



LT. JOB LANE SCHOOL

2019-2020

STUDENT & PARENT HANDBOOK

Principal – Rob Ackerman
Asst.Principal – Keith Kinney

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This handbook has been prepared to provide you with useful information pertinent to the operation of the Lt. Job Lane Elementary School. Policies governing school operations are established by Massachusetts state law and by the Bedford School Committee. School Committee policies can be accessed on the school website: www.bedfordps.org or by contacting the Superintendent's office at 781-275-7588.

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Lt. Job Lane Elementary School

Lt. Job Lane, for whom our school is named, was a member of Bedford's colonial militia. He was severely wounded in the battle at Merriam's Corner in Concord on April 19, 1775.

The Lane family lived in the area from the early 1700's. The old saltbox homestead, located at 295 North Road, was built by the Lane's about 1720.² One room of the house served as a schoolroom.

It was purchased by the Town of Bedford in 1973 and has been restored as a living museum of rural farm life.

Lane School Core Values

1. Students will initiate and actively participate in their own learning.
2. Students will respect diversity and act with dignity.
3. Students will develop independence, self-reliance, responsibility, and social awareness of themselves and the world.
4. Students will think critically, take risks and solve problems.

DAILY LIFE AT SCHOOL:

STUDENT DROP OFF/ PICK UP

Before School Drop Off

Lane School drop off starts no earlier than 8:10. If you need childcare prior to Lane Schools drop off time you can arrange for your child to attend the Morning Sports Program through the Bedford Recreation Department. This pay service can be arranged by calling the Bedford Recreation Department at 781-275-1392 or by visiting their website [awww.bedfordma.gov/recreation](http://www.bedfordma.gov/recreation)

Parents should drop off students by taking their first left into the Lane School parking lot. A traffic pattern has been established in which cars should enter the parking lot and drop off their child along the curb. Cars should then follow the circle around the parked cars when exiting the lot (this is not the bus loop circle). Students should be dropped off in the designated area and students should exit the side of the car near the walkway. **Students should not be dropped off in the bus loop between 8:10 – 8:25 AM.**

After School Pick Up

Afternoon pick up has been designed to be a process that enables us to keep traffic congestion to a minimum. Our ultimate goal is for the safety of our students. There are a few options for pick up.

- **Park-** Find a legal parking space. Walk to the front lobby or stand on the walkway where you child can see you.
- **Bus loop and Receiving Dock Pickup-** All students with the last name that fall between A- L will pick up your child in the bus loop. All students with the last name that falls between M-Z will be pick up in the new receiving dock loop. (See below)

Bus Loop Pick-up: Students will be exiting the building via the main building entrance. Cars can start lining up around the bus loop, single file, prior to 2:36(Mon, Tues, Thurs, and Friday) and prior to 1:07 on Wednesdays. At no time should a car be left unattended. Our dismissal process will start at 2:36 PM and last until 2:46 PM on (Mon, Tues, Thurs, and Friday) and from 1:07-1:25 on Wednesday. Upon dismissal; students will locate their vehicle with the support from Lane Staff and then proceed to their car via the curbside of the walkway. ***Students should never walk around the front or the back of the car to load the vehicle on the driveway side.*** Once your child has loaded, you are free to drive away. Please make every attempt to move forward as cars leave the loop so that more vehicles can fit.

Receiving Dock Pick-up: (Same as above) with the following guidelines. Students will be exiting the building via the receiving doors. These are the doors at the end of the cafeteria hallway. Cars will enter the main driveway. The first left on the school property. Cars will start lining up at the designated spot, which will be identified near the dumpsters. Please do not stop in the crosswalk for any reason.

Please note, that after 2:55 the buses generally are arriving. At this time we will close the bus loop for parent pick up and we will redirect you to enter the parking lot portion of the driveway (the first left when you enter the school- the M-Z pick up area). The Bedford Police Department requires that you find a legal parking spot if you are going to leave your vehicle for any reason. You are permitted at this point to wait along the curb for your child as long as you stay in or with your vehicle. Please note, both occupied and unoccupied vehicles are prohibited from being on the crosswalk.

Art

Bedford students in grades 3-5 enjoy weekly forty five-minute sessions with a specialist in teaching art. Many varieties of studio art and art appreciation are included in the art program. Through team planning by Lane School Staff, the arts and the academic curriculum are well integrated, which gives greater meaning to student work in both areas. The Arts in the Bedford Schools receive strong support from the Enrichment Committee of the B.E.S.T./ P.T.O. and from a community organization called Art Link.

Asbestos Hazard Emergency Response Act

In compliance with the U. S. Environmental Protection Agency (EPA), and the Asbestos Hazard Emergency Response Act (AHERA), school buildings are inspected for asbestos every three years. The Bedford Facilities Department has conducted these inspections since 1989. As a result of the Lane construction project that was completed in February, 2001, all asbestos has been removed from the school building.

The results of the inspections and records of asbestos removal are available at the Bedford Facilities Department. The phone number is 781-275-5290.

Attendance

School attendance is regulated by Massachusetts General Law, Chapter 76, which outlines the requirements for student attendance, the parent'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. Lane School's attendance policy supports this belief.

Attendance at school is expected on every school day, unless extreme emergency, personal illness or unusual weather. Written or oral reasons for absence are required from parent or guardian after each absence. Schools will be open and in session, and only in extreme weather will Alert One calls be made of no school sessions. Parents are expected to exercise their own discretion in stormy weather.

Pupils shall attend schools in the system and in accordance with system guidelines as approved by the committee, unless an emergency or physician's certificate makes an adjustment necessary.

Absence/Tardiness/Dismissal Procedures and Policies

Classification of Tardiness

Every pupil, who is not present in the schoolroom at the appointed time for 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.

Absence/Tardiness

Regular attendance is important to learning. However, when a child is not well the place to be is home for the good of himself/herself and his/her classmates. PLEASE NOTIFY THE SCHOOL BY 8:17 AM THE MORNING OF EACH DAY THE CHILD IS ABSENT or will be tardy. An answering machine will be in place before school hours for your convenience. When school personnel are not notified by the designated time, and a child does not arrive at school on time, school personnel will make every effort to contact a parent or guardian using the following procedure.

