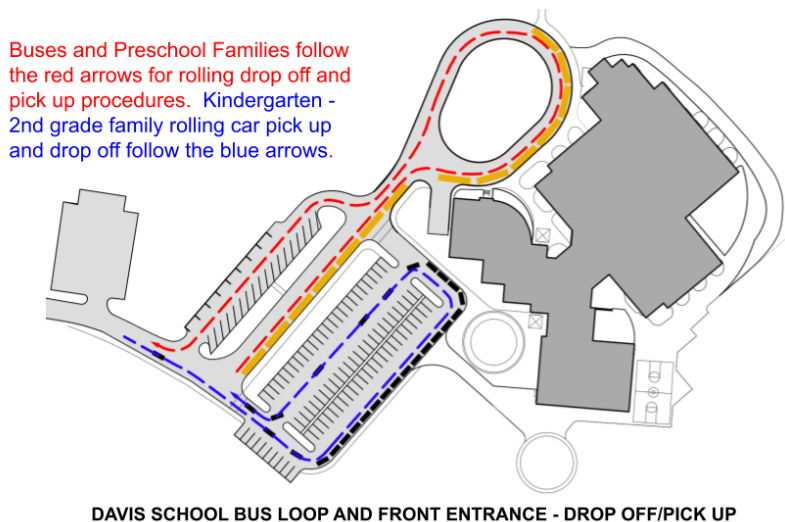
Each student receives a tag that should be either pinned or tied to the students backpack. This tag provides staff with important information such as the bus number the child takes, their car tag number for rolling pick up, room number and pod color. This is particularly helpful as students learn where their classroom is and how to navigate the building. Students should have this tag on every day. Consistency in dismissal plans is so important. It helps to ensure a safe and efficient dismissal process which supports the child and eases the transition for them. Please do your best to have a consistent plan that allows your child confidence in the plan and the least amount of chance for confusion during dismissal time.

There is a dismissal form that is required to be filled out annually.

Arrival/Dismissal Rolling Drop off/Pick UP Process

All vehicles entering Davis School for the purpose of dropping off (during arrival) and picking up (during dismissal) must adhere to the guidelines and route shared out at the beginning of the school year. Families dropping off or picking up students must slowly follow the line of cars. Adults should remain in the car. When the student's passenger door is opened by a staff member the student may exit or enter the vehicle. Families are encouraged to help the student unbuckle and buckle from inside the vehicle. Vehicles must follow the vehicles in front of them. There is no passing of vehicles unless a staff member has indicated this is the case.

Rolling drop off is from 8:55-9:05 and Rolling pick up is from 3:20 - 3:30



Bus Arrival/Dismissal at Davis School

Buses arrive at Davis School in the morning in waves between 8:55am - 9:10am. All students exit the bus and are greeted by Davis staff and then proceed directly to their classroom. Davis Staff are throughout the building assisting students as needed to safely get to their classroom. The classroom teacher greets each student as they enter the classroom.

At the end of the day, students organize in the gym by bus number. The first wave of buses arrive at Davis School around 3:20pm. When the bus arrives the students walk out with an adult to the appropriate bus as a full group. Students find an appropriate seat on the bus and remain in this seat until they get to their bus stop. Davis staff supervise students while in the gym, waiting for the bus to arrive and then support them as they get on the bus. The bus driver supervises students until the child exits the bus. **A trusted adult must meet the bus at the bus stop. No student will be released from the bus if there isn't a trusted adult there to meet them. Any student that is not picked up from the bus will be returned to Davis School.** The Davis administration will call you to let you know your child is returning to Davis School and a trusted adult must pick the child up from Davis School. Your child will be supervised by the Davis staff if returned to Davis until a trusted adult picks your child up. Please understand that the Davis administration has many end of the day tasks to complete that can't happen when students return because there wasn't an adult at the bus stop. **We understand that emergencies take place however repeated times that students are returned to Davis because there wasn't a trusted adult at the bus stop could result in loss of the bus privilege.**

Bus Routes, Behavior and Concerns

Bus route numbers and pickup and drop off locations are communicated late summer by the school district and Bedford Charter.

In case of misbehavior on a bus, the driver will report the incident to the Bus Manager and/or the school administration. Administration will report the incident to the family(ies) and conduct any investigation if necessary.

Following the school discipline code, consequences for incidents on the bus will take into account various factors including severity, frequency, likelihood of repeated occurrence as well as the students' development and particular challenges. Based on these factors a range of follow ups may occur including explicit teaching, seat change/assignment, suspension, expulsion from the bus.

Any concerns with behavior on the bus should be directed to the school administration. Concerns with routes/pickup/stop locations should be directed to the Director of Finance for the Bedford Public Schools.

Changes in Dismissal Plans

At the beginning of the school year, families are asked to complete a Dismissal Form so the school understands how your child will be dismissed from school everyday. Families who need to alter their child's regular dismissal plan must bring a signed note from home requesting and specifying the change. ***Any phone calls made to the Davis School office for dismissal plans must be made by 2:00 P.M.**

*Students must be registered for the bus and may only ride on that particular bus.

Late Arrival

If your child is going to come to school late (arrive after 9:10am) please be sure to notify us by 9:00 am by following the above procedures. We will follow the above procedure if we do not receive a call. Upon arrival, please park in a legal spot and walk your child into the main office. Your children's classroom will then be notified to expect your child in the classroom and in many cases a staff member will escort your child to class. You will be asked to sign your student in at the front computer.

Attendance/Dismissal Policy

School attendance is regulated by Massachusetts General Law, Chapter 76, which outlines the requirements for student attendance, the parent's/guardian's responsibility in assuring attendance, and the district's obligation in cases of non-attendance. Daily direct interaction with peers and with teachers is a vital factor in developing the social/emotional and academic well being of elementary aged children.

In every case of absence or tardiness by the pupil, the school shall require a reason orally or in writing, to be made by the parent or guardian.

Tardiness is classified as: Every pupil, who is not present in the classroom at the appointed time for the opening session of school, shall be marked tardy, unless the student can demonstrate that he/she was engaged with a member of the educational staff, at or just prior to the appointed time.

School attendance practices :

- 1) A student must arrive by 12:00pm in order for the day to count towards a student's attendance.
- 2) A student who arrives after 9:05 A.M. will be marked tardy. **When your child is tardy, please accompany him/her into the school office where he/she is required to sign in.** The attendance record will be adjusted and the child will then proceed to class.
- 3) A student should not be dismissed from school before the close of the session, except in the case of an illness or an emergency.
- 4) A student may not leave the school building until the person receiving the student has reported to the school office. A school official will welcome the receiving adult and show him/her where to sign his/her child out. It is particularly important to follow this procedure when your child is at recess or lunch. Please do not remove your child from school prior to checking in at the office.
- 5) A written reason or phone call is required from a parent or guardian every time a child is absent, dismissed or tardy.
- 6) We strongly discourage families from taking vacations other than the regularly scheduled school vacations and holidays. Introduction to new material occurs daily; therefore, any absence will affect your child's progress. Learning new material while absent will be the responsibility of the student and parent/guardian. These days are not exempt days. School missed because of extended vacations that exceed 15 or more days will result in the withdrawal of the student from the Bedford Public Schools.
- 7) Parents or guardians who are going out of town should notify the school office with the dates of the absence and the name of the person who will be responsible for your child. If your child will be staying at someone else's home, please leave that address and telephone number with the school Administrative Assistant.
- 8) Whenever possible, appointments (doctor, dentist, etc.) should be scheduled outside of school hours. In addition, after school activities/lessons (scouting, skating, etc.) should occur after school hours and not require an early dismissal.
- 9) If a student has five (5) absences or ten (10) days tardy then a parent/guardian may receive a letter from school with attendance information and an offer of assistance.
- 10) If a student has ten (10) reported absences or fourteen (14) days tardy occurs, then a parent/guardian may be asked to attend a team meeting. Depending on the success or failure of attempts to improve student's attendance, the following actions may be taken by the Supervisor of Attendance and/or the School Resource Officer:
 - A CHINS (Child in Need of Services) petition filed with the juvenile court applicable for the student
 - A report of neglect or 51A may be filed with the Department of Children and Family Services
 - A Failure to Send report may be filed with the juvenile court applicable for the student

Dismissal Policy

No pupil shall be dismissed from school before the close of session, except:

1. In the case of illness, 2. Other emergencies, or 3. By request of his/her parent or guardian, made in person or in writing.
- All cases of dismissal shall be recorded. Students may not leave the building until the person receiving the student has been properly identified in person or by telephone if the call is verified.

Principals shall be responsible for determining eligibility requirements for participation in extracurricular activities, such as clubs and athletics, by pupils who are not present for a full school day.

LEGAL REF.: M.G.L. 76:1; 76:16A, 76:2; 76:4

Absence Definitions

Exempt Absence: When a student is absent for medical reasons (doctor's note required), religious observance (parent call required), court appearance (court documentation required), funeral, or suspensions from school, then that student is classified as "Exempt." An Exempt absence **does not** count toward the allotted term absences of Chapter 76 section 1 of the Massachusetts General Laws.

Reported Absence*: For an absence to be classified as "Excused", a parent/guardian must call the automated attendance line on the morning of the absence. A Reported Absence **does count** toward the allotted term absences as outlined in Chapter 76, section 1 of the Massachusetts General Laws.

Unreported Absence (Truant): When a student is absent from school and no phone call or note has been received from a parent/guardian verifying the absence, the student is classified as "Unexcused/Truant". An Unexcused Absence/Truancy **does count** toward the allotted absences as outlined in Chapter 76, section 1 of the Massachusetts General Laws. If the child is under 16, the truancy will trigger additional action by the school in accordance with Chapter 76 of the Massachusetts General Laws M.G.L. 76 and the compulsory attendance law, including, but not limited to additional written notification to the parents, school resource officer involvement and potentially a filing with the court if a pattern becomes apparent.

Consecutive Absences

For information on the school's policy for students, who have contracted a communicable disease, please visit the Davis School website. Students, who are diagnosed with a communicable disease, must report to the school nurse upon re-entry with any pertinent information.

In the event that a student with an Individualized Education Plan (IEP) is to be at home, in the hospital or under other medical care that will result in missed school that exceeds 60 days, a Team meeting will be convened without due delay to amend the existing IEP or to develop a new one to suite the needs of the student.

Early Dismissal from School

If you will be dismissing your child from school before the end of the regular school day, you must send a note to school that includes the following: Child's Name, Teacher Name, Date and Time of pick-up.

If for some reason you forgot to send a note or if your dismissal plans changed unexpectedly during the day, **you must call the office at 781-275-6804 before 2:00 P.M.** and verbally inform

the office staff of the alternative dismissal arrangements. Any phone calls must be made by the parent/guardian of the child involved, not a friend or other family member, unless in cases of extreme emergency.

When you come to pick up your child for an early dismissal you must park in a legal spot and come to the main office to sign your child out. A staff member will then call your child's classroom and they will come down to meet you. Students will be in their classroom learning until you are in the building. Always go to the main office. **Never take your child(ren) from the playground or a classroom directly.**

Reporting an absence/tardy/dismissal

Regular attendance is critical to growth and learning at school. However, it is important to review the illness guidelines and keep your child(ren) home when they are ill.

- **In order to report an absence please call the main office number at 781-918-4965.**
- **If your child is going to be absent or tardy (late) a call should be made to our office by 9:00 am, (you can call the absence line at any point during the night and leave a message).** In the event your child does not come to school and you have not notified us of the absence we will make every effort to reach your or another guardian to confirm that you are aware your child did not arrive at school. If we cannot get a hold of you or a guardian we will attempt to reach people you have listed as emergency contacts.
- **If we do not have confirmation that you are aware your child is home we will send a Bedford Police officer to the house to check to make sure your child is safe.**

"No School" Information

School closing information is typically provided through a phone message from the superintendent, posted on the district Website, and is broadcast through the following media:

AM stations: WBZ (1030) & WRKO/WBMX (680)

FM stations: WMJX (106.7) & WBUR (90.9)

TV stations: WBZ (Channel 4), WCVB (Channel 5) & WHDH (Channel 7)

The Bedford School Department will close or delay opening of its schools only in emergency situations when weather or highway conditions make travel to the schools hazardous.

Early Release Days/Professional Development

Release time for staff development workshops are scheduled on Wednesdays throughout the year, as noted on the school calendar.

Crisis Procedures

The staff of the Bedford Public Schools, in conjunction with the Bedford Police and Fire Departments, developed an extensive plan which will be operational should a crisis occur. All staff members have been trained in these procedures and are prepared to respond appropriately in an emergency situation.

Teachers explain and model various emergency procedures. This includes how to safely exit the building in the event of a fire or other emergency. It also includes sheltering in place including both staying inside the building or inside a classroom. Teachers use age appropriate stories, and

practice procedures with staff emphasizing the importance of listening to adults during an emergency.

Bicycles

Due to the age of our students and the traffic patterns at Davis School, students should not ride bicycles to or from school unless accompanied by a parent or guardian. The Bedford Police Department and the Bedford School Department encourage adherence to Massachusetts Law, which requires children to wear helmets.

Lost and Found

Items that are found are typically located on the wall of the gym. Families should collaborate with the main office to find a time to check for a particular missing item. The gym is not available to families during school hours.

- Labeling all clothing and personal items with the students name helps with the ability of the staff to return an item to a student.
- Jewelry, keys and money are always turned in to the Office.

Homework

Homework guidelines will be provided by teachers and questions should be directed to the classroom teacher. It may include opportunities to practice new skills or special projects throughout the year. Although there may not always be a written assignment it is strongly recommended that students build good routines and habits with daily time for reading.

- In Kindergarten students are encouraged to read with a family member at least four days per week (this includes having a book read to them).
- In first grade students are expected to read every night (aim for 20 minutes).
- In second grade students are expected to read every night for 20-30 minutes).