1. An automated phone call will be placed to your home phone number with the following message to the contacts we have on file. Text (if provided) and email will be sent
2. If we do not hear back from you by 9:15 a phone call will be placed to your alternative numbers, which must be provided to the Lane Elementary School

- office.
3. If we still don't hear back from you by 9:30 a request may be made to our school resource officers to visit your home to perform a wellness check.

Dismissal

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. 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 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. We request that you do not dismiss your child after 2:30 whenever possible to avoid interruption with our dismissal process.

Principals shall be responsible for determining eligibility requirements for participation in extra- curricular 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; 76:3; 76:4

CLASSIFICATIONS OF ABSENCES AND LATE ARRIVALS

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 absences of Chapter 76, section 1 of the Massachusetts General Laws.

Reported Absence*: For an absence to be classified as "reported", a parent must call the automated attendance line on the morning of the absence or the student must present a note from a parent upon his or her return to school. A reported absence **does count** toward the allotted 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 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 the age of 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.

* Notes from parents regarding absences, dismissals, or late arrivals are for explanation purposes only. An administrator will make the final determination as to whether the absence or dismissal is exempt, reported or unreported (truant).

Consecutive Absences

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

After 60 consecutive absences, an automatic referral to Special Education will be made. In the event that a student with an 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 suit the needs of the student.

THESE POLICIES HAVE BEEN INITIATED TO ENSURE THE SAFETY OF YOUR CHILD

The following are procedures regarding school attendance:

1. A student is marked absent who does not attend school.
2. The Department of Education requires us to do the following:
 - A) Record students who arrive at school after 11:00 AM as both tardy and absent.
 - B) Record students who are dismissed prior to 11:00 AM as both dismissed and absent.
 - C) Record students who do not attend school on any day for any reason as absent.
 - D) Record students who arrive to school prior to 11:00 AM as tardy only.
 - E) Record students who are dismissed after 11:00 AM as dismissed only.

* The time of 11:00 AM applies to Lane School because it is approximately half of our school day. As is our custom, all attendance information is recorded on the report card.
3. A student should not be dismissed from school before the close of the session, except in case of illness or other emergency. A student may not leave the school building until the person receiving the student has reported to the school office and has been properly identified by a school official. Telephone calls for dismissal may be verified.
4. An excuse, in writing, or a phone call, is required from the parent or guardian in every case of an absence, dismissal or tardiness. (See Absence/Tardiness/Dismissal Procedures and Policies)
5. We strongly discourage families from taking vacations other than the regularly scheduled school vacations and holidays. Introduction to new materials occurs daily; therefore, any absence will affect your child's progress. Learning of new material presented during this absence will be the responsibility of the student and parent. These days are not excused days. School missed because of extended vacations that exceed 30 or more days will result in the withdrawal of the student from the Bedford Public Schools
6. Should your child arrive at school after the start of the school day, if at all possible, the parent should accompany the student into the school office where he/she is required to sign in. The attendance record will be adjusted and the child may then proceed to class upon receiving a late pass from the main office secretaries.
7. Any time parents or guardians are going away; please notify the school office with the dates of your absence and the name of the person who will be staying with your child. If your child will be staying at someone else's home, please leave that address and telephone number with the school secretary.
8. Whenever possible, appointments (doctor, dentist, etc.) should be made outside of school hours. In addition, after school activities/lessons (scouting, skating, etc.) should be planned so as to avoid early dismissals.

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- 9. If a student has a combination of 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 combination of seven (7) unexcused 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 a student's attendance, the following actions may be taken by the Supervisor of Attendance and/ or School Resource Officer

- a CRA (Child Requiring Assistance) 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

Back to School Nights

Early in the fall, the Elementary Schools in Bedford host "Back to School Nights." The purpose of these special evenings is to share grade level curriculum and classroom expectations with parents. The dates and times are listed in Appendix D.

B.E.S.T. and Parent Involvement

Parent involvement in the schools is encouraged through a variety of opportunities and organizations in Bedford. One such organization is "Bedford Elementary Schools Together", or B.E.S.T. Parents with children at Davis and/or Lane School, (Bedford's two elementary schools), comprise the basic membership of B.E.S.T., although school administrators and teachers also attend meetings.

B.E.S.T. promotes the value of teamwork in our elementary schools through regular meetings, a parent newsletter, school, and family-related activities, coordinating volunteers and fund-raising. Every family is invited to participate in any and all of B.E.S.T.'s activities to the maximum extent possible. With a common effort toward educational goals, we know students will continue to thrive in Bedford's Public Schools.

Bicycles

Students are allowed to ride bicycles to school. There are bike racks located at the front of the building. All students who ride bicycles should wear appropriate safety equipment. Additionally, students are strongly urged to lock their bikes to the rack

Bullying

The Lane School expects that all members of the school community will treat each other in a civil manner and with respect for differences. It is our belief that students have a right to a safe learning environment.

Definition of bullying

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of

- a written, verbal, or electronic expression or a physical act or gesture or any combination
- thereof, directed at a target that:
- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or
- her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target 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. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, or guardians, or other individuals who are not school or district staff members, maybe 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.

Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. 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://www.bedfordps.org/lane-elementary/about-lane/pages/bullyingcyber-bullying>),

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

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Investigation

The principal or designee will investigate promptly 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

1. 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 curricula;
- 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 pro-social 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.

2. 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.

3. 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.

Bedford Public Schools Alleged Bullying Reporting Form

Name of Reporter/Person Filing out this report: _____

Check whether you are a:

Student Staff member Parent Administrator Other (specify):
(specify role)

"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:

Provide specific information about the alleged actions (use another page if needed)

Do the alleged actions constitute any of the below? (Check all that apply):

- cause physical or emotional harm to the alleged target or damage to the alleged target's property;
- place the alleged target in reasonable fear of harm to him/herself, or of damage to his/her property;
- create a hostile environment at school for the alleged target;
- infringe on the rights of the alleged target at school;
- materially and substantially disrupt the education process or the orderly operation of a school.
- For the purposes of this section, bullying shall include cyber-bullying.

Bullying MUST include ALL of the following criteria:

- Actions are deliberate
- Actions have happened repeatedly

Name of Alleged Targeted Student: _____ **Name of Alleged Aggressor:** _____

The Alleged Aggressor is:

Student of Bedford Schools Staff of Bedford Schools Other (Specify) _____

Date(s) of Incident(s): _____ **Time When Incident(s) Occurred:** _____

Location of Incident(s) (Be as specific as possible): _____

Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other

_____ Student Staff Other

Name: _____ Student Staff Other

Name: _____

Administrative Use Only

Does this require further investigation? YES NO

Reason(s):

Parent Notification: YES NO Date: _____

**LT. JOB LANE ELEMENTARY SCHOOLBULLYING
PREVENTION AND INTERVENTION
INCIDENT REPORTING FORM**

Name of Reporter/Person Filing the Report _____
Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report

Check whether you are the: _____ Target of the behavior _____ Reporter (not the target)

Check whether you are a: _____ Student _____ Staff Member (specify role) _____
_____ Parent _____ Administrator _____ Other _____
(specify) _____

Your contact information/telephone number: _____

Information about the incident:

Name of Target (of behavior) _____ Name of
Aggressor (Person who engaged in behavior) _____ Date(s) of
Incident(s): _____ Time
when incident(s) occurred: _____
Location of Incident(s): (Be as specific as possible) _____

Witnesses (List people who saw the incident or have information about it): Name _____

_____	Student	-
_____	Staff	Other Name _____
_____	Student	-
_____	Staff	Other Name _____
_____	Student	-
_____	Staff	Other

Describe the details of the incident (including the names of the people involved, what occurred, and what each person did and said, including specific words used). **Please use additional space on back if necessary.**

FOR ADMINISTRATIVE USE ONLY

Signature of Person Filing this Report _____ Date _____

(Note: Reports may be filed anonymously)

Form Given to: _____ Position _____ Date _____

Signature _____ Date Received _____

II INVESTIGATION

Investigator(s) _____

Position(s) _____ Interviews:

_____ Interviewed aggressor Name _____ Date _____

_____ Interview target Name _____ Date _____

_____ Interviewed witnesses Name _____ Date _____

_____ Name _____ Date _____

Any prior documented incidents by the aggressor _____yes _____no

If yes, have incidents involved target or target group previously? _____no

_____No

_____y

es Any previous incidents of BULLYING, RETALIATION? _____

_____y

es

Summary of Investigation:
(Please use additional paper and attach to this document as needed)

III CONCLUSIONS FROM THE INVESTIGATION

Finding of bullying or retaliation: _____Yes _____No

_____ Bullying _____ Incident Documented as _____

_____ Discipline Referral Only _____

Retaliati

on

Contacts

:

_____ Target's parent/guardian Date: _____

_____ Aggressor's parent/guardian Date: _____

_____ District Equity Coordinator(DEC) Date: _____

_____ Law Enforcement Date: _____

Action taken: _____

Describe Safety Plan _____

Follow-up with target scheduled for _____

Initial and date when completed _____ Follow-up with aggressor scheduled for _____

Initial and date when completed _____

Report forwarded to Principal on _____

Report forwarded to Superintendent
 on _____ (If principal was not investigator)

Signature and Title: _____ Date: _____

Lt. Job Lane Elementary School



Robert Ackerman, Principal
Keith Kinney, Assistant Principal

TEL: 781-275-7606
FAX: 781-275-4722

May 2

“Time to Think” Form

Student Name:	
Classroom Teacher:	
Date:	

Dear Parents/Guardians:

Your child has been referred to the office for behavior concerns. Listed below are the behaviors that your child has engaged in that led to this “Time to Think” form coming home (reverse side of this paper). Please have your child fill out the “Time to Think” form and return it to his/her teacher. Please note that a student and parent signature is required at the bottom of the page.

Behavior #1

- Disrespectful Behavior
 - Refusal to follow directions or rules
 - Making hurtful comments about or to others
- Disruptive Behavior
 - Interfering with teacher instruction and/or student learning
 - Running in the hallway/goofing off in the classroom, cafeteria, or on the playground
- Detrimental Behavior
 - Deception or manipulation of facts
 - Inappropriate comments and/or gestures

Additional Information:

Behavior #2

- Disrespectful Behavior
 - Refusal to follow directions or rules
 - Making hurtful comments about or to others
- Disruptive Behavior
 - Interfering with teacher instruction and/or student learning
 - Running in the hallway/goofing off in the classroom, cafeteria, or on the playground
- Detrimental Behavior
 - Deception or manipulation of facts
 - Inappropriate comments and/or gestures

Additional Information:

This form indicates that your child has needed more than one reminder of what is appropriate behavior here at Lane School. Should further reminders be needed, your child will fall into the red category of our behavior rubric and therefore receive further consequences. Please feel free to contact the school should you have any questions.

(Student Signature)

(Parent Signature)

(Date)

I was not respectful,
responsible, or ready when I:

My behavior affected others when I:

Next time I will:



Time To Think



Buses

Assignment of Buses and Bus Routes and Riding the Bus

Bus route numbers and pick up and drop off locations are assigned and communicated by the school district in mid to late summer through the *Bedford Minuteman* newspaper as well as the district and schools' respective websites. Each student whose address allows him to ride a school bus to and from school is expected to only ride on the bus to which he has been assigned.

Our highest priority is for students to be safe while riding the school bus. All students are expected to be respectful of other students as well as the bus driver. In case of misconduct on a bus, the driver will report the incident to the school principal. The principal will report the incident to the child's parents. In the case of injury, the parents or guardian of the injured child will be notified. The repercussions for misconduct on the school bus is as follows:

First Offense – Warning

Second Offense – One
day off the bus

Third
Offense – One week
off the bus

Fourth Offense – Remainder of the school year

Any serious offense that threatens the safety of any bus passengers or driver will be treated with whatever extraordinary measures are deemed appropriate by the school principal including immediate suspension from the bus.

Loading and Unloading at Bus Stop:

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only. Riders will be

dropped off at the designated stop regardless of whether a parent/guardian is at the stop.

3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

What if my child doesn't get off the bus?

Call the school at 781-275-7606. We will check to see if your child is in an after school activity. Additionally, we will call Bedford Charter (781-275-9524). The bus company has radio contact with all bus drivers.