Lunch

The Bedford Public School Lunch Program offers quality meals, which are prepared on site daily. A menu is available online each month that highlights lunch choices and special lunch events. Alternative selections are usually found on the front of the menu along with special notes, interesting nutritional information and/or fun activities to do at home.

Free and reduced price meals are available for all who qualify. Applications for the lunch program and free and reduced lunch are sent home in August/early September. These forms can also be obtained by contacting the school office or the Food Services Department or they can be accessed online from the school website. Only one application per household is required. Please submit applications as soon as possible to enable qualified students to receive benefits immediately.

Students are invited to bring bag lunches from home whenever desired. We strongly suggest that parents work with their children to pack healthy and nutritious lunches that appeal to their child. We work hard to help students eat a proper lunch that provides them with enough energy for the rest of the day. Please pack a lunch that you know your child will enjoy eating!!

IF a student forgets a lunch, or does not have money on the account we will provide the student with food that day.

Snack

Students are invited to bring a small, nutritious snack to eat at some point during the day. A piece of fruit or vegetable, some cheese and crackers and a small (non-sugar) drink are all appropriate choices. Please avoid sending candy and soda to Davis when possible. No candy or soda is allowed at Davis School. Please help your child differentiate between snack and lunch by packing them differently if you are sending both to school.
(Please refer to the District's Wellness Policy for more information).

Toys/Items from Home

Students are not allowed to bring any toys (including but not limited to Pokemon cards, electronics, stuffed animals etc.) from home to school unless a special exception is made for a particular project, or specific support plan implemented in conjunction with the family and classroom teacher.

Field Trips

Field trips are intended to be an extension of the curriculum. Parents/guardians may be asked to assist with admission costs, bus fees and chaperoning. No child, however, will be denied the opportunity to attend a field trip due to a parent's/guardian's inability to volunteer or pay. Parents/guardians will be required to sign a permission slip and waiver for students to participate in all field trips (See Student Transportation in Private Vehicles Appendix).

Security

For the safety and security of Davis School various procedures are in place. This includes keeping all exterior doors closed and locked when not in use. Requiring all visitors to buzz the bell to be let into the main office (visitors should not visit the playground or classrooms prior to checking in). All visitors are then required to sign in, print and wear a badge at all times. If a Bedford Public Schools badge or a visitor badge is not visible you will be asked to check in at the office. Walkie talkies and overhead announcements are utilized to help relay information throughout the building.
(See Visitors to the Schools Appendix and Student and School Safety Appendix)

Enrollment/Moving/Records/Transitions

Kindergarten & First Grade Entrance Requirements

The policy for admission to Bedford Kindergarten and first grade has been developed so that all children will be successful in their first years of school. For the purpose of this policy, the school year is defined as beginning July 1st and ending the following June 30th in accordance with the Department of Education Regulations.

The purpose of this policy is to define the entry age for Bedford residents and to provide some flexibility for students who move to Bedford from communities that have a different eligibility date for starting kindergarten and first grade.

Kindergarten Entrance

Children must be 5 years old by August 31st of the school year to be eligible to attend Bedford Public Schools kindergarten class.

First Grade Entrance

Children must be 6 years old by August 31st of the school year in order to enter first grade in Bedford with provision for those who entered under the exceptions above.

The option for early entrance to grade one does not apply to Bedford residents who have chosen to send their underage children to a private or public kindergarten program. These children must be six years old by August 31st in order to enter first grade, without exception.

Children who have completed a full year of kindergarten at an independent or public school (not daycare) in another town or state and then move to Bedford are eligible for the Bedford first grade program.

A child who moves to Bedford during the school year from an accredited independent or public school first grade class will be enrolled in a first grade class in Bedford.

The final decision regarding early entrance will be made by the Davis Administration.

The Bedford Public School reserves the right to review the placement of any underage child after 30 school days and to change the grade level placement if deemed appropriate by the professional staff, in consultation with the students parents.

Please refer to File File: JEB - KINDERGARTEN AND FIRST GRADE ENTRANCE POLICIES

Residency Requirements

The schools of Bedford are open to those students who qualify as residents under the laws of the State of Massachusetts and in accordance with the prevailing common rule. A pupil who lives within the system permanently, or with no present intention of removal, whether with a guardian, one who stands in loco parentis, or an emancipated minor is entitled to all school privileges as a resident of the system. The Superintendent may admit students to the system upon presentation of evidence of intent to become a resident of Bedford within a reasonable time. This evidence may be a rental agreement, property lease, contract to build a house, or such other evidence as clearly indicates intent. If residency does not occur even after such evidence is presented, the system will bill the parents, guardians or other responsible persons for full tuition.

The Superintendent, upon request, may also allow students to finish a school year even though a change of residence has taken place. Such a request will require the approval of the Bedford principal where the child attends school. (See Homeless Students Appendix)

Student Records

With few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent/ having physical custody of a student less than 18 years of age.

The Federal Family Educational Rights and Privacy Act, (F.E.R.P.A.) gives parents/guardians

and students over the age of 18 the right to:

- Inspect and review the student's educational records
- Request the amendment of the student's educational records to ensure that they are not inaccurate misleading, or otherwise in violation of the student's privacy or other rights
- Consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that federal law authorizes disclosure without consent
- File with the U.S. Department of Education a complaint under the Family Educational Rights and Privacy Act, 20 U.S.C.A. 1232 (g), concerning alleged failures by the Bedford School Department to comply with the requirements of this law
- Obtain a copy of the institution's educational record policy located at the Office of the Superintendent.

The schools maintain two types of student records: the transcript and the temporary record known as the "cumulative folder". The cumulative folder consists of information important to the educational process such as standardized test results and report cards. Parents have the right to receive copies of any part of the record, to add information and request that information be amended or deleted.

- When a student transfers to another school, the cumulative folder is forwarded. Parents/guardians may arrange for an examination of this information through the principal's office.
- Under the Family Education Rights and Privacy Act of 1974, a non-custodial parent has the same rights of access to school records unless the divorce decree includes a specific court order to the contrary.

For more information please read the following: [File JRA: Student Records](#), [File KBBA: Non Custodial Parent Rights](#), [DESE Summary of Regulations Pertaining to Student Records](#)

Moving

Please notify a school secretary in writing if you are planning to move. This information allows the school to officially withdraw your child from Davis School.

Class Placement

Our goal in placing children is to create a safe and nurturing environment that promotes the social, emotional and academic development of all students. Class placement is determined through a thoughtful collaborative process among educators working with your child(ren), administration and information collected from families. Families are asked to share their knowledge and insights and concerns regarding their children in order to provide the educators with the most complete understanding of each child for the sake of placement. Families may not request particular teachers or friends for their children. Each classroom at Davis School spends the beginning of the year purposefully building a community culture where children get to know each other and form new friendships. This supports all children and allows children to get to meet and form new friendships.

Transitioning to the Next Grade Level

Teachers work together to ensure that students transition to the next grade level with ease.

If you believe your child will have particular challenges with the transition, please reach out to Davis administration to help make a plan. This support may range from conversations, social stories, to visits at the school with the principal over the summer. The sending and receiving teachers work to share pertinent information about each student which may include section 504 plans and Individualized Education Plans.

Transitioning to Third Grade

In the spring second grade teachers develop a plan to help students learn about their upcoming transition to Lane School. Typically this also includes a field trip to Lane School. Lane School also hosts an informational night for families of incoming third grade students.

Transitions for Special Education Students

Transition meetings are often scheduled for students that are identified with special education needs and are on individual educational plans (I.E.P.s). When students with such needs are transitioning from second to third grade faculty members from Lane School, including classroom teachers, specialists and special educators, attend these meetings. Educators from both schools believe transition meetings are opportunities to get to know the child and his/her family prior to entering Lane.

Discipline/Bullying/Harassment

Bullying

Davis School takes all allegations of bullying seriously and follows the policies and procedures outlined in the [Appendix B, file JIFCB](#). Very often young children come into conflict due to their limited social and emotional development and are still learning problem-solving skills. These instances may not meet the official definition of bullying, yet will still be investigated and addressed by Davis Staff in order to support the needs of all students.

“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:

- causes physical or emotional harm to the victim or damage to the victim’s property;
- places the victim in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.
- Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages and Internet postings.

For more definitions please refer to [Massachusetts General law definitions](#).

Reporting Bullying

Reports of bullying or retaliation may be made by staff, students, or families/guardians, and may be oral or written. Oral reports will be recorded in writing. A school district staff member is required to immediately report to the administration any instance of bullying or retaliation that he or she becomes aware of or witnesses. Reports may also be made anonymously.

Reporting by Staff

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Bedford Public Schools offers a variety of options for reporting suspected bullying; 1. On-line reporting, 2. Paper bullying reporting form, 3. Phone call, 4. Email. All reporting options and more information can be found using the following link:

<https://forms.gle/LmrxG5XtdL5RVsh98>

All methods of bullying reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

All methods of bullying reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Responding to a report of bullying or retaliation

Safety

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed

bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

Obligations to Notify Others

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

Investigation

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action

Determinations

The principal or designee will make a determination based upon all of the facts and circumstances after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Responses to Bullying

Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the school's code of conduct (see attached rubric)

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

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

Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

allegation of bullying or retaliation, that student may be subject to disciplinary action.

What does Davis do to prevent bullying? Davis School believes in being proactive when it comes to promoting positive behavior. In order to model and teach positive behavior and conflict resolution strategies, Davis School utilizes the Responsive Classroom approach and Teaching Tolerance Social Justice Standards and where fitting Michelle Garcia Winner's Social Thinking Curriculum.

Code of Conduct

Students at Davis School are expected to practice

- Being **Respectful** to other students, staff and visitors,
- Being **Responsible** for their learning and actions and

- Being **Ready** to learn

Students may be subject to disciplinary actions when their behavior does not follow these practices, and infringes on the rights, safety and learning environment of other students, staff and visitors.

Discipline

Davis School uses the Responsive School Discipline approach. The goals of this approach are to ensure that children:

- Feel physically and emotionally safe in school so that they can learn at their best.
- Learn the skills for working and learning cooperatively with others.

The adults at Davis School take time to model and teach children how to translate these rules into action in different situations. At the beginning of the year, we introduce rules and behavior expectations and guide students in practicing them. Using respectful words and tones of voice, we remind children of these expectations. When children behave positively, we let them know that we noticed. These actions let children know what the expectations are and help them stay motivated to meet those expectations.

When children misbehave, the adults at school handle the misbehavior firmly while preserving the child's dignity. Our first step is to stop the misbehavior quickly and simply (for example with a brief word or gesture) if needed we take further steps to help the children regain self-control, fix any problems caused by his or her mistake, and get back to productive learning.

In deciding how to handle students' misbehavior, we take into account how severe the misbehavior is and how likely it is to happen again. We will be fair, consistent and judicious in consequences also considering the students age, and particular learning or emotional challenges that may influence a students behavior. The following are some examples of actions we may take (this is not an exhaustive list):

- Simply give a reminder or tell the child to do something different.
- Have the child sit closer to the teacher or other adult (often just being closer to an adult helps children remember what they're supposed to do).
- Use "Take-a-break" (the child goes to a distraction-free space in the room for a little while to regain self control).
- Limit the child's choice of activities for a while (for example, blacktop games only at today's recess; try field games again tomorrow).
- Guide the child in fixing problems caused by a mistake (for example, a glass of water spills when a child runs with it in the hall; problem is fixed by helping the custodian clean it up).

Suspension and Expulsion

As a PK-2 grade school, it is highly unlikely that the disciplinary due process for significant offenses like drugs and weapons will ever have to be utilized. Moreover, given the age of the students, the district prioritizes using alternatives to exclusionary discipline, such as positive behavioral supports, in the vast majority of disciplinary incidents. However, in order to ensure families are fully informed of all their rights in the unlikely event such a significant event does

occur, the district provides the following information on a student's disciplinary due process rights.

When a student is believed to have violated the student handbook or Bedford Public Schools policies or procedures in a manner that is dangerous to persons or property, or significantly disruptive or infringes on the rights of others to a safe and supportive school environment deliberate, significantly disruptive, or infringes on the rights of others to a safe and supportive school environment more formal and severe disciplinary actions may be warranted.

Drugs, Weapons & Assault on School Staff Offenses (M.G.L. c. 71 § 37H)

Expulsion may be considered for the most serious offenses as described herein.

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

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.

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

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated M.G.L. c. 71 § 37H.

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

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under the school-wide education plan.

Other Disciplinary Violations (M.G.L. c. 71 § 37H3/4)

Under M.G.L. c. 71 § 37H ³/₄, students may face suspension for any serious violation of Bedford Public Schools policies and procedures, including the student handbook that does not fall under M.G.L. c. 71 § 37H above.

Emergency Removal (M.G.L. c. 71 § 37H3/4)

For M.G.L. c. 71 § 37H3/4 offenses, a student may be removed from school immediately, without a prior meeting with the student or parents, if the student's continued presence poses a danger to persons, property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate danger or disruption. The administrator shall immediately notify the superintendent of the removal and reason for it.

The emergency removal shall not exceed two school days following the day of the emergency removal, during which time the school shall:

1. 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, and notice of short-term or long-term hearing rights;
2. Provide written notice to the student and parent for a short or long-term suspension hearing;
3. Provide the student and the parent an opportunity for a short-term or long-term suspension hearing before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
4. 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 a short or long-term suspension hearing, as applicable.

An administrator may 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.

Short Term Suspension (10 days or less for M.G.L. c. 71 § 37H3/4 offenses)

In School Suspensions may be used as an alternative to short term suspension. In such cases the following process will occur:

- The administrator will inform the student of the offense charged and basis, with an opportunity for the student to explain the circumstance. If the administrator determines the student committed the disciplinary offense the student shall be informed of the in-school suspension, which shall not exceed 10 days, cumulatively, or consecutively in a school year.
- The administrator shall make reasonable efforts to notify a parent/guardian as soon as possible. They shall be invited to a meeting to discuss academic performance and behavior, strategies for engagement and responses to behavior. Such meetings shall be scheduled on the day of suspension or soon thereafter.
- A written notice to the student and guardian about the in-school suspension shall be provided on the day of the suspension.