Changes to Bus Routes:

When students fail to ride the appropriate bus it can cause overcrowding and delays in pick up and drop off times. Should there be an extenuating circumstance such as when a student needs to be supervised by another family member after school or in which a student has an appointment somewhere in Bedford after school, the student should bring a note from a parent to the office before school that includes a description of the circumstance, a phone number where the parent can be reached for confirmation and a phone number of the party who will receive the student after school. **Such notes will be subject to the approval of school administration.**

- A school-sponsored activity (e.g. Bedford Creativity)
 - An activity sponsored by the Town's Recreation Program (e.g. "Kid's Club")
 - Emergency and/or temporary daycare arrangements
2. Children who wish to alter their regular route and/or mode of transportation home must bring a signed note from home requesting and specifying the change.

Any questions or requests regarding your child's transportation can be directed to Director of Finance (781-275-7708) at the Office of the Superintendent.

Cafeteria

One daily lunch/recess period is scheduled for each of the three grades at the Lane School. The times are as follows:

Grade 3 – Pod A	Lunch – 11:25-11:45 WEDS. – 11:30-11:50	Recess – 11:45-12:15 WEDS. – 11:50-12:20
Grade 3 – Pod B	Recess – 11:45-12:15 WEDS. – 11:50-12:20	Lunch – 12:15-12:35 Weds. – 12:20-12:40
Grade 4 – Pods A & B	Lunch – 11:00-11:20	Recess – 11:20-11:45
Grade 5 – Pods A & B	Recess – 12:15-12:40 WEDS. – 12:20-12:45	Lunch – 12:40-1:00 WEDS. – 12:45-1:05

At least twenty minutes is allowed for students to purchase food or drink in the cafeteria and eat. Lunchtime is designed to be a social and relaxing time away from the classroom, but students are required to be cognizant of the needs of others when using voices, lining up and when claiming a seat.

Cell Phones

Students may bring cell phones to school but they **MUST** be kept in their backpacks during the school day. If a student needs to contact home, they should see their teacher/administrator to receive permission to use the phone in the classroom or office. Conversely, if a parent needs to speak with a

student, the parent should call the school office. All cell phones **MUST** be off while in school in the student's backpack. Any student using a cell phone while school is in session will have their cell phone confiscated by administration. A first offense will lead to a warning and the administrator will return the phone to the student at the end of the day. Second and subsequent offenses will result in the phone being returned only to the parent and/or further disciplinary actions.

Computer Education

The Lane School computer lab can accommodate an entire classroom of students for hands-on training or work related to their classroom studies. Students in grades 3-5 become familiar with hardware, software, file management, and the Lane School network as they engage in projects from various curriculum areas.

Our computer curriculum guidelines specify that, along with basic **mechanics** of computer use, students will practice the **ethics** of computer use, such as respecting someone else's work. Students use computers to find information, to organize data and solve problems for better understanding, and to communicate with others.

The computer teacher and teaching assistant are joined by classroom teachers in presenting technology as a tool for learning, personal expression and productive work. Each classroom has one or more computers, networked to the lab so that work begun in one location may be continued in the other. (A copy of the Acceptable Use Policy is found in the policies section of this handbook).

Conferences

Most teachers will review and explain your child's Report Cards at the conference. You may also view the work your child has done to merit the grades earned and learn what progress and achievements are anticipated for your child during the next term. Parents are encouraged to ask how they can help at home and to share any information, which could interfere with a child's progress or feelings of success. Many parents find it helpful to confer with their child and write down *their* questions and comments before meeting with the teacher.

If an issue needs immediate attention, or cannot wait for the next scheduled conference, please call ahead for an appointment or send a note to your child's teacher. Attitude and achievement work together in young students. When you see a change in either at home, the same is likely to be noted at school. Teachers want every child to be an eager and confident learner. Working as a partnership, with responsibility shared between home and school, maximizes the success each student, parent and teacher will experience.

Curriculum

The courses of instruction for grades 3-5 in Bedford include reading, spelling, writing, penmanship, technology, math, science, social studies, art, music, physical education and health.

The curriculum is a topic of much interest to teachers and to parents. People want to know what Bedford students are learning and how useful their learning is, now and in the future. Such judgments are usually based on a review of the curriculum. Copies of the Curriculum Guides for each subject, according to grade level, are available to parents through the Principal's Office. Grade specific learning expectations can be found on the district website. (www.bedfordps.org)

The Lane School Curriculum is being continually revised as we read the current research, study local test results and become more familiar with National Standards and with the Massachusetts Curriculum Frameworks. Classroom teachers hold the same high expectations for all students at each grade level. The grade level curriculum provides learning outcomes, or goals, but each student must be challenged to meet or exceed those goals within the context of his or her learning style and ability.

Discipline Code

The creation of a school and classroom atmosphere that promotes the development of the learner's ability to control his/her own behavior is recognized as a goal of school personnel. Appropriate school behavior is dependent on respect for self and others. Parent-school cooperation is held essential to this process. Disciplinary action may be required in order to maintain an environment conducive to effective learning.

In regulating student behavior, school personnel will be fair, consistent and judicious in the administration of consequences.

When disciplinary action is necessary the student(s) will be provided fair consequences when their behavior is disruptive, disrespectful, or detrimental to the learning process and when conduct is dangerous and could cause injury to self, to another person or to school property.

Reasonable and prudent force or restraint for the purpose of maintaining order and safeguarding the physical well-being of children and adults within the school may be used as required by teachers and administrators.

It is recognized that there are extenuating circumstances, which relate to a particular behavior problem. Such circumstances may indicate that a specific incident should be dealt with in a more severe or less severe way than the typical situation. Students on Individualized Educational Plans (IEP's) will be dealt with according to the specifications of their plans and the Section 28 laws and regulations. The policy statement includes a degree of administrative discretion as is in the best interest of an individual student. See Appendix R for Discipline and Students with Disabilities.

Disrespectful, Disruptive or Detrimental Behaviors

Every member of the Lane School community is expected to demonstrate appropriate behaviors that allow for undisruptive learning time. However, part of the learning process includes children learning from their mistakes. The school has also developed a rubric that describes inappropriate school behaviors that are Disrespectful, Disruptive, and/or Detrimental to the student or to others ("Triple D Behaviors"). The consequences and definitions for these "Triple D Behaviors" as well as the means to rectify these behaviors are outlined below and can also be found in the appendix Q of this handbook.

A *disrespectful behavior* is one that is intentional and is made in direct noncompliance with a direction or rule. Disrespectful behavior also includes, but is not limited to, making hurtful comments about or to others (e.g. rumor spreading).

A *disruptive* behavior is one that interferes with teacher instruction and/or student learning, such as loudly drumming on a desk or calling out several times during an activity, both in and out of the classroom. These behaviors can also include, but are not limited to, running in the hallway or goofing around in the classroom, cafeteria, or on the playground.

A *detrimental* behavior is one that can cause emotional turmoil to those that it is directed at or involves. These behaviors can include, but are not limited to, purposeful deception

or manipulation of facts (e.g. lying) and inappropriate comments and/or gestures (e.g. swearing).

Disrespectful, Disruptive or Detrimental Behavioral Consequences **(See appendix Q for more information)**

- “**Time to Think**” forms are provided to a student upon multiple behavioral infractions that have gone beyond a teacher’s classroom management tolerance. This form is designed to help a student reflect as to why a particular behavior was disrespectful, disruptive or detrimental to themselves or to others. Students are also required to reflect as to how their behavior impacted themselves or other members of the school community. Lastly, the student will reflect on how they will change their current behavior.
(Please see page 11 for an example of the Lane School “Time to Think Form”)
- **After School Office Sessions** are Tuesday’s and Thursday’s from 2:45 to 3:15 with parent permission.

Dangerous Behavior (Automatic Red Card Behavior)

A behavior that possess an immediate or potential threat to the person engaging in the behavior and or to other student, staff or school visitors.

Dangerous Behavioral Consequences

Suspensions:

If a student is suspended, he or she may make-up any work missed. To earn credit for work missed while suspended to home, students must follow the following make-up schedule:

- a. 1-2 Day Suspension to home: Students must obtain assignments by calling the main office prior to noon on the day of assignment pick up. All assignments must be turned in the day the student returns to school.
- b. Suspensions to home for 3 days or more: Assignments will be collected and available in the main office to be picked up by a parent. The office must be notified prior to noon on the day of assignment pick up. All assignments must be turned in the day the student returns to school
- c. When a student is suspended, his or her parent(s) or guardian will be notified, and the student will be provided with:
- d. an oral or written notice of the charges
- e. an explanation of evidence the opportunity to present his/her side of the story to the school administrator unless the student’s behavior presents an immediate threat to school officials, other students, or him/herself, or clearly endangers the school environment. In this case, the hearing may be delayed for a reasonable period of time. A parent conference will be required to readmit a student to school following suspension. Days missed because of

suspension do not count toward student absences. During the suspension period he/she is ineligible from attending or participating in any school activities, or activities sponsored by the school district; including those taking place outside of school hours or on other school campuses or fields.

Positive Behavior Recognition:

Lane School also believes in recognition of appropriate school behaviors that are Respectful, Responsible, and Ready, as well as positive consequences for those behaviors (e.g. Lane Pride Cards, class rewards, etc.). Students will be recognized in various ways for engaging in behaviors that are respectful, responsible and ready (see “Rules” section 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.

Possession of a Dangerous Weapon:

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 94C, 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, 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/her discretion, decide to suspend rather than expel a student who has been determined by the principal to violate either paragraph A or B above.

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 expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at the 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. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

Massachusetts General Laws Chapter 71, Section 37H

Student 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 any member of the school community. In addition, this policy addresses the needs of those students whose verbal comments, written statements, gestures, or physical acts indicate that they 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. A written report of the behavior must be prepared by the staff member by the close of the school day.
2. The administrator meets with the student to investigate the report.
3. The parent or guardian is contacted (students who are 18 years of age may act independently of the parent or guardian).
4. The Bedford Police are contacted.
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.

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

Dress Code

Although there is no formal dress code, all adults and children should wear clothing that is sensible for an educational setting.

- Short-shorts, halter tops, cut-off tee-shirts and clothing with offensive language or decoration and clothing that promotes/advertises alcohol, tobacco, or drugs are *not* appropriate
- Clothing, shoes or accessories that could cause a child to trip or cause injury to self or others are *not* appropriate.
- Hats and/or hoods are **not** to be worn inside the building.

Educational Records

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 with 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 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.

Access Procedures for 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:
 - 1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, OR
 - 2. The parent has been denied visitation or has been ordered to supervised visitation, OR
 - 3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- b. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually. The initial request must include the following:
 - 1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, AND
 - 2. An affidavit from the non-custodial parent that said court order or judgment remains in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's

custody.

c. The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

d. Upon receipt of the request (initial and annual) 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 the address and telephone number of the student and 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.

The student's 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 may arrange for an examination of this information through the principal's office. 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 under 18 years of age. There are two notable exceptions:

- **DIRECTORY INFORMATION:** A student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.
- **RECRUITING INFORMATION for the ARMED FORCES and POST SECONDARY EDUCATIONAL INSTITUTIONS:** Upon request from military recruiters and/or representatives of post-secondary educational institutions the Bedford Public Schools will provide the name, address and telephone listing for all secondary Students.

If an eligible student and/or parent does not want DIRECTORY

INFORMATION or RECRUITING INFORMATION released, they

must so notify the principal of

the student's school in writing otherwise said information will be released.

Electronics (video games) will not be permitted to be outside of the students backpack during school hours. School hours are defined as hours between the times when the students are released in the morning from the buses to the time that they load the buses in the afternoon. Electronics will not be permitted to be taken out during bus dismissal for any reason. This includes any devices used for gaming and/or reading, picture taking, and/or videotaping. Any student using an electronic device,

without permission from school staff, while school is in session will have their electronic device confiscated by administration. A first offense will lead to a warning and the administrator will return the electronic device to the student at the end of the day. Second and subsequent offenses will result in the electronic device being returned only to a parent and/or further disciplinary actions.

Fire Drills and Lockdowns

Fire drills and lockdowns are conducted periodically to promote a foundational understanding of what to do in case of an emergency.

Fire Drills: Are practices to ensure the safe and orderly exit of students in case of fire. When the alarm sounds, students file out of the building in a quiet and orderly manner and face the building. Teachers take a count of students present and wait for further instructions, i.e. the all-clear signals. If a fire drill occurs during lunch or recess times, teachers will immediately join their students.

Lock Downs: A school wide plan has been developed and varies depending on the location of the building.

Field Trips

Field trips are planned as an extension of the curriculum. Due to budget constraints, parents may be asked to assist with admission costs, bus fees and chaperoning and/or driving. No child, however, will be denied the opportunity to attend due to a parent's inability to volunteer time or money. An ill child should stay home and will be discouraged from participating in a field trip, as there is usually no medical person available to assist the teacher. In case of an unexpected delay, the field trip coordinator will contact the school office. All updated information will be dispensed through the Lane School office.