Prior to a student's out-of-school suspension for 10 or less days, consecutively or cumulative in a school year, the parent(s) or guardian will be notified of the following:

- A written notice describing the disciplinary offense, basis of the incident, potential consequences (including the length of the student's potential suspension), and the opportunity for a hearing with the administrator. This will include the hearing date and time, location, the right to interpreter services if necessary, and right of the student and family to share any more information regarding the incident and to dispute the offense.
- During the hearing, any more information gathered regarding the incident will be shared, the student and family will be invited to share any more information about the incident or factors that should be considered, including mitigating circumstances. The designated administrator will hear all of the information and determine whether the student committed the disciplinary offense and if so, what remedy or consequences to impose.
- The administrator shall exercise discretion in deciding the consequence for the offense and consider ways to re-engage the student in learning as well as alternatives to suspension such as mediation, conflict resolution, positive interventions and supports.
- The administrator shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.
- If the student in grades K through 3, the administrator shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.
- There is no right to appeal a short term suspension (less than 10 days). The administrators determination is final.

Long term suspension (more than 10 days for (M.G.L. c. 71 § 37H3/4 offenses)

If a long term suspension (more than 10 days consecutively or cumulatively in school year) is being considered the same hearing process shall occur as the short-term suspension process described above with the following additional rights, which shall also be included in the notice of hearing to the family:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- 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 produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- the right to cross-examine witnesses presented by the school district; and
- the right to request that the hearing be recorded by the administrator and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the school shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.
- The student and family have the right to appeal a long-term suspension to the Superintendent or his/her designee.

During a long-term suspension hearing, the administrator shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

Based on the evidence, the administrator shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances, ways to re-engage the student in learning and alternatives to suspension such as mediation, conflict resolution, positive interventions and supports, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator shall send the written determination to the student and parent. If the administrator decides to suspend the student, the written determination shall:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached by the administrator;
- Identify the length and effective date of the suspension, as well as a date of return to school;
- Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school through a school-wide education plan;
- Inform the student of the right to appeal the decision to the superintendent or designee, but only if the administrator has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

If the student is in grades K through 3, the administrator shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension before the long-term suspension takes effect.

No long-term suspension shall exceed 90 school days, consecutively or cumulatively in a school year, nor exceed the end of the school year even if less than 90 days total.

A re-entry plan, often including a meeting with the administrator, student and family/guardian will be established for when the student will return to school after any out of school suspension.

Days missed because of suspension do not count toward a student's unexcused absences.

During any suspension period students are ineligible from participating in any school sponsored activities.

Additional Disciplinary Due Process Rights for Students with Disabilities

Disciplinary action of students with disabilities must comply with their IEP or 504 Plans.

If the School anticipates a student with a disability may be suspended or expelled (including in-school, out-of-school and emergency removals) from their placement beyond 10 school days, consecutively or cumulatively, in a school year, the school must first convene the IEP/ 504 Team to determine whether or not the student's conduct in question was a manifestation of the student's disability. Relevant members of the student's IEP Team, including the parent/guardian, must review all relevant information in the student's file and any relevant information provided by the parents (even if new information), to determine if the conduct that is subject to disciplinary action was a manifestation of student's disability. Specifically, the Team must determine: 1) if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; and, 2) whether the conduct in question was the direct result of the school's failure to implement the student's IEP/504 Plan.

If the answer to both questions is no, then: a) the student's conduct is not a manifestation of their disability; b) school may discipline the student in line with disciplinary procedures applicable to all students; and, c) Team must determine, what, if any, specialized services the student requires during removal in order to receive a free and appropriate public education.

If the answer to either question is yes, then the conduct is a manifestation of the student's disability and the school: a) may not disciplinary remove the student for the conduct in question; b) the student is entitled to return to his or her placement, unless, the school and parent/guardian agrees to a change in placement; and, the district must conduct a Functional Behavioral Assessment if one was not done recently and either develop or revise, as applicable, a Behavioral Intervention Plan for the student.

For special education students only, if the conduct that was in question was one of the three "special circumstances," the school may remove a student to an Interim Alternative Educational Setting ("IAES"), deemed appropriate by the Team, for not more than 45 school days even when the conduct is determined to be a manifestation of the student's disability. The "special circumstances" are if the student, while at school, on school premises, or at a school function (1) possesses a weapon, (2) possesses or uses illegal drugs (or sells or solicits the sale of a controlled substance), or (3) inflicts serious bodily injury on another person.

For students with 504 Plans only, if the student is found to: 1) to be currently engaging in the illegal use of alcohol or drugs (including marijuana), and, 2) the student is subject to disciplinary action for use or possession of alcohol or drug offense(s); then, the student is not entitled to any special Section 504 protections for the use or possession of alcohol or drug offenses and the school is not required to conduct a manifestation determination prior to imposing long-term disciplinary action against the student for the use or possession of alcohol and drug offenses. School may impose disciplinary removal action against that student to the same extent as the school would for students without disabilities under the circumstances, consistent with district

policies and procedures applicable to all students. If the student is long-term suspended or expelled for the alcohol or illegal drug use or possession offenses, the 504 Team is still required to determine what, if any, reasonable accommodations, student requires due to their qualifying disabilities in order to have an equal opportunity to access and participate in the district's general educational service plan options during the long-term disciplinary removal.

Physical Restraint

Physical restraint shall be used only in emergency situations of last resort and with extreme caution. Physical restraint may be utilized when needed to protect a student or member of the school community from imminent, serious, physical harm. Several staff members are trained on approved procedures and Davis School follows all state guidelines in administering and reporting of physical restraints. See the [Restraint Policy](#) for more information.

Due Process

A student involved in a disciplinary action is entitled to due process, including a hearing to express his/her position relative to the incident leading to disciplinary action and an explanation of the reasons for any action taken. Please refer to [Discipline](#) section for more information.

Harassment

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

Other Important Information

Insurance

Parents/guardians may purchase a group-rate insurance to cover accidents that occur during school hours. You also have the option to purchase 24-hour coverage. The insurance is designed to be an addition to basic medical coverage. The forms and information are available on the school's website. There is no obligation to purchase the insurance offered through the School District.

Custodial Notification

In order to enforce the limits and restrictions on behalf of your child, a copy of custody documents and/or restraining orders must be provided to the school office. All information is kept confidential (See Non-Custodial Parent's Rights in Appendix). In accordance with F.E.R.P.A., the Family Educational Rights and Privacy Act, non-custodial parents retain full rights to access their children's school records unless the school has been provided with evidence that these rights have been specifically revoked.

Dress Code

- Students should wear clothes that are comfortable and allow children to run, walk and move without tripping
- Students should wear sneakers on the days that they have physical education.
- Since we go outside to play all year long, it is imperative that students dress for the weather. We require boots, snow pants, hats and mittens/gloves to play in the snow during the winter months.

EPA/AHERA

In compliance with the U.S. Environmental Protection Agency (E.P.A.) and the Asbestos Hazard Emergency Response Act (A.H.E.R.A.), Bedford Public Schools performed inspections of each of our school buildings for building materials containing asbestos in the summer of 1989. The inspection findings and asbestos management plans are on file in the Bedford Facilities Department.

The E.P.A. requires schools to perform re-inspections of the asbestos materials every three years. In 1992 and 1998, accredited asbestos inspectors performed these re-inspections. An accredited management planner reviewed the results of the re-inspections and recommended actions we should take to manage asbestos material in our buildings safely. In addition, the Bedford Facilities Department has an A.H.E.R.A. Designated Person who re-inspects buildings every six months to monitor and report the condition of any and all previously inspected materials. Since Davis is a new facility there is no asbestos at our school.

The results of the inspections and re-inspections are on file in the Bedford Facilities Department. Everyone is welcome to view the reports. To set up an appointment contact the Bedford Facilities Department during regular school hours at (781) 275-5290.

Health/Medical Information

*** Any specific COVID-19 policies put into effect may overrule any of the following policies.

Health Policies

A nurse is in attendance at each school for the majority of the school day. If you have any questions concerning procedures noted below, please call the Davis School Nurse on her direct line at 781-918-4965.

School Entrance Requirements

All students new to the school district must submit a signed physical examination performed by a healthcare practitioner, conducted within the past 13 months. Physical exams are required to be submitted at the following intervals: Grade K, Grade 3, Grade 6 and Grade 9.

According to Massachusetts law, all students in grades K-12 attending the schools within the state must be properly immunized per Massachusetts Department of Public Health Requirements. Immunizations must be documented by a health care practitioner, with dates including at least the month and year.

Illness Guidelines

Illness and contagious conditions spread quickly in a school environment especially in the school setting. Knowing when to keep your kids home can sometimes be a difficult decision. Please keep in mind the following guidelines. If your child was unable to sleep due to persistent cough/body aches, or has a fever over 100 without anti-fever medication, has been vomiting within the past 24 hours and has not eaten a full meal yet, persistent diarrhea, or poor appetite please keep them home and consult their doctor if symptoms worsen. Students should return to school when they are ready to fully participate in the planned school day without exclusion from recess or P.E.

If a child becomes ill or injured at school, parents/guardians will be contacted and asked to pick up their child.

Communicable Diseases

If your child develops a communicable disease or condition (i.e. chickenpox, scarlet fever, impetigo, Fifth disease, or head lice) please report it to the school nurse's office at 781-918-4906.

Please refer to the following criteria of when to keep your child home during illness:

Keep your child at home if any one of the following occurs:

- Vomiting within the last 24 hours
- Diarrhea within the last 24 hours
- Temperature of 100 degrees F or higher within the last 24 hours without anti-fever medication
- Strep is suspected, but results of the culture have not been confirmed
- Positive throat culture for strep, students may return 24 hours after antibiotic treatment has begun.
- Any symptoms of acute illness such as persistent cough, runny nose with body aches

Medications at School

Our school district requires that the following paperwork must be on file in your child's health record before the school nurse can administer any medicine at the school (the forms can be found on the Davis School Website:

1. Signed consent by the parent or guardian to give the medicine. Please complete the Parent Medication Permission consent form and return it to the school nurse.
2. Signed Medication Order. The written medication order form must be completed by your child's licensed prescriber (your child's physician, nurse practitioner, etc.) and returned to the school nurse. If your child's health care provider has their own form they prefer to use, it may be used in lieu of this form. This order must be renewed as needed and at the beginning of each academic year.
3. For short-term prescription medications, i.e. those requiring administration to ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order.

Medicines should be delivered to the school in a pharmacy labeled or manufacturer container by you or a responsible adult whom you designate. Please ask your pharmacy to provide separate bottles for home and school. No more than a thirty day supply of the medicine should be delivered to the school.

When your child needs a medicine to be given during the school day please act quickly to follow these policies so that we may begin to give the medicine as soon as possible.

Annual Screenings

Vision and Hearing screening is conducted annually in grades K-2. Parents will receive notification of any deviation from normal that should be referred to a specialist for a more comprehensive exam and diagnosis/treatment. All students in grade 1 will have their height and weight checked and this will include the calculation of a Body Mass Index (BMI) and percentile. The result will be kept confidential in each student's health record. Parents/Guardians may opt out of a screening by sending a written request to the school nurse.

Allergies

Parents/guardians of students who have food and/or other life threatening allergies should notify the school nurse in advance of the school year. The nurse will work with the family to design a protocol that meets the students' particular needs. This may involve writing a 504

Accommodation Plan which can include details about how to make sure the student is safe and plans are made for all aspects of the school day, including, but not limited to, snack time, lunch, recess, field trips, etc. Classmates may be asked to cooperate in making the classroom safe for students with allergies.

Family Engagement

Back to School Night

Davis School hosts "Back to School Nights" every fall. The purpose of these evenings is to share school goals, grade level curriculum and classroom expectations with parents/guardians. The dates and times are publicized as soon as Back to School Nights are scheduled. This evening is intended for adults only. Please arrange for appropriate childcare.

BEST

Parent/guardian involvement in the schools is encouraged and a variety of opportunities and organizations provide this type of engagement. One such organization is called "Bedford Elementary Schools Together", or B.E.S.T. Parents of children at Davis and/or Lane School comprise the basic membership of B.E.S.T. B.E.S.T. promotes collaboration in our elementary schools through regular meetings, a newsletter, school and family-related activities, volunteer and fund-raising opportunities.

Communication/Notes from home/Emails

Regular communication between school and home is a vital component to supporting each student's success. We strive to communicate in ways that allow families to access and share information.

Weekly newsletters from the main office will be sent through the 'School Messenger' program and are called 'Davis Scribbles'. This communication highlights weekly happenings, student activities, curriculum updates, volunteer opportunities etc. If you would like a hard copy of these emails to be sent home, please contact your child's teacher or the school office.

Davis administration will send other emails on occasion, although the bulk of communication will be between the classroom teachers and families. Each teacher will let you know the process he or she has created.

The classroom teacher is the primary contact for your child. If you have questions or concerns regarding your child's academic, social and/or emotional development please contact your child's teacher. Please direct ALL of your questions to the classroom teacher and not the Teaching Assistants or Educational Assistants.

If your child is on an Individualized Education Plan (I.E.P.) your child will also be assigned a case liaison who will serve in one of the following roles: a special education teacher, a speech pathologist, a physical therapist, or an occupation therapist. If you have questions regarding the I.E.P. process, your child's specific I.E.P., or his/her instructional program, assessments or progress please contact your child's case liaison.

- **Notes from home should be sent in if:**

- Your child needs to be dismissed early from school
- Is staying after school for a recreation program
- Has any change in their dismissal routine
- **Notes must be clearly written, dated and signed by a guardian**

- **Emails**

All classroom teachers can be contacted through email. Staff can be contacted directly through the Davis School website. Teachers are required to check their school email on a daily basis. Please do not email Teaching Assistants or Educational Assistants with questions or comments about your child. When contacting teachers using e-mail please keep in mind that staff will not discuss any confidential information via email. A phone call is typically the best way to discuss any confidential matters or things requiring a longer conversation. Email could be used to set up a time to have a longer discussion. Email responses may take up to 48 hours due to spam filters and teachers managing their daily tasks and duties. Please call the main office for anything that is time sensitive.

Celebrations of Learning

During the second half of the school year, families are invited to school together to learn the daily routines and academic accomplishments of your child or children. Look for information on Celebrations of Learning to come home with your child later in the school year.

Conferences

Regularly scheduled parent/guardian-teacher conferences are held twice a year; once in the late fall and once in the spring. Parents/guardians and/or teachers may request a conference at other times of year as needed (See Progress Report section for further information).

C.O.R.I

Criminal Offender Record Information forms ensure that all adults working with children in the building have had a criminal background check. Please make sure that you fill out this form if you are planning on attending a field trip or volunteering in the classroom or school. C.O.R.I. forms are available through the school office. A new C.O.R.I. form is required annually and must be presented only by the person who's name appears on the form along with a valid drivers license. (See Appendix).

Progress Reports and Conferences

Progress reports are distributed at the end of January and on the last day of school. Conferences are held in the fall and spring. These conferences are an opportunity for teachers and families to review the work and progress of the student.

Visitors

All visitors must stop into the main office to sign in. A valid driver's license is required for check-in.

Special Education Parent Advisory Council (S.E.P.A.C.)

The Parent Advisory Committee is an organization for parents of students with Special Needs. Part of the mission of this group is to promote greater awareness of the various disabilities and health conditions that challenge many Bedford students and their families. If you would like to know more about this organization, please call the Special Education Office at 781-275-5296.

Volunteers

The Davis School enjoys an active volunteer program. Guest readers, library helpers, art room helpers, garden enthusiasts and classroom helpers are a few of the typical roles our regular volunteers assume. We also have many volunteers who are only able to share their talents on a limited basis. Regardless of your experience, skill and/or limitations, there is a place and a need for you to volunteer on behalf of the children of Bedford! Please call the Volunteer Coordinator from B.E.S.T. or the Room Parent for your child's class to find out how you can become involved. (See Family Involvement Appendix) All volunteers must submit a CORI form before volunteering in the schools.

Curriculum/Programs/Services

Curriculum

At Davis Elementary School we offer a comprehensive curriculum aligned with the Massachusetts Curriculum Frameworks. The [learning expectations](#) can be found on the Davis website at www.bedford.ps.org

Classroom teachers hold the same high expectations for all students at each grade level. The grade level curriculum provides learning outcomes, or goals. Each student will be challenged to meet or exceed those goals within the context of his or her learning style, special needs and ability.

English Language Learners

Students that are English Language Learners (E.L.L.) are assessed, provided support and monitored by the ELL teacher. The ELL Director oversees the ELL program for the District and monitors student achievement and programming along with the ELL teachers and building administration. Parents/guardians who have questions regarding services for their child or translated documents should contact the Principal.

School Council

School Councils are at the heart of the 1993 Massachusetts Education Reform Law that calls for the collaboration and involvement of all stakeholders at the school site. Members of the Council are elected by one's peers (parents/guardians or teachers) or appointed (as in the case of community representatives). At Davis School, membership includes the Principal, teachers, parents/guardians and a community representative. Each year, the Council writes a School Improvement Plan that is distributed to all faculty and families.

School Counseling Program

School Counseling is a service that is provided to all students by the school Guidance Counselors. Sometimes the Guidance Counselor works with a whole class on generic issues, such as friendship or self esteem. Sometimes small groups work together to address common problems and other times individuals see the counselor. A teacher, student or parent/guardian may seek out one of our Counselors about a specific concern. Regardless of the setting or the issue, our Counselors will advocate for the child. The Counselor will encourage parental inquiries regarding the social, emotional and academic needs of our students and welcome any suggestions regarding counseling services for children. Please call the main office or use the email directory on the Davis website to reach a counselor.

Section 504

The Davis Elementary School will ensure that no student with a disability as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Amended Act (ADAA) within the School's jurisdiction will be denied, because of his/her disability, participation in curricular, intramural, or interscholastic activities or any of the services offered or rendered regularly to the students of this school.

Students qualifying for protections under Section 504 are afforded particular rights when intensive disciplinary actions are being considered. Procedural safeguards are similar to the process delineated in [Disciplining Students With Special Needs](#)

Senior Tutor Program

Davis School is proud of its Senior Tutor Program. The Senior Tutor program partners senior citizens with students who need extra support in learning to read. Our Seniors are trained and supported by our Reading Specialists and work individually with students on a regular basis throughout the school year.

Specials

Art

Bedford students in grades K-2 attend weekly sessions of Art. We encourage exploration with many media and materials in order to promote creative expression. Art instruction and the academic curriculum are well integrated, giving greater meaning to student work. The Arts in the Bedford Schools receive strong support from the Enrichment Committee sponsored by our parent/guardian organization (B.E.S.T.) and from a community organization called Art Link.

Library, Technology and Media Services

The Davis School Library Technology Media Center offers a variety of materials and resources for our students. There are no fines for overdue books, but students are expected to pay for lost items.

The focus of library instruction is on making the best use of the library, technology media center. Students learn the difference between fiction and non-fiction and become aware of the different genres of literature. Technology is used to help students create, research and invent new information. The care and responsibility of the library media materials, as well as their location, are also taught. The library strives to help the students and faculty at Davis School become effective users of information and ideas, lovers of fine literature and lifelong learners.

Music

Bedford students in grades K-2 enjoy weekly sessions with a music specialist in a music classroom. Theory, appreciation of the masters and producing pleasurable music with voice and simple instruments form the core of the general music curriculum. Students also have the opportunity to learn about performance techniques and dance.

Music in the Bedford Schools has received strong support from the Enrichment Committee of the B.E.S.T./P.T.O. and from the community organization called P.O.M.S. (Patrons of Music Students.).

Physical Education

Bedford students in grades K-2 have weekly classes in physical education. Students must plan to wear sneakers and loose clothing for each physical education class. The Health Curriculum is taught within the physical education program. Trained and certified specialists teach all physical education and health classes.

Special Education

Davis School works hard to provide educational support to students with special needs in the regular classroom setting. This equitable approach to education, called inclusion, enables all students to benefit from a variety of classroom-based activities and to learn from each other. It is our belief that we are all learners and we all have valuable learning experiences to share.

The special education staff, including academic educators, speech and occupational therapists, provide a variety of special education services. The special education team works in collaboration with individual classroom teachers to coordinate curriculum objectives, introduce and monitor modifications and identify alternative teaching strategies. When necessary, support services may be provided outside the regular classroom, but only for short periods of a student's school day.

The decision to refer a child for a team evaluation to determine the need for special education services usually originates with the classroom teacher. Parents/guardians may also request guidance about special education from the Special Education Program Administrator via the Davis Main Office.

Technology

We use technology as tools for learning. Each Davis School classroom has a teacher workstation that is connected to the Internet. The instructor's workstation allows the teacher to conduct lessons online and display material for students using an interactive whiteboard. We also have several multi-station computer labs, ipads and laptops in the building that are used by students and staff members for research and training.

Our technology curriculum guidelines specify that, along with basic mechanics of technology use, students will practice the ethics of technology. Students use devices to find information, to organize data and to solve problems. Careful monitoring and screening of all Internet sites used in the classroom is standard practice (See Appendix - Acceptable Use Policy)

Whom Do I Call?

Call your child's *teacher* when:

- you have questions about your child's academic progress or social development
- you have questions about your child's assignments
- you have a question about an incident that occurred in class
- you wish to set up a meeting

Request to speak to a guidance counselor

- you are troubled by a personal problem involving your child
- you have a family problem which may impact your child's school performance

Request to speak with *Special Ed Program Administrator*:

- you want to initiate a special education referral
- you have questions about the services available under special education
- your son or daughter is in the process of being evaluated

- you have questions regarding an Individualized Education Plan (IEP)
- you are considering an outside evaluation

Request to speak with the *School Librarian* when:

- you have questions about the Library or a missing book

Request to speak with the *School Nurse* when:

- your child will need medication administered at school
- you have a question about health records
- your son or daughter has a medical condition that requires an adjustment in school procedures

Call the main office when:

- your child will be late or absent from school
- you wish to alter your child's dismissal plan
- you have other needs and are not sure who to call

Call the *Assistant Principal* when:

- you have questions or concerns about an incident on the bus in the lunchroom or on the playground
- you have a question, comment or concern about school policy

Call the *School Principal* when:

- you have a suggestion(s) that may improve the school
- you have a question, comment or concern about school policy
- you have not received an adequate or helpful response from a member of the staff
- you need information regarding Title IX
- you need information regarding Section 504 Accommodation Plans
- you need information concerning the Education of Homeless students
- you need information concerning Title II

Call the *Superintendent, Cliff Chuang, (781-275-7588)* when:

- a problem(s) cannot be resolved at the school level

Call a *School Committee Member* when:

- matters remain unresolved at the various levels indicated above

Call the *B.E.S.T. President*, when:

- you would like to find out more about our parent/guardian organization, Bedford Elementary Schools Together, B.E.S.T.

Appendix: Bedford School Committee

The Bedford School Committee consists of five (5) members, each selected on a non-partisan ballot by the people for terms of three (3) years. The School Committee is a policy-making body for the Bedford Public School system. Members of the Board are:

Dan Brosgol	Chairperson
Sheila Meta-Green	Vice Chairperson
Sarah McGinley	Secretary
Sarah Scoville	School Committee Member
Brad Morrison	School Committee Member

Meetings of the Bedford School Committee

The meetings of the Bedford School Committee are conducted at the Bedford High School on Mudge Way in Bedford, Massachusetts in the Large Group Instruction Room.

Regular meetings are customarily held at 7:30 p.m. on the second and fourth Tuesdays of each month. Public notice of these and any special meeting is made through posting on the bulletin boards at the Office of the Town Clerk, the Bedford Public Library and the Town Center and on the school department's website at www.bedford.k12.ma.us. The public is welcome and invited to attend all regular and public School Committee meetings.

The agenda for each regular School Committee meeting is compiled cooperatively by the Superintendent and the School Committee Chairman and distributed to School Committee members by Friday of the week preceding the meeting.

Citizens have the opportunity to speak at School Committee meetings about school-related issues and concerns. Persons desiring to speak should advise the Office of the Superintendent in advance so that sufficient time can be allocated. Participants are encouraged to submit an advance summary of their comments so School Committee members familiarize themselves. The committee operates under standard rules of parliamentary procedures and state laws governing open meetings. School Committee meetings are covered regularly by the local newspaper and broadcast on tape delay by community access television.

In order to facilitate responses and help citizens who have questions or concerns about school-related matters, the following procedures should be followed:

- If you have a question concerning students or teachers, talk to the teacher first, then, if necessary the school principal.
- If you have a question concerning school personnel, talk to the individual first, then the principal, then the appropriate central office administrator. Complaints about personnel should be presented in writing.
- If you have a question concerning school policies or procedures, talk with the principal and, if necessary, the appropriate central office administrator.

Problems that cannot be resolved at the school level may be presented to the Superintendent of Schools, who may consider the matter herself or assign a staff member to investigate and resolve it.

Appendix: School Committee Policies

File IHBG: Home Education Policy File

The Bedford School Committee recognizes the right of parents/guardians to educate their children outside of a school setting as provided by General Laws Chapter 76, Section 1. The law requires, however, that a child being educated outside of school must also be instructed in a manner approved, in advance, by the Superintendent or designee or the School Committee. The Bedford Public Schools does not approve home education programs for anything less than a full time instructional program.

The following guidelines are to be followed in considering home education plans:

A. Procedure:

1. Parents/guardians must obtain approval from the Superintendent of Schools or designee prior to beginning a home education program.
2. If the home education plan is rejected, the Superintendent must detail the reasons for the decision, and allow the parents/guardians to revise their proposal to remedy its inadequacies. Responses by both parties should not exceed a two week period
3. If the home education plan is rejected, the Superintendent must provide the parents/guardians with an opportunity to explain their proposed plan and present witnesses on their behalf.
4. Any home education plan must be approved by the Superintendent or designee annually if the student is to continue in a home education program for more than one school year.

B. Home Education Plan Requirements:

In obtaining approval from the Superintendent, the parents/ guardians must submit the following information:

1. Evidence that the proposed home education plan provides a structured learning time that equals in thoroughness and efficiency that of the Bedford Public Schools.
2. The proposed curriculum and content in each of the proposed subjects. This will include a listing of subjects to be taught.
3. The general qualifications of the parent/ guardian / tutor who will be teaching the child.
4. The textbooks, workbooks, and other instructional aids to be used by the child, along with sample lesson plans and/or examples of learning experiences.
5. Plans for progress reports to be provided to the Principal of the school district in which the child resides for review. These may include sample work from each subject area instructed. Progress reports may entail a log, journal or portfolio or other written,

oral or videotaped report or dated work samples; an independent evaluation made by someone acceptable to both school and parents, or a standardized test agreeable to parents and administrators; or any other method agreed to by both school officials and parents.

This information must be provided with a letter requesting approval for a home education program.

C. Review:

The Superintendent of Schools or his/her designee shall periodically review each home education program for compliance with the approved plan. Should a home education program be found to be not in compliance, approval may be withdrawn. Failure of a home educator to abide in good faith by the procedures outlined may result in the School Committee taking action under Massachusetts General Law Chapter 76, sections 2 and/or 4, upon the recommendation of the Superintendent. CHINS proceedings pursuant to Massachusetts General Law Chapter 119, section 21, will not be invoked for any child involved in an approved home education program.

D. Diploma:

Homeschoolers are not issued diplomas by the Bedford School District.