Foreign Language

Third graders have the opportunity to study French or Spanish. Fourth and fifth graders will continue their study of language, which was begun when they were in the third grade. All foreign language classes meet for twenty-five minutes, three times a week.

Typically, lessons will include: simple dialogues, songs, dance, music, visuals, large group discussions, art presentations, written activities and vocabulary games.

Gifted and Talented Program

The primary goal of the Gifted and Talented Program of the Bedford Elementary Schools is to provide enrichment and learning opportunities that encourage and develop the creative potential of all learners.

At the Lane School, the program will continue to identify and provide services to children who are "highly academically gifted." The services may include individualized learning contracts and various enrichment and learning activities in the form of small group classes, independent study and/or mentorships. A professional committee, who weigh both subjective and objective information for each individual, identifies students.

The Gifted and Talented program also promotes enriched academic experiences for all students. The teacher of the Gifted and Talented program is available part-time at both Davis and Lane Schools to work with students and teachers and to consult with parents. Teaching strategies that are challenging, innovative and meaningful, which have been

successfully implemented in the Gifted and Talented

program, are being shared across classrooms to motivate and enrich instruction for all students.

Harassment

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

Sexual harassment includes unwelcome sexual advances, requests for sexual favors and other physical or verbal conduct of a sexual nature. Anyone who has been sexually harassed shall file a complaint with the principal. It is the responsibility of the complaint officer to promptly investigate claims of sexual harassment and determine their validity using an informal process. The complaint officer will maintain the confidentiality of the parties to the extent consistent with the school's obligations under state and federal law. (A copy of the Guidelines for Responding to Complaints of Harassment and/or Discrimination is found in Appendix M).

Sexual Harassment

Health Policies

A nurse is in attendance at each school for the majority of the school day. If you have any questions concerning the following, please call the Lane School Nurse on her direct line at

781-275-7623.

Upon entrance to the school system, and in **Grades 3, 6 and 9**, State Law requires students to have a thorough **physical examination**. This is best done by your family physician. The student must be immunized against diphtheria, tetanus, hepatitis whooping cough, polio, measles, mumps, rubella, and chicken pox (or a history of the disease). Forms for the physician's report of the physical examination can be obtained from the nurse.

We hope that no one gets sick or hurt at school, but once in a while, it happens. It is important for a parent to consider such a possibility, so the school will know what number to call. Keeping your child's **Emergency Card, up-to-date** is of critical importance in delivering appropriate and efficient care to your child.

When children show any signs of **illness**, such as sore throat, fever, rash, coughing, runny nose and/or sores on the skin or scalp, it is advisable to keep them home. As illness and contagious conditions spread quickly in a school environment, and the school clinic is very busy, the nurse cannot provide day treatment for sick and/or contagious children. If a child becomes ill or injured at school, parents will be contacted and asked to find suitable care for the child to rest and recover. Students are not sent home unless an adult is at home or at the designated alternate emergency location.

Medications will be administered only when prescribed by a physician and only after the parent has contacted the school nurse who will explain the policy and procedures to be used. Parents are advised not to send any medication, including aspirin, Tylenol, inhalers and cough syrup to school with a child.

Medical conditions such as allergies, hearing loss, vision impairment, orthopedic problems or any emotional or social adjustment problems which might need special consideration should be reported to the nurse and/or to the school counselor. In order to facilitate school adjustments, the nurse and the school counselor work closely together.

Either the nurse or the counselor may be contacted if a child will be out of school for a prolonged absence and can help you decide if home tutoring is a suitable alternative.

Annual screenings

The Massachusetts Department of Public health requires all public school systems in the Commonwealth to provide postural screenings to all students in grades 5-9. These grades cover the years in which adolescents experience most rapid growth, and in which signs of curvature most often appear. If minor postural concerns are found, the student will be re- checked by the nurse practitioner every six months or as needed to detect changes. You will be notified to contact your physician if further evaluation is necessary.

Vision and hearing screening is conducted annually in grades k-8 and Grade 10. Parents will be notified of any deviations from normal that should be checked by a physician.

Massachusetts's schools have taken heights and weights of students each year since the 1950's. The Massachusetts Department of Public Health has made amendments to improve the annual height and weight screening protocols to include the calculation of a Body Mass Index (BMI) and percentile for grades 1,4,7, and 10, beginning in the fall of 2010.

Each child's height and weight will be used to calculate their BMI. The results will be kept confidential in each student's school health record. BMI is a "weight for height for age" index that can be a useful tool in early identification of possible health risk factors among children and youth. Please feel free to contact your school nurse with any questions you may have about the BMI screening. Additional information about children's wellness and fitness is available upon request or you may access the state's resources at www.mass.gov/massinmotion/.

COMMUNICABLE DISEASES

Communicable diseases that should be reported to the health office:

- Fifth's disease
- German Measles
- Hepatitis
- Impetigo
- Infectious Mononucleosis
- Measles
- Meningitis
- Mumps
- Pertussis (Whooping Cough)
- Ring Worm
- Scabies
- Streptococcal infection

Homework Policy

The purpose of homework is to review content, practice skills independently and to apply what has been learned in class. Homework conveys the message that education extends beyond the school day and serves as a regular, vital communication link between home and school.

Each grade at the Lane School has adopted a specific homework assignment book which is given to students at the beginning of the school year, (or whenever a student enrolls at Lane.) If a student loses the initial assignment book he or she is given, a replacement fee will be charged for a second copy. Students are also responsible for writing down the correct assignments, asking for clarification from their teacher(s) and bringing home all materials and texts for completing homework on time. Parents are encouraged to establish a regular routine for homework, review nightly assignments and sign, or comment in the assignment book.

The guidelines below indicate how much time teachers expect students at each grade to spend on homework. Any student who finishes assignments too quickly can benefit from additional editing, reading for pleasure, practicing basic math facts or spelling words and/or working on long-term assignments. Any student who struggles to complete homework within the expected time, should talk to their parents, who may wish to contact the classroom teacher and/or school counselor. Study skills may need to be reinforced or modifications made in the assignments.