Legal Reference: Massachusetts Supreme Judicial Court case entitled Care and Protection of Charles, 399 Mass. 324 (1987).
M.G.L. Chapter 76, Section 1

File KB: Family Involvement

Parent, family, and community participation in local schools is vital to student achievement. Therefore, it is the policy of the Bedford School Committee that every school or program providing direct instructional services to students will involve parents, families, advocates for children, and the community in the education of students and shall have an active organization for fostering family/community involvement. In recognition of the fact that some students do not have parents, the words parents or family are used in this policy to denote any form of extended family or concerned adult who is advocating for a student.

Parents and families are assured access to schools, their child(ren)s classroom and/or school sponsored activities for the purpose of observing class procedures so long as this observation is not disruptive to the classroom procedure or learning activity. Procedures for visiting schools are explained in policy

File KBA: School/Parent Relations Goals

It is the general goal of the District to foster relationships with parents that encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the District provides direct services of education and indirect services of child care for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents

regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

File KBBA: Non Custodial Parent Rights

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:

1. The parent has been denied legal custody or has been ordered to 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, or
2. The parent has been denied visitation, or
3. The parent's access to the student 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, or
4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record 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).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must 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 in 603 CMR 23.07 (5)(a).

(e) The school must 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 must be marked to

indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. [71:34D](#); [71:34H](#)

603 CMR [23.07](#) (5) Access Procedures for Non-Custodial Parents

20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SOURCE: MASC

Revised: October 9, 2007

File KI: Visitors to the Schools

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher will not be allowed because the school district's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. 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 members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school is required to 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.

Bedford Public Schools - approved June 15, 2004

File JLCD: Administering Medicines to Students

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine.

This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucoses monitoring tests and insulin delivery systems.

SOURCE: MASC, Updated May 2006

LEGAL REF.: M.G.L. 71:54B: Dept. of Public Health Regulations: 105 CMR 210.00

NOTE: Regulations that govern the administration of prescription medication in public and private schools specifically detail the procedures that need to be followed. There are provisions for non-medical personnel to be authorized to administer these medications but the requirements of this regulation must be followed in order to receive permission for this exception. It is advisable for the School District to refer to DOPH

Regulation 105 CMR 210.00 before developing the policy JLCD. The regulations also require procedures be published and this should be done by creating the Regulations/Procedure coded: JLCD-R

Bedford Public Schools- approved June 13, 2006

File JLI: Students and School Safety

The Bedford School Committee and the Bedford Public Schools are committed to providing a safe, orderly, and productive learning environment for all members of the school community.

This policy has been developed to support that goal. It addresses students who make verbal or

written threats against any member of the school community or who make gestures which pose a threat to the safety of the school community. In addition, this policy addresses the needs of those whose verbal comments, written statements, gestures, or physical acts that are at risk for self-injurious behavior.

School personnel will take the following steps in addressing the needs of these students:

1. The student's behavior will be reported immediately to the building administrator by the faculty or staff member who witnesses or becomes aware of the behavior.
2. The administrator meets with the student to investigate the report.
3. The parent or guardian is contacted, if appropriate.
4. The police are contacted, if appropriate.
5. A meeting with the principal, student, the parent or guardian, (the police), and the involved faculty or staff is scheduled to assess the severity of the threat and the appropriate level of intervention.
6. If warranted, the student may be suspended from school and referred for an evaluation to insure that the student does not pose a threat to the safety and well being of any member of the school community or to him/herself.
7. This evaluation report is reviewed by the building principal and a determination is made to readmit the student to the school.
8. The student's behavior will be reported immediately to the building administrator by the faculty or staff member who witnesses or becomes aware of the behavior.
9. The administrator meets with the student to investigate the report.
10. The parent or guardian is contacted, if appropriate.
11. The police are contacted, if appropriate.
12. A meeting with the principal, student, the parent or guardian, (the police), and the involved faculty or staff is scheduled to assess the severity of the threat and the appropriate level of intervention.
13. If warranted, the student may be suspended from school and referred for an evaluation to insure that the student does not pose a threat to the safety and well being of any member of the school community or to him/herself.
14. This evaluation report is reviewed by the building principal and a determination is made to readmit the student to the school.
15. The student's behavior will be reported immediately to the building administrator by the faculty or staff member who witnesses or becomes aware of the behavior.
16. The administrator meets with the student to investigate the report.
17. The parent or guardian is contacted, if appropriate.
18. The police are contacted, if appropriate.
19. A meeting with the principal, student, the parent or guardian, (the police), and the involved faculty or staff is scheduled to assess the severity of the threat and the appropriate level of intervention.
20. If warranted, the student may be suspended from school and referred for an evaluation to insure that the student does not pose a threat to the safety and well being of any member of the school community or to him/herself.
21. This evaluation report is reviewed by the building principal and a determination is made to readmit the student to the school.

This policy will be administered in full consideration of the regulations concerning the disciplining of students with special needs.

File EEAG: Student Transportation in Private Vehicles

School buses will be used for the transportation of students participating in co-curricular or extra curricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of schools.
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personnel liability insurance coverage on the vehicle in the amounts of \$250,000 - \$500,000 or more.
3. The parents of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

File JBA: Student-to-student Harassment

Harassment of students by other students will not be tolerated in the Bedford Public Schools. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the school district, school buses, or attending or engaging in school activities.

Harassment prohibited by the district includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal, physical nature or any other form that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The district will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

SOURCE: Massachusetts Association of School Committees (MASC)

LEGAL REF.: M.G.L. 151B:3A

Title VII, Section 703, Civil Rights Act of 1964 as amended

Board of Elementary and Secondary Education (BESE) 603 CMR 26.00

REFS: "Words that Hurt," American School Board Journal, September 1999 National Education Policy Bedford Public Schools Bullying Prevention, File: JIC FB

File JICI: Weapons in School

Possessions and/or use of any dangerous weapon in school buildings on school grounds, in any school vehicle or at any school-sponsored activity is prohibited unless prior written approval has been obtained from the Superintendent or designee. Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun, slingshot, bludgeon, brass knuckles or artificial knuckles of any kind, knife having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially-opened position.

The possession or use of any such weapon will require that proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal.

LEG REF: 71:37H;71:37H1/2; Student Handbooks

Bedford Public Schools – approved June 15, 2004

File JICH: Drug and Alcohol Use by Students

In view of the fact that the use of illegal substances and alcohol can endanger the health and safety of the user, and recognizing the harmful effect the use of illegal substances and/or alcoholic beverages can have on the maintenance of general order and discipline, the School Committee prohibits the use of, serving of, or consumption of any alcoholic beverage and the use or possession of, or distributing illegal substances on school property or at any school function, regardless of the functions physical location.

Additionally, any student, regardless of age, who has been drinking alcoholic beverages or found to have been using illegal substances prior to attendance at, or participation in, a school sponsored activity, will be barred from that activity and subject to disciplinary action as defined in the student handbook.

LEGAL REF.: M.G.L. [272:40A](#)

CROSS REF.: [IHAMA](#), Teaching About Drugs, Alcohol, and Tobacco

[GBEC](#), Drug Free Workplace Policy

All Student Handbooks

Bedford Public Schools - approved June 15, 2004

File JICG: Smoking by Students

Smoking by Students

Massachusetts state law (M.G.L., C/ 71. Sec. 2A) prohibits the use of tobacco products by students enrolled in public schools in schools or on school grounds.

CROSS REFS. : IGAG, Teaching About Drugs, Alcohol and Tobacco

EEACC (also JFCC), Student conduct on School Busses

Bedford Public Schools –approved June 15, 2004

Massachusetts state law (M.G.L., c. 71, Sec. 2A) prohibits the use of tobacco products by students enrolled in public schools in schools or on school grounds.

CROSS REFS.: IGAG, Teaching About Drugs, Alcohol, and Tobacco

EEACC (also JFCC), Student Conduct on School Buses

JFCC, (also EACC), Student Conduct on School Buses

Bedford Public Schools - approved June 15, 2004

The "Official Version" of the school district's policies is maintained at the Office of the Superintendent of Schools. In the event of a conflict between an electronic text and the "official version", the "official version shall prevail."

File JLF: Reporting Child Abuse

The Bedford Public Schools affirm its responsibility to provide for the safety and well-being of students. This responsibility extends to complying with the Massachusetts Child Abuse and Neglect Reporting Statute, Chapter 119, Section 51A. The Bedford Public Schools recognizes that because of its sustained contact with school-age children, school employees will actively carry out the letter and spirit of the law. It is expected then, that when any staff member in his/her professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering from the effects of any form of child abuse and neglect, that the staff member will report their concerns to the building Principal for consideration of reporting to the Department of Social Services.

LEGAL REF.: M.G.L. [119:51A](#)

District Crisis Manual

District Faculty Handbook

Bedford Public Schools - approved June 15, 2004

File: JF AND - Homeless Students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the students' previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will

coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

LEGAL REFS.: Title I, Part C

No Child Left Behind Act, 2002

Bedford Public Schools - approved June 15, 2004

File JIH- Searches

Right to search students and inspect a student's property, or school property under the temporary control of a student, is inherent in the authority granted the School Committee and administrators. This authorization may be exercised as needed in the interest of protecting children and safeguarding their own, or school property.

Nevertheless, exercise of that authority by school officials places significant demands upon their judgment in an effort to protect the constitutional rights of the individual students while, at the same time, acting in the best interest of all students and the school system.

Searches of students, their possessions or lockers will be conducted in a way conducive to the preservation of individual rights and to an atmosphere supportive of the educational process.

Whenever a student search is conducted, the following shall apply:

- A. No search shall be conducted unless there is reasonable suspicion that a violation of law or school rules has occurred.
- B. Searches shall be conducted with at least two faculty members present, one of whom shall be the Principal or his/her or his/her designee.
- C. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. School officials may examine articles of clothing such as pockets, coats, book bags, etc.
- D. In recognition that right to privacy considerations intensify as a search becomes invasive, no school personnel shall ever conduct a "strip search" of a student.
- E. Should a student refuse to voluntarily comply with a request for a search, the student must be detained until parents and, if necessary, police, can arrive at school to assist, as appropriate, in the investigation.
- F. Should a search uncover any substances or contraband, such shall be turned over to the appropriate authorities or rightful owner, as appropriate, and suitable disciplinary action shall be taken.
- G. Parents will be notified prior to any student search whenever possible.

Nothing herein shall be constituted to limit the right of the School Committee or administration to make use of external detecting resources should these become necessary or desirable.

File JICFA: Hazing

The School Committee forbids hazing in any form. Should an alleged instance of hazing occur the provisions of M.G.L. Chapter 269 sections 17, 18, and 19 as described in JICFA-E shall be adhered to. In addition the Superintendent of schools and the School Committee chairman shall immediately be notified of the circumstances of the complaint and the actions taken.

Any student found guilty of a charge of hazing shall be subject to the following disciplinary action:

1st Offense - Suspension not to exceed five (5) days. Such suspension may be in-house at the discretion of the Principal.

2nd Offense - Suspension not to exceed ten (10) days.

3rd Offense - Suspension pending a hearing for expulsion.

Any employee found guilty of a charge of hazing shall be subject to the following disciplinary action:

1st Offense - Suspension without pay not to exceed five (5) days.

2nd Offense - Suspension for a thirty (30) day period and recommendation to the Superintendent relative to dismissal.

Any organization found guilty of a charge of hazing shall lose the privilege of using school facilities for a period of time as determined by the School Committee.

LEGAL REF.: M.G.L.. 269:17:269:18; 269:19

Bedford Public Schools – approved June 15, 2004

File: ACAB - SEXUAL HARASSMENT

All persons associated with the Bedford Public Schools including, but not necessarily limited to, the School Committee, the administration, the staff, and the student, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Bedford School Committee takes allegations of sexual harassment seriously, it will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, the School Committee will act promptly to eliminate the conduct 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 workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which the School Committee deems unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individuals.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer: Director of Curriculum and Instruction
Office of the Superintendent
97 McMahon Road
Bedford, MA 01730
781-275-7588

The School Committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with established procedures.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45

Federal Regulation 74676 issued by EEO Commission

Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)

Board of Education [603 CMR 26:00](#)

CROSS REF.: [JIC FB](#), Bullying

Bedford Public Schools - approved June 15, 2004

File: ACABA - HARASSMENT BY A STUDENT

Definition of Harassment

In General. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Complaints Made by Students or Staff Involving Harassment By A Student

Upon receiving a complaint, the Principal or Assistant Principal shall confer with the Complainant to gain an understanding and statement of the alleged facts. If it is determined that such facts, if true, would constitute harassment as defined above, the complaint officer shall take

appropriate steps to investigate and/or resolve the complaint. Such steps may include, but are not limited to those listed below.

1. Meet with the person charged (such person is hereinafter referred to as "Respondent") to obtain a response to the complaint;
2. Conduct interviews of possible witnesses to the alleged events;
3. Report the matter to local police if criminal activity is involved (see Mass. Gen. Laws, c. 265, §43, which prohibits stalking);
4. Subject to the requirements of due process, take disciplinary action against Respondent, including without limitation, a letter of reprimand or warning or a suspension of one to ten days;
5. Refer Respondent to the Principal or Superintendent for further disciplinary action.

Retaliation

Respondent and his/her associates are prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Substantiated acts of retaliation will result in immediate disciplinary action, including, but not limited to suspension and/or recommendation to the Superintendent for further disciplinary action.

Bedford Public Schools - approved June 15, 2004

File: ACABB - HARASSMENT BY A STAFF MEMBER

Complaints Made by Students or Staff Involving Harassment by a Staff Member

Upon receiving a complaint, the Principal or Assistant Principal shall confer with the Complainant to gain an understanding and a statement of the alleged facts. As appropriate, the Principal or Assistant Principal may take steps 1 - 5 below. In addition, the complaint officer shall report suspected child abuse to the Department of Social Services as required by Mass. Gen. Laws, c. 119, §51A and shall take, as appropriate, the steps necessary for disciplinary action against the staff member pursuant to the applicable collective bargaining agreement and state and federal law.

1. Meet with the person charged (such person is hereinafter referred to as "Respondent") to obtain a response to the complaint;
2. Conduct interviews of possible witnesses to the alleged events;
3. Report the matter to local police if criminal activity is involved (see Mass. Gen. Laws, c. 265, §43, which prohibits stalking) The Department of Social Services will also be notified if the complaint of harassment involves a minor student;
4. Subject to the requirements of due process, take disciplinary action against Respondent, including without limitation, a letter of reprimand or warning or a suspension of one to ten days;
5. Refer Respondent to the Principal or Superintendent for further disciplinary action.

Retaliation

Respondent and his/her associates are prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Substantiated acts of retaliation

will result in immediate disciplinary action, including, but not limited to suspension and/or recommendation to the Superintendent for further disciplinary action.

Bedford Public Schools - approved June 15, 2004

File AC: Non-Discrimination Policy

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of School Committee intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.
- 7.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business: 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, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of race, color, sex, gender identity, religion, national origin, sexual orientation or disability, they should register their complaint with the Title IX compliance officer.

SOURCE: Massachusetts Association of School Committees (MASC)

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 2011

M.G.L. 76:16

Board of Elementary and Secondary Education (BESE) 603 CMR 26.00
Amended 2012

Board of Elementary and Secondary Education (BESE) regulations 603 CMR 28.00

CROSS REFS.: ACA – ACE Subcategories for Nondiscrimination

GBA, Equal Opportunity Employment

JB, Equal Educational Opportunities

Bedford Public Schools - approved June 15, 2004

TITLE IX

Inquiries regarding compliance with Title IX may be directed to:

- Ms. Beth Benoit, Principal, Davis School, 781-275-6804;
- Dr. Tricia Clifford, Assistant Superintendent , 781-275-7588
- The Regional Center of the Department of Education;
- The Director of the Office for Civil Rights, Department of Health, Education and Welfare, J.W. McCormack P.O.C.H., Room 222, Boston, Massachusetts.

File AC: Right of Attendance

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. 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 course of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.

File JHD: Exclusions and Exemptions from School Attendance

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

Graduation with a diploma from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Failure to meet the requirements of age, by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;

Having been expelled from this district or any district in the Commonwealth;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

LEGAL REFS.: M.G.L. 71:37h: 76:12: 76:12A 76:12B, 603 CMR 26:00

Bedford Public Schools – approved June 15, 2004

File JRA: Student Records

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the school district. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L., 93-380, Amended, P.L. 103-382, 1994, M.G.L., 6610 71:34A, B,D,E,H, Board of Education Student Record Regulations adopted 2/10/77, June, 1995 as amended June 2002. 603 CMR : Dept. Of Education 23:00 through 23:12 also Mass Dept. of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995. CROSS REF: KDB Public's Right to Know

Bedford Public Schools – approved June 15, 2004

Appendix Suspension / Expulsion Pursuant to the Education Reform Act of 1993

- (A) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (B) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (C) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student

may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

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

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

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

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

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

Section 37H

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures ensuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 370. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

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

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

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

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

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

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

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

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

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

Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal **Chapter 71, Section 37 H ½**

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

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on

the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

File JKAA: Restraint of Students in the Bedford Public Schools

The Bedford Public Schools complies with the DESE restraint regulations, 603 CMR [46.00](#) (Amended for implementation beginning January 1, 2016), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. An overview of the Regulations is provided below.

Methods and Conditions for Implementation

Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

Staff Training: Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- (e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- (f) Identification of program staff who have received in-depth training pursuant to 603 CMR [46.03](#)(3) in the use of physical restraint.

In-depth staff training in the use of physical restraint: At the beginning of each school year, the principal of each public education program or his or her designee shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. The Department recommends that such training be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter.

Definitions of Restraints: *Mechanical restraint* shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or

orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location. A physical escort is NOT considered a physical restraint, except in cases where the student requires a backwards escort or in cases where the student needs to be carried to the designated safe location through approved safety techniques.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR [46.04](#)(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR [46.02](#).

Restraints prohibited within Public Schools:

1. Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.
2. Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:
 - (a) The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
 - (b) All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;

- (c) There are no medical contraindications as documented by a licensed physician;
 - (d) There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
 - (e) The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR [46.03](#)(1)(b), and such use has been approved in writing by the principal; and,
 - (f) The program has documented 603 CMR [46.03](#)(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.
3. Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
4. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR [46.05](#).

Further, physical restraint shall not be used:

- 1. As a means of discipline or punishment;
- 2. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- 3. As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- 4. ***As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. ***

Administration of Physical Restraints:

- 1. Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

2. Safety requirements. Additional requirements for the use of physical restraint:

- (a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- (b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- (c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal OR the principal's designee. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- (d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- (e) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Reporting Requirements and Follow-Up:

- 1. Program staff shall report the use of any physical restraint as specified in 603 CMR [46.06](#)(2).
- 2. Informing the principal. The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal or director or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.
- 3. Informing parents. The principal or director of the program or his/her designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school

working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

4. Contents of report. The written report required by 603 CMR [46.06](#)(2) and (3) shall include:

- (a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR [46.05](#)(5)(c).
- (b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- (d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- (e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student and any other related matter.

5. Individual student review. The principal OR designee shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

- (a) review and discussion of the written reports submitted in accordance with 603 CMR [46.06](#) and any comments provided by the student and parent about such reports and the use of the restraints;

- (b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- (c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- (d) agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

6. Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.
7. Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR [46.06\(4\)](#) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR [46.06\(2\)](#) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).
8. Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

Bedford Public Schools - approved by School Committee September 20, 2016

The "Official Version" of the school district's policies is maintained at the Office of the Superintendent of Schools. In the event of a conflict between an electronic text and the "official version", the "official version shall prevail."

File ADF:Wellness Policy

The Bedford Public Schools are committed to providing a school environment that enhances learning and the development of lifelong wellness practices. The schools strive to meet the goals as set forth by the Massachusetts School Nutrition Task Force:

- To provide children with access to adequate and healthy food while at school.
- To promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program including education, health and food services.
- To provide children with access to appropriate nutrition services
- To establish this school-wide policy, involving input from a wide variety of representatives from the school community.

The goals of the Bedford Public Schools are to provide students with opportunities to learn and practice a variety of physical activities within the school curriculum and encourage the pursuit of physical activities for enjoyment and a life-long wellness.

Goals for Nutrition Education

Through Health Education, the goals of the Bedford Public Schools are to provide a basis for nutrition education, guided by the Massachusetts Comprehensive Health curriculum framework, and elaborated upon in Family and Consumer Sciences through connections with overall wellness and physical activity.

The Bedford Public Schools aim is to help students develop base knowledge about healthy food choices, and to affect behavior around foods. The Bedford Public Schools also emphasize the connection of physical activity, healthy food choices, and overall wellness. To realize these goals, the Bedford Public Schools will:

- Provide written Health Education curricula that guide educators in providing instruction in Nutrition for students.
- Include Nutrition Education in the schools' educational program grades K-12.
- Include Nutrition Education in Health classes with instruction on a food guidance system (e.g., MyPlate).
- Ensure that students learn to:
 - make healthy food choices for meals and snacks.
 - identify healthy food choices through nutrition labels.
 - identify healthy, high-energy foods to aid in participation in physical activity including extracurricular activities.
 - recognize the relationship between food choices and diet and disease.
 - prevent disease through proper food choices and nutrition.

Goals for Physical Activity

- The schools have written Physical Education curricula that guide physical educators in providing instruction and physical activity for students.
- All students grades K-12 receive physical education instruction each week for the full school year.
- State licensed physical educators teach all physical education classes.
- Physical education includes instruction in fitness concepts as well as physical activity that promotes fitness.

- Physical activity/exercise is not used as punishment. Physical activity is not withheld as punishment for inappropriate behavior in other classes. This does not preclude Physical Educators from having a student sit out from an activity for inappropriate behavior during the activity.
- Each school has a budget so as to provide equipment for students during physical activity.
- Students are given instruction in a variety of physical domains including recreational, competitive, and non-competitive activities to encourage life-long participation in health enhancing activities.
- Students in grades K-5 are given opportunities for physical activity during daily recess.

Goals for School -Based Activities that are Designed to Promote Student Wellness

- The schools have adequate facilities to provide extracurricular activities for all students who are interested without overcrowding or safety risks.
- The schools provide after school access to facilities for students to engage in physical activity outside of the school day when students are involved in appropriately supervised, school-sponsored events.
- In collaboration with the Recreation Department, the elementary schools provide after school recreational programs for students.
- The middle school provides an intramural program for students after school.
- The high school provides an extensive extracurricular athletic program for students after school.

Nutrition Guidelines for Foods Available at Schools During the School Day

The Bedford Public Schools will meet or exceed USDA guidelines and standards when ensuring nutritionally sound choices in all schools. School lunches must meet Federal nutrition requirements, but decisions about what specific foods to serve and how they are prepared are made by local school food authorities. The USDA regulations set forth nutrition standards for school lunch service.

In addition to food provided through the School Lunch Program, types of foods available during the school day may include:

- *A la carte* foods that are typically sold in the cafeteria by the school food service department. They are separately and individually priced and are not usually part of the National School Lunch Program.
- *Competitive foods* are foods and/or beverages sold or provided to students that compete with the school's operation of the National School Lunch Program. Items include those sold in vending machines, student stores, provided by parents, school staff, or an outside company or organizations.

The school day begins with the arrival of the first student at school and ends after the last scheduled instructional period. As specified in Massachusetts School Nutrition Standards for Competitive Foods and Beverages, any foods or beverages sold or provided 30 minutes before school begins through 30 minutes after school ends comply with the nutrition standards. Vending machines comply with the standards at all times. Healthy foods and beverages are

provided in vending machines, school stores and other venues within the schools' control. The Bedford Public Schools follow guidelines that promote the availability of foods and beverages that contribute toward eating patterns that are consistent with the Dietary Guidelines for Americans, as articulated by Massachusetts Action for Healthy Kids.

Assurances

The Bedford Public Schools assure that the guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779), section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(ff)(s), 1766(a)0, and Massachusetts School Nutrition Standards for Competitive Foods and Beverages (MGL 111, section 223) as those regulations and guidance apply to schools.

Plan for Measuring, Implementing and Monitoring Policy

These guidelines will take effect August 1, 2012, and will be implemented with the start of school in September 2012. Principals, with assistance from the Program Director for Physical Education, Health, Family and Consumer Science and the Director of Food Services, will be responsible for the implementation and monitoring of the guidelines set forth in this policy.

Wellness Council

This policy was developed by the Bedford Public Schools with the advice and support of the Wellness Council.

Approved: May 23, 2006

Revised: May 8, 2012

File IJNDBA: Acceptable Technology Use Policy for Students

Student use of technology in the Bedford Public Schools is solely for the enhancement of teaching and learning. All students are expected to read this Acceptable Use Policy and are required to sign the Acceptable Use Policy Agreement Form. Adherence to this policy is a condition for a student's use of technology.

Acceptable Uses - Including but not limited to:

Students must:

- Identify themselves in Internet communications
- Post/send only useful and appropriate information
- Only access their own account and keep their passwords private
- Only alter their own work, unless they have permission from the owner
- Only use the e-mail account provided by the Bedford Schools while on the school network

(Bedford email accounts may also be accessed at any time from outside the school network.)

Students should:

- Check email frequently and delete old mail
- Take care in using humor, avoid sarcasm, and don't unreasonably criticize, or "flame" others
- Credit the original author when quoting someone else's work
- Remove their old files when they are no longer needed

Students must not:

- Engage in harassment, libel, or slander of any kind

- Use the Internet for commercial or political purposes
- Use the Internet to access sexually explicit or pornographic materials
- Use the Internet for illegal activities including, but not limited to, copyright violations and illegal distribution of software
- Give out their own or another individual personal information such as address or phone number
- Post audio, video or any material of or created by another student or faculty member without that individuals permission
- Engage in spamming (sending massive, inappropriate and unsolicited information) or flooding (transferring data without intent of meaningful communication)
- Use equipment without permission
- Alter the configuration of school technology, except as educationally appropriate
- Download or install software of any kind
- Illegally copy software

Sanctions

Network access is a privilege, not a right. The Bedford Public Schools will review alleged violations of this Acceptable Use Policy. Violations could result in the following:

- Loss of access privileges
- Additional disciplinary action at the building level in accordance with the discipline code in the student handbooks.
- Referral to appropriate law enforcement agencies

Disclaimer of Liability

The Bedford Public School system denies responsibility for the accuracy or quality of information obtained from the Internet. The Bedford Public School system cannot guarantee that access will always be available and is not responsible for any damage a user suffers or for the loss of data obtained via the Internet.

Privacy

Users should not have an expectation of privacy or confidentiality in the context of electronic communications or of other files sent, received and/or stored on the district's network. The Bedford Public School System also reserves the right to examine all data sent, received and/or stored on the district's network. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. Electronic communications may be archived for a period of up to three years.

Bedford Public Schools - Approved: May 12, 2009

File IJNDC: Web Page Policy

The District's Web Page Policy is as follows:

1. District Website

A. The district will establish a web site. Materials appropriate for placement on the district web site may include: district information, school information, teacher or class information, student projects, and student extracurricular organization information. All published pages and corresponding links stored on the school department servers must be related to Bedford's educational goals and objectives or related to school-sponsored activities. Personal, non-educationally related information will not be allowed on the district web site.

B. All material must also be approved by the building principal and/or the appropriate administrator or their designee prior to publication on the web server.

2. Curriculum Web Pages

Teachers may establish web pages for teaching and learning purposes, such as use with class activities or to provide a resource for other teachers. Teachers will be responsible for maintaining their class educational resource sites. Such pages will be subject to the approval, consistency, content, and procedural requirements as described in sections 1, 4, and 5 of this policy.