Gr. 3: 30 minutes of homework; 3 or 4 nights a week

Gr. 4: 30-40 minutes of homework; 3 or 4

nights a week Gr. 5: 60 minutes of homework; 4 nights a week

Students need to include long-term assignments in the above times.

We strongly urge parents to encourage their children to practice basic math facts and do independent reading each night for a total of 20-30 minutes beyond the suggested homework time.

HOMELESS STUDENTS (MCKINNEY VENTO ACT)

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 liaison for the Bedford Public Schools is Mrs. Laurie Venuti, who can be reached in the Superintendent's Office.

IMMUNIZATION INFORMATION

It is a Massachusetts State Law that your child's immunization record is up-to-date prior to entering school.

Lane School Requirements Checklist:

___ **3 Doses of Hepatitis B**

___ **≥ 3 Doses of IVP (Polio)**

___ **≥ 4 Doses DTAP/DPT (Diphtheria, Tetanus, and Pertussis) or ≥3 Doses of Td**

___ **2 Doses of MMR (Measles, Mumps, and Rubella)**

___ **2 Dose of Varicella or physician-certified history that your child has had chicken pox**

___ **A Physical Exam done within one year of entrance to Lane School**

Please be sure that all of the above requirements are submitted to the

Lane School Nurse's office prior to your child's starting school.

Insurance

Parents may purchase a group-rate insurance to cover accidents, which occur during school hours, and they have the option to purchase 24-hour coverage. The insurance is designed to be in addition to basic medical coverage. The forms and information can be found on our web site, and need to be returned by the end of September. There is no obligation to purchase the insurance offered through the school district.

Kids Club

The Kids Club is a “before and after school” Program that is organized and operated by the Town's Recreation Department. Many third, fourth and fifth grade students remain at Lane School after dismissal for Kids Club and then are transported to the Kid's Club building at 5:00 PM if they are not picked up at Lane School before that. For more information, please call 275-5427.

Library and Media Services

The Lane School Library offers a variety of materials and resources for our students and staff. Print books, audio books, magazines, and electronic databases are available for students, and staff members. Our reference section includes both print and non-print materials. The OPAC (Online Public Access Catalog) is accessible at school and home to search our holdings. We also maintain a close relationship with the Minuteman Library System, which further extends our capacity to provide a rich and diverse inventory. Our Library is staffed by a licensed, professional Library Teacher, a full-time aide, and a large number of parent volunteers. This paid and volunteer assistance enables the school Library to be open each school day for scheduled classes, individual browsing, and research, and ensures adult availability to assist students with research or book selection. Bedford students in grades 3-5 enjoy weekly 45 minute sessions with a specialist in teaching library skills. The circulation system is automated. Books are borrowed for a two-week period, and may be renewed at the discretion of the staff. No fines are incurred for overdue materials, but lost or damaged books are expected to be replaced. Each classroom is scheduled for a weekly visit to the Library. Independent reading for enjoyment is strongly encouraged. Newbery, Caldecott, Coretta Scott King, and other literary awards are explored. As enrichment, book swaps, book donation programs, book clubs and contests (Brain Strains) occur on a regular basis. The Library strives to assist the Lane School students and staff to become effective users of information and ideas *and* lifelong learners.

9-4-08 LJC

Lost and Found

All clothing left in non-classroom storage areas is placed on an open rack in the lobby adjacent to the gym. Parents, as well as students, are encouraged to check the Lost and Found rack periodically. It is also very helpful to have all outer clothing and lunch boxes labeled with indelible ink. To maintain a healthy environment in our school, found lunch boxes are thrown away if unclaimed for five or more days.

Jewelry, keys and money are turned in to the Office.

Students are strongly discouraged from bringing any toys from home to school. Such items can interfere with classroom learning or cause problems at recess. Please be aware that the school does not accept responsibility for any loss or damage to personal

belongings.

Lunch Program

The Bedford Public School Lunch Program offers quality meals to students daily and follows guidelines as outlined in the USDA's National School Lunch Program. A school lunch consists of a meat or meat/alternative, fruit, vegetable, grain (or bread) and milk. A menu is available monthly on the school and district website, information includes main lunch and alternatives to the meat or meat/alternative as well as pricing.

A School Lunch Newsletter can be found online which has information about the Allergy Committee and other pertinent school lunch information. The cost of a lunch for the 2019-2020 school year will be \$2.70.

Free and reduced price meals are available for those who qualify. Applications are sent home with each student on the first day of school, or you may call the school office at [781-275-7606](tel:781-275-7606) for an application anytime. A separate application does not need to be submitted for each child one application is fine for one household. Please submit your application as soon as possible to enable qualified students to receive benefits.

On September 22, 2016 a new POS or point of sale system was put in place in the cafeteria. This system known as Nutrikids is already in place at the Davis Elementary School. The present cash registers will be replaced with this computerized system in order to process cash or prepaid lunch transactions.

Students will be given a PIN number to access their account at the cashier. This PIN number will remain with the student as long as they are in the Bedford Public Schools. If a student forgets their PIN number the cashier can look up a student's name in order to process a student's lunch transaction. Any student with a prepaid balance from the beginning of the year will carry this balance forward with the new system. This system will accommodate prepayments made online through MySchoolBucks.com. If you do not have an account simply log on to MySchoolBucks.com and follow the tutorial to open an account. You will need your student's ID number for a new account, if you do not know this number the school or food service office can help. Their number is 781-275-9129.

Music

Bedford students in grades 3-5 enjoy weekly 45-minute sessions with a specialist in teaching music. 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. Through team planning by Lane School Staff, the music program and the academic curriculum are well-integrated, which gives greater meaning to student work in both areas. 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 POMS, (Patrons of Music Students.).

Beginning in fourth grade, students may elect to learn to play a string instrument; in fifth grade, students may continue with strings and/or take woodwind or percussion instrument lessons. Small group instruction for elementary Band and Orchestra students is provided by trained specialists, who also work with instrumental students at the Middle School and High School in Bedford.

Please be aware that fourth and fifth grade instrument lessons take place during the regular school day. The scheduling affords all Lane School students the opportunity to learn to play an instrument. Students electing to participate in instrumental lessons will miss recess once a week and twenty minutes of the classroom instruction follows recess on that day. Before a student signs up for instrument lessons, he or she should understand the added responsibility of making up missed class work and the need for daily instrument practice at home.