3. Extracurricular Organization Web Pages

A. With the approval of the building principal, extracurricular organizations may establish web pages. Material presented on the organization's web page must relate specifically to school organization activities.

B. Organization web pages must include the following notice: "This is an extracurricular organization web page. Opinions expressed on this page shall not be attributed to the Bedford Public Schools."

4. Web Page Requirements

A. All District Acceptable Technology Use Policy provisions will govern material placed on the Internet.

B. Web Pages shall not:

i. Contain the address, or phone number of students.

ii. Display materials such as photographs, audio or videos of any identifiable individual(s) without a signed release and without permission from the identifiable individual(s). Releases for students under the age of 18 must be signed by their parent or guardian and be kept on file.

iii. Contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a website is within the fair use exemption.

C. First names or first names and the first letter of the last name may be used where appropriate for grades K-5. Students grades 6-12 may be identified by their full name.

D. Material placed on the web site is expected to meet academic standards of proper spelling, grammar, and accuracy of information.

E. Students may retain the copyright on the material they create that is posted on the Internet.

District employees may retain the copyright on material they create and post if appropriate under district policies.

F. It will not be considered a violation of free speech to require removal of material that fails to meet established educational objectives or that is in violation of any provision of the Acceptable Technology Use Policy (attached).

5. Content Standards

The intended audience of the school and/or district web site is primarily members of the school community, citizens of Bedford, and people interested in moving to the area. All subject matter on the school web pages shall relate to curriculum, instruction, and school-authorized activities and general information of interest to the intended audience. Pages should include, but not be limited to, factual information about the school or school population, philosophy or vision statement and staff listing.

6. Concerns

Concerns about the content of any pages created by staff should be directed to the building administrator.

Revised: May 12, 2009

JICFB - Bullying Prevention

The Bedford Public Schools, in accordance with MGL: Chapter 92 of the Acts of 2010, and Section 370, endeavor to maintain a safe learning environment where students can achieve the highest academic standard. The Bedford Public Schools are committed to creating an environment in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in a school setting. The Bedford Public Schools will endeavor to maintain a learning and working environment free of bullying. The Bedford Public Schools shall not tolerate bullying.

Definitions

"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:

- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying or cyber-bullying.

"Bullying a Class." By the Department of Elementary and Secondary Education's definition, if a teacher is accused of bullying his or her class, then the District must implement the same investigation procedures that it would use if, as the law states, an allegation is made that an individual has been targeted.

"Retaliation" is any form of intimidation, reprisal or harassment by a current student or former student under the age of 21 directed against a person in response to an action that person has taken or knowledge that person has.

Prohibitions

Bullying is prohibited:

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

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Bedford Public 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 disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students who believe that they are a victim of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report

incidents to a member of the school staff. The victim shall not, however, be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

Any member of a school staff shall immediately report any instance of bullying the staff member witnessed or became aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a report, shall promptly contact the parents or guardians of a student who has been the alleged victim or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-Bullying Report Form which may include interviewing the alleged victim, alleged perpetrator, staff members, students and/or witnesses.

Staff shall assess an alleged victim's needs for protection and respond as needed to restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within a timely manner. The parents or guardians shall be contacted upon completion of the investigation and informed of the results. The report provided to parents or guardians shall include whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. The Principal or his/her designee shall contact the parents or guardians as to the status of the investigation.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Victim Assistance

The Bedford Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both victims and perpetrators, affected by bullying, as necessary.

Training and Assessment

Training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for K-12 students.

Communication with Other School Districts

If an incident of bullying or retaliation involves students from more than one school district, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, the school district or school informed of the bullying or retaliation shall contact law enforcement.

Special Education

Whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Bedford Public Schools

website.

REFERENCES: MA Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFERENCES: Title VII, Section 703 Civil Rights Act of 1964 as amended
Federal Regulation 74696 issued by EEO Commission
Title IX of the Education Amendments of 1972
[603 CMR 26.00](#)
M.G.L. [71:37O](#)
M.G.L. [265:43, 43A](#)
M.G.L. [268:13B](#)
M.G.L. [269:14A](#)
MGL c.[71, 370](#) as amended by Sections 72-74 of Chapter 38 of the
Acts of 2013

CROSS REFERENCES: [AC](#), Nondiscrimination
[ACAB](#), Sexual Harassment
[JBA](#), Student-to-Student Harassment
[JICFA](#), Prohibition of Hazing
[JK](#), Student Discipline Regulations

Approved: October 12, 2010

Revised: November 12, 2010

Approved & Revised: October 22, 2013

Approved & Revised: June 6, 2017

File JH: Student Attendance

Every pupil, who is not present in the schoolroom at the appointed time for the opening session of school, shall be marked tardy unless the pupil can demonstrate that he/she was engaged with a member of the educational staff at, or just prior to, the appointed time.

In every case of absence or tardiness by the pupil, the school shall require a reason, verbal or written, to be made by the parent or guardian. No pupil shall be dismissed from school before the close of the session, except 1) in case of illness, 2) other emergency, or 3) by request of his/her parent or guardian, made in person or in writing. All cases of dismissal shall be recorded. Pupils may not leave the building until the person receiving the pupil has been properly identified in person or by telephone if the call is verified.

Legal Ref.: M.G.L. [76:1](#); [76:16A](#); [76:2](#); [76:3](#); [76.4](#)

Bedford Public Schools – approved June 15, 2004; Revised: May 8, 2012

File EEAJ: Motor Vehicle Idling on School Grounds File

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving

safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term “school grounds” shall mean in, on or within 100 feet of the real property (building footprint) of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Bedford Public Schools has determined that alternative locations block traffic, impair student safety or are not cost effective.

Legal References: M.G.L. C. 90, § 16B AND 540 CMR 27.00
M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

File JB: Equal Educational Opportunities File

It is the policy of the Bedford Public Schools not to discriminate on the basis of sex, race, religion, color, disability, sexual orientation and national origin in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971.

Inquiries regarding compliance with Title IX may be directed to the Office of the Superintendent, the Department of Education or to the Director of the Office for Civil Rights, Boston, Massachusetts.

LEGAL REFS.: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375 Title IX, Education Amendments of 1972 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971) Board of Education Chapter 622

Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78

Bedford Public Schools - approved June 15, 2004

File JICC: Student Conduct on School Buses File

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on the school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Bedford Public Schools –approved June 15, 2004

Appendix : McKinney Vento Act

(Bedford's Homeless Liaison is Dr. Tricia Clifford, Assistant Superintendent of Schools)

The McKinney Vento Act requires homeless student liaisons to provide public notice of the education rights of homeless students disseminated in places where homeless students receive services under the McKinney Vento Act. 42 U.S.C. & 11432(g)(6).

- The National Center for Homeless Students (funded by the Department of Education) has created posters (in black and white or color, in English or in Spanish, for parents or for students) that can be ordered on their website: <http://www.serve.org/nche/Products.htm>

Appendix: Procedures for Disciplining Students with Special Needs

All students are expected to meet the requirements for behavior as set forth in the student handbook. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to the discipline of special needs students.

1. The Principal or Assistant Principal will notify the Director of Special Education in writing of the suspendable offense of a special needs student and a record will be kept of such notices in the Pupil Personnel Services office.

2. When it is known, or is probable, that the suspension(s) of a special needs student will accumulate to ten days in a school year, the Principal shall consult with the Director of Special Education, (781.275.7588). The Principal (Team Chairperson) will convene the team to review the student's IEP to determine if the student's misconduct is related to his/her special needs; if the IEP is appropriate; or if the IEP has been fully implemented.

A. If the TEAM determines that any of those three conditions apply, the suspension cannot occur. Instead the TEAM will take immediate steps to ensure that either the IEP is fully implemented or will modify the IEP to reflect a new program designed to meet the student's needs. Any modification to the IEP must be agreed upon by the student's parents before it can be implemented.

B. If the TEAM concludes that the student's misconduct was not related to the student's special need, and that the IEP was appropriate to meet the student's needs, and that the IEP had been fully implemented, then the student may be suspended, provided that an amendment to the IEP is developed to describe the manner in which the student will continue to receive his/her special education program during the period of suspension

3. If a special needs student is found in possession of a weapon or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school or at a school

function, the student may be placed in an interim alternative educational setting for the same amount of time that a student without special needs would be subjected to discipline, but for not more than 45 days, without parental consent.

4. If the suspension will result in an exclusion of more than 10 days in a school year, immediate written notification of the suspension and request for approval of the alternative plan must be made to the Division of Special Education, with a copy to the student's parents. A copy of the alternative plan must be included, and the request for approval must be completed by the Principal (Team Chairperson) and forwarded to the Department of Education by the Director of Special Education.

Although all students are expected to meet the requirements for behavior as set forth in this handbook, the Federal and state laws governing the provision of special education services requires that additional provisions must be made for those students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Education Plan (IEP). Those additional requirements are described in #3.

Appendix: Second to Third Grade Transition

Suggestions Developed by Davis & Lane School Advisory Councils

1. What transition activities currently exist for second grade students?
 - Second graders visit Lane typically in June.
 - Second graders meet a third grade buddy during their visit.
 - Second and third grade buddies tour the school, have a snack and play on the playground during their visit.
2. What additional transition activities exist among faculty?
 - Special educators from the Lane School attend students' IEP TEAM meetings in the spring.
 - The guidance counselors communicate information across the two schools.
 - The reading specialists share information across the two buildings.
 - Sarah Dorer, the gifted and talented coordinator and math coordinator, assists in placement and programming.
 - Information, including K-2 literacy and math folders, 504 plans, Intervention Plans and IEPs, and cumulative files are sent to Lane School.
3. What can parents/guardians do to support the transition to Lane School?
 - Talk to your child about the transition. Reassure him/her that he/she will do well!
 - Model confidence and demonstrate enthusiasm.
 - Take your child to Lane School's playground over the summer.
 - Help your child develop a plan to meet friends for recess or lunch time.
 - Discuss strategies for making new friends (i.e. don't judge others, take an interest in others' hobbies, try new things, ask questions to get to know others).
 - Contact the school if your child is showing signs of anxiety.
4. How will students' school experiences be different in third grade?
 - As students get older they gain more independence and personal responsibility. Students will be asked to write their homework each night in a homework assignment notebook that is provided by Lane School and pack all of their materials each day.
 - Students will be expected to complete approximately 30 minutes of homework in third grade in addition to reading each evening.
 - In third grade students typically transition from "learning to read" in second grade to "reading to learn" in third grade. This implies students are reading to learn more about facts and information in the areas of math, social studies and science.
5. How are students assessed in third grade?
 - Students receive report cards three times a year.
 - Students receive number grades on their first and second report cards and letter grades on their third report card.
 - Students take the MCAS, or the state assessment, for the first time in the spring. Students are tested in third grade in the areas of reading and math.
6. What specials are offered in third grade?
 - Physical education two times a week
 - Library once a week
 - Art once a week
 - Music once a week

- Foreign language three times a week (French or Spanish)

7. What does the start of the day look like?

- The official start of the school day is 8:22.
- Many more students choose to walk to school or ride their bikes than they do at Davis School.
- Students have a mid morning snack.

8. What is lunch like at Lane?

- Lunch lasts for 20 minutes each day. It is followed by a 25 minute recess.

9. What does dismissal look like for students?

- Many more students walk or ride their bikes to and from Lane School than they do at Davis.
- Walkers and bus riders are dismissed at 2:46.
- There are no formal sign out procedures for walkers or bike riders.
- Buses are called down by grade level.
- Students line up by bus number in their classroom, in the gym or cafeteria.
- Teachers walk the students down when the buses are called.
- Parents/guardians must still send home notes when dismissal plans have changed.

10. How are classes formed at Lane School?

- Second grade teachers place students in positive learning groups in the spring.
- Teachers strive to create balanced classrooms (i.e. there are equal numbers of boys and girls, learning needs etc. in each room) and positive academic and social groups.
- Specific supports are built into certain classrooms. These supports depend on individual students and group needs.
- Some classrooms have a second adult in the classroom depending on identified students' needs.
-

11. What events occur at third grade for parents/guardians and students?

- Second grade parents/guardians are invited to a parent/guardian morning or evening in June with Mr. Ackerman.
- Students receive a letter in the summer from their classroom teacher.
- Students are able to visit the classroom over the summer if they make an appointment with Mr. Ackerman. Classrooms are open toward the end of August for a visitation; however, teachers may or may not be present during this time (see summer parent letter for additional information).
- Parents/guardians are invited to a Back to School Night in September. This is an opportunity to meet the teacher and learn about classroom and school procedures and the curriculum.
- Parents/guardians are invited to volunteer for grade 3 lunch support.

12. What security measures are in place at Lane?

- All doors are locked at all times.
- To gain access to the building, visitors must ring the buzzer near the front door.
- All visitors are required to sign in at the office.
- All volunteers are required to complete a CORI form, or a criminal background check, prior to working with students.

13. How does Lane foster a school environment of respect?

- Classroom, grade level, and school-wide meetings are held to foster community.

Appendix: District Curriculum Accommodation Plan

What is a District Curriculum Accommodation Plan? Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process for determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools. Massachusetts General Laws, Chapter 71, Section 38Q1/2

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

The BEDFORD Public Schools DCAP has four main objectives:

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners
- To increase, through the DCAP’s articulation, support services and instructional delivery options available within general education settings
- To recommend instructional interventions for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development, and coaching Bedford Public Schools believe and expect that all students can learn. The following statements represent this belief system:
 - Students have different rates and styles of learning
 - Students are diverse in their cognitive, physical, linguistic, social and emotional development
 - Students differ in their ability to work and study independently
 - At various times, students experience different reactions and responses to curriculum and instructional task demands
 - Students require different amounts of supervision and instruction.