Fifth graders may also choose to participate in a non-select Chorus. It is a full-year

commitment, which includes public performances and regular attendance at weekly rehearsals. Due to careful scheduling, choral members do not miss any classroom instruction. Chorus is held once a week.

Notes from Home

You will need a note if you

- have been absent from school;
- are late to school;
- need to be dismissed early from school;
- are going to a different destination than usual after school;
- are going to your usual destination, but a different way.

Notes from home should be clearly written and signed by a parent or legal guardian. Any student absent with a communicable disease may also be required to present a certificate of good health from a doctor or nurse practitioner. Students should deliver notes concerning attendance, tardiness and dismissal to their teacher, first thing in the morning. The teacher will send the notes to the office for approval.

These rules are for your safety and for your peace of mind. There are NO EXCEPTIONS!

No School Information

Parents are encouraged to check the Bedford Public Schools website at: www.bedfordps.org for no school information.

Radio and television stations cooperating with the schools in making no-school announcements, include the following 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.

Parents are urged to exercise their personal judgment concerning the wisdom of sending their children to school on stormy days when schools are open or may have a delayed opening.

Parents should have a pre-arranged place (near the child's regular bus stop) for their child to go to in the event of early dismissal in case the parent is not home at the time the child is released. The student should know what to do on early dismissal days without having to telephone his or her parent.

Special Education Parent Advisory Committee (SEPAC)

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, which 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.

Physical Education

Bedford students in grades 3, 4, and 5 have twice weekly 45-minute classes in physical education. Trained and certified specialists teach all physical education and health classes. Program needs require our physical education/health teachers to conduct classes in the gym and outside. As the decision on

location may be dependent on the weather or on other unpredictable events, it is best to plan to wear sneakers and loose clothing on every day your class has physical education scheduled.

Placement

Our goal in placing children is to create a safe and nurturing environment that promotes the social, emotional and academic development of the students. In order to ensure an appropriate placement, it is important to look at the whole child, both as an individual and as a member of his/her class. Factors that must be considered include matching learning style and teaching style, addressing the academic needs of the children in a heterogeneous setting and separating children who, for a variety of reasons, would not benefit from being placed in a class together.

Placements are made by the professional educators with the final decision made by the principal. The classroom teachers at your child's present grade level, special services (assistant principal, psychologist, learning disability teachers, reading specialist and the principal will meet, compile and discuss all the information we have about your child and make assignments. Your child's present teacher has a year's worth of current, rich information and insight concerning the conditions under which you child learns best. In making these important decisions, we want to consider all possible relevant information so that placement will be made which will ensure the greatest possible learning for each child. We consider parental input to be an important factor. **However, parents may not choose their child's teacher.**

Playground

There are large fields, playground equipment and several basketball hoops at the Lane School, which are open to the public when school is not in session. Classroom teachers will review the list of safety tips and playground rules during the first week of school and periodically throughout the year.

Project Adventure

All fifth grade classes at Lane School participate in Project Adventure activities. Project Adventure is designed to build cooperation and trust, and raise self-esteem as students rise to meet new personal and physical challenges.

No one is required to go beyond their level of skill, but all students are encouraged to fully participate and take advantage of the opportunity to learn about themselves and others.

Questions

If you have questions, please ask! There is much to learn in school and about schooling, so don't be shy about what you don't know. The school phone number is 781-275-7606.

Report Cards

Report Cards will be issued three times in the 2019-2020 school year:

- December 6
- March 6
- June 17 (or last day of school)

The Report Card indicates the progress each child is making in every subject area. If any information on the Report Card is unclear, parents should call the teacher for an appointment.

Retention of Students

Pupils shall be regularly promoted at the close of the school year. This promotion shall be made upon

the recommendation of the teacher and the principal. Promotion shall be based upon the record of work for the year, as recorded upon the report card. At any time during the year, a pupil may be transferred to other grades or groups depending upon the organization of the school concerned. This change may come through the recommendation of the teacher and the principal after careful evaluation of the child.

Process to be followed in considering retention:

Whenever a teacher determines that a risk of non-promotion exists, the counselor and principal will be notified. Chapter 28 regulations require that such notification occur by mid-year. A meeting will be held including the teacher(s), counselor, and appropriate specialist, and a determination will be made as to what testing, if any should be administered.

The classroom teacher will notify parents of a risk of non-promotion. The counselor will obtain parental permission for testing.

A meeting of all parties to the promotion/retention decision will be held and will make a recommendation to the principal who shall make the final decision for placement. The principal shall convey this recommendation to the parents in writing.

Factors to be considered in determining retention:

The central issue to be considered is whether promotion or retention will best serve the educational development of the child. In making this determination, these factors are significant:

- Age
- Physical size
- and
- development
- Social maturity
- Educational
- history
- Academic
- achievement
- Attitudes of the child, parents, and teachers

Rules

School-wide rules help us to cooperate so all can benefit from, and enjoy, the educational opportunities available at the Lt. Job Lane School. These rules are simple to help everyone remember and follow them. However, to have a complete understanding of our expectations, you should review *all* of the pertinent sections of this handbook. It is a good idea to discuss these sections at home and at school to be sure we have a common understanding and mutual goals. If we "treat others the way we want to be treated", we can create a caring community in which everyone can learn and feel safe. In a "Golden Rule" School, *everyone* is expected to:

Be kind to each other . Avoid the possibility of hurting others with unkind words or actions. Snow, sticks, acorns and rocks must stay on the ground.

Take care of our school . Pick up litter, whenever it

appears, and recycle paper to save our environment. Be careful if you have writing tools or dirty hands in school. Gum does not belong in school.

Be kind to yourself . Always let your teacher know when you leave the class. Learn to ask for help when you *need* it. Speak to an adult whenever you see someone doing something that is

dangerous or destructive.

Be Respectful. Use kind words. Help a friend. Work quietly. Avoid the possibility of hurting others with words or actions. Snow, sticks, acorns and rocks must stay on the ground.

Be Responsible. Follow school rules. Tell the truth. Focus on yourself and be prepared. Pick up litter, even if it's not yours, and recycle paper to save our environment. Be sure to wash your hands often, especially before eating. Be careful when you have a writing tool in your hands so as not to accidentally poke someone with it. Gum does not belong in school. Ask your teacher if you need to leave the class. Speak to an adult whenever you see someone