It is with these statements in mind that this DCAP was designed. It provides an accounting of resources and accommodations available to students and classroom teachers. The DCAP provides a process that each school follows in order to support struggling learners. All staff may provide individual accommodations to students on an as-needed basis and specific to the content of the situation. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs. Please note: “The law requires that no instructional

support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education team to consider when determining if the student is eligible for special education.” (Excerpted from “Is Special Education the Right Service? A Technical Assistance Guide”, MA DOE, March 2001)

[Link to District Curriculum Accommodation Plan](#)

Appendix: Davis School Harassment Reporting/Investigating Procedures

The Bedford Public Schools are committed to maintaining a school environment free of harassment based on gender. Sexual harassment by administrators, certified support personnel, students, vendors and other individuals in the school environment is prohibited.

Sexual, racial or religious harassment occurs between students and adults whenever any hurtful verbal or physical communication occurs that the victim is powerless to stop. Some specific behaviors that will not be tolerated are:

1. Unwanted racial, sexual or religious comments.
2. Spreading racial, sexual or religious gossip.
3. Unwanted physical contact of a racial, sexual or religious nature.
4. "Bullying" which is verbal or physical threats intended to intimidate another person.
5. Name calling.

If a student is a victim of one of these behaviors, he/she or his/her parent or guardian should talk to an adult in the school as soon as possible (refer to the Grievance Procedures). Begin with the person closest to the problem. For example, if harassment occurs in the classroom, talk to the teacher. If it occurs during an after school activity, speak to the faculty advisor or the coach. You cannot solve this problem alone. The adult will communicate your concerns to an administrator. He/she will have a meeting with the student, and the other student, and if you wish, the adult you reported to and/or your counselor as soon as possible. The purpose of this meeting will be to determine if harassment has occurred. Often such discussions can resolve the misunderstanding that caused the incident. If the incident is more serious or becomes a pattern of behavior, more serious action may be taken, such as an apology, counseling, detention or suspension. Each incident will be handled individually with as much confidentiality as possible.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature when:

- Submission is made either explicitly or implicitly a term or condition of an individual's employment or educational benefits; or
- Submission to, or rejection of, such conduct by an individual is used as the basis for an employment decision affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working/educational environment.
- The range of behaviors include, but are not limited to, unsolicited remarks, gestures, display or circulation of written materials or pictures, or writing placed on school property, which are derogatory to a gender; learning; spreading sexual gossip; unwelcome physical contact (e.g., pinching or patting; and pressure for sexual activity).

Harassment by a Student—Complaint Made by Students or Staff Involving Harassment by a Student

Upon receiving a complaint, the complaint manager shall confer with the Complainant to gain an understanding and statement of the alleged facts. If it is determined that such facts would constitute sexual harassment as defined above, the complaint officer shall take appropriate steps to investigate and/or resolve the complaint. Such steps may include, but are not limited to those listed below:

1. Meet with the person charged (such person is hereinafter referred to as “Respondent”) to obtain a response to the complaint;
2. Conduct interviews of possible witnesses to the alleged events;
3. Report the matter to local police if criminal activity is involved. See Mass. General Laws, c.265,43, which prohibits stalking;
4. Subject to the requirements of due process, take disciplinary action against Respondent, including without limitation, a letter of reprimand or warning or a suspension of one to ten days;
5. Refer Respondent to the Principal or Superintendent for further disciplinary action.

Harassment by a Staff Member—Complaints Made by Student or Staff Involving Harassment by a Staff Member

Upon receiving a complaint, the principal or assistant principal shall confer with the Complainant to gain an understanding and statement of the alleged facts. As appropriate, the principal or assistant principal may take steps 1-5 above. In addition, the principal / assistant principal or his / her designee shall report suspected child abuse to the Department of Social Services as required by Mass. Gen. Laws, c.119, 51A and shall take, as appropriate, the steps necessary for disciplinary action against the staff member pursuant to the applicable collective bargaining agreement and state and federal law. Persons who engage in sexual harassment may be subject to discipline, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by school administration and/or School Committee.

GRIEVANCE PROCEDURES FOR HARASSMENT AND / OR DISCRIMINATION COMPLAINTS

I. WHERE TO FILE A COMPLAINT:

Any student or employee who believes that The Davis School has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the principal. If the principal is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with Assistant Superintendent of the Bedford Public Schools. These individuals are listed below and are hereinafter referred to as “Grievance Administrators.”

Principal, Davis School 781-275-6804 ext.0
Assistant Superintendent, Bedford Public Schools – 781-275-7588

- COMPLAINTS OF HARASSMENT BY PEERS: In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with a complaint manager (hereinafter referred to as "Building Complaint Manager"). The names of the Building Complaint Manager(s) are listed below:

Principal, Davis School,
781-275-6804

Assistant Principal, Davis School
781-275-6804

Counselor/School Psychologist, Davis School
781-275-6804

- COMPLAINTS OF DISCRIMINATION BASED UPON DISABILITY: A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs to is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 28, and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education's *Parents' Rights Brochure* rather than this Grievance Procedure. A copy of the brochure is available from the following individual:

Assistant Superintendent
781-275-7588

DAVIS SCHOOL GRIEVANCE PROCEDURES

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

II. CONTENTS OF COMPLAINTS AND TIMELINES FOR FILING

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator or any person of the grievant's choosing may assist the grievant with filing the complaint. The written complaint must include the following information:

- The name and school (or address and telephone number if not a student or employee) of the grievant.
- The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
- The name of the person(s) alleged to have caused the discrimination or harassment (respondent).

- A description, in as much detail as possible, of the alleged discrimination or harassment. The date(s) of the alleged discrimination or harassment.
- The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
- A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

III. INVESTIGATION AND RESOLUTION OF THE COMPLAINT

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom she/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated at the Davis School involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment.) Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievances/respondents and witnesses will be maintained, to the extent consistent with the Davis School’s obligations relating to investigation of complaints and the due process rights of individuals affected. Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

IV. APPEALS

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Superintendent, as follows:

Superintendent
781-275-7588
Bedford Public Schools
97 McMahon Road
Bedford, MA 01730

The Superintendent will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

A grievant may file a complaint with the U.S. Department of Education, Office for Civil Rights, JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617)223-9662, TTY (617)223-9695 as follows:

1. within 180 calendar days of alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of the Bedford Public School's final disposition on a complaint filed through the Bedford Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals or,
4. instead of filing a complaint within the Bedford Public Schools.

RETALIATION

Respondent and his/her associates are prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Acts of retaliation may result in disciplinary action, including, but not limited to suspension and or recommendation to the Superintendent for further disciplinary action.

Appendix D Internet Publishing Policy For Students Grades K-5

The Bedford Public Schools embrace the use of technology to promote 21st century learning skills. During the school year, students will be engaged in various technology projects that may include publishing on the Internet for the purpose of communication and collaboration.

We need your permission to publish your child's work, image or first name and last initial. This would include postings in school publications such as school newsletters or school websites. Student addresses and/or phone numbers will not be published on the Internet at any time. You will have the following choices for permission at no cost to the district:

1. Full Permission

- You agree to allow your child's work to be posted on the Internet including his or her image and first name and last initial.

OR

2. Partial Permission

- **No Images:** You agree to allow your child's work to be posted on the Internet but do not allow his or her image to be posted.

AND/OR

- **No Name:** You agree to allow your child's work to be posted on the Internet but do not allow his or her name to be posted.

OR

3. No Permission

- You do not agree to allow your child's work to be posted on the Internet.

Further, we authorize the use of his or her images and/or work for an indefinite length of time or until a written request to remove such material is made to the Superintendent.

We understand that our permission waives any liability to the Bedford Public Schools for displaying his or her images and/or work, and we agree not to bring any claims against the Bedford Public Schools or those associated with them for, or on account of, such display.

Please fill out the Parent Consent Form which indicates your preferences. Be sure to discuss these choices with your child so he or she is aware of your decision while completing school assignments that involve students posting on the Internet.

Revised Form 4/2009

Appendix : C.O.R.I. Requirements

It shall be the policy of the Bedford Public Schools to obtain all available Criminal Offender Record Information (C.O.R.I.) from the Criminal History Systems Board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I. data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall require a new form annually to obtain all available Criminal Offender Record Information from the criminal history systems board on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education C.O.R.I. Law Advisory dated February 17, 2003, “‘Direct and unmonitored contact with children’ means contact with a child when no other C.O.R.I. cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available C.O.R.I. data from the criminal history systems board. In the event that a current employee has questions concerning the signing of the request form, he/she may meet with the Principal or Superintendent; however, failure to sign the C.O.R.I. request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

C.O.R.I. is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. C.O.R.I. may be shared with the individual to whom it pertains, upon his or her request, and in the event of an inaccurate report the individual should contact the criminal history systems board.

Access to C.O.R.I material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, C.O.R.I material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law, reserves the exclusive right concerning any employment decision made pursuant to Chapter 385 of the Acts of 2002. The employer may consider the following factors when reviewing C.O.R.I.: the type and nature of the offense; the date of the offense and whether the individual has been subsequently arrested, as well as any other factors the employer deems relevant. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on C.O.R.I. checks will be made consistent with this policy and any applicable law or regulations.

If a criminal record is received from the Criminal History Systems Board (CHSB), the Superintendent will closely compare the record provided by CHSB with the information on the C.O.R.I. request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

If the district is inclined to make an adverse decision based on the results of the C.O.R.I. check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the district's C.O.R.I. policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the C.O.R.I. record.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides school related transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records (see attachment) which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests, criminal court appearances or convictions. An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all the legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

As soon as possible after the district obtains the certification from the criminal history systems board to receive C.O.R.I. data, the Superintendent shall obtain such data for any person then providing volunteer service, as a condition of continued service.

LEGAL REF: M.G.L.71:38R, 151B, 276, §.100A, St.2002, c.385

MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003)

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

CROSS REF: File: ADDA-R

C.O.R.I. Requirements

File: ADDA-E

C.O.R.I. Requirements

Appendix : Protection of Pupil Rights Amendments

The Bedford Public Schools adheres to the Protection of Pupil Rights Amendment (PPRA),^{2/a} a federal law that affords parents and eligible students (those who have reached the age of 18) certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. An overview of these rights follows:

A. Consent to federally funded surveys concerning “protected information.” Schools must obtain written consent of the parent or eligible student prior to requiring the student to participate in a survey that is funded in whole or in part by a program of the United States Department of Education (USDOE) if the survey concerns one or more of the following protected areas of information

(“protected information survey”):

1. Political affiliations or beliefs of the student or student’s parent
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or

B. Opt out of certain surveys and exams even if not federally funded. Parents and eligible students must receive notice of any of the following activities and have the right to opt out of them.

1. Any protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;^{3/}
3. Activities involving collection, disclosure, or use of personal information/ obtained from students for the purposes of marketing or selling or otherwise distributing the information to others.^{5/}

^{3/} Mass. Gen. Laws §71, §57 requires schools to conduct physical examinations [of students] “to ascertain

defects in sight or hearing, postural or other physical defects tending to prevent his receiving the full benefits of his school work and to ascertain physical defects of the feet which might unfavorably influence the child’s health or physical efficiency.”

^{4/} Personal information is defined as individually identifiable information including a student or parent’s first

55

C. Inspect certain materials. Upon request, parents and eligible students have the right to inspect the following before the school district administers or uses them:

1. Protected information surveys of students;
2. Surveys created by a third party.
3. Instruments used to collect personal information from students for any of the above

marketing, sales, or other distribution purposes; and
4. Instructional materials/ used as part of the educational curriculum.

D. Receive notification of the district's policies on the PPRA. After consultation with parents, the

Bedford Public Schools has adopted the following policies to implement the PPRA:

Notice of Rights: The Superintendent will arrange for direct notice to parents and eligible students of this policy at the beginning of each school year, either through the U.S. Mail or e-mail, and will provide updates within a reasonable time period after any substantive changes. The Superintendent may also include notice of this policy along with other routine legal notices in one or more local newspapers.

Notice of Activities: The Superintendent will arrange for direct notice to parents/eligible students at least annually at the beginning of the school year of the activities or surveys identified in the PPRA that the Bedford Public Schools anticipates conducting. The Superintendent will provide parents/eligible students with consent forms or the opportunity to opt a child out of activities, if applicable.

Inspection of Materials: Parents or eligible students who wish to exercise their right to inspect surveys and instructional materials as identified in the PPRA may do so by sending written notice to the [Superintendent of Schools or the School Principal]. The [Superintendent/Principal] will respond to requests within ten calendar days. Opportunity for inspection of applicable materials will be provided at the school or district administrative offices.

Protections of Student Privacy: The Superintendent will ensure that procedures are in place to protect student privacy in the administration of protected information surveys and in the collection, disclosure or use of personal information for marketing, selling or other distribution purposes.

Parents or eligible students who believe their rights under the PPRA have been violated may file a complaint within the district by contacting the Superintendent of Schools. Complaints may also be filed with: and last name; home address; telephone number; or social security number. 20 USC §1232h (c)(6)(E).

5/ The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following: college or other postsecondary education recruitment, or military recruitment; book clubs, magazines, and programs providing access to low-cost literacy products; curriculum and instructional materials used by elementary schools and secondary schools; tests and assessments used by elementary schools and secondary schools to provide formative, evaluative, diagnostic, clinical, aptitude, or achievement information about student; the sale by students of products or services to raise funds for school-related or educational-related activities; student recognition programs.

6/ The term “instructional materials” is defined as instructional material that is provided to the student, regardless of format, including printed or representational materials, audio visual materials (such as materials accessible through the internet.) The term does not include academic tests or academic assessments. USC §1232h(c)(6)(A).

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-4605 RB\POLICY\N-POLICY-PPA-03-08-12

Federal Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting their building principal.

- (a) The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H (“Section 37H”) law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal.
- (b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- (c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Bedford Public Schools and who need access to a record in order to fulfill their duties. The Bedford Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by federal law, the Bedford Public Schools routinely releases the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the High School Principal. Absent receipt of a written objection for the parent or eligible student by October 1st (initial notification sent September 2005), this information will be released without further notice or consent.

- (d) The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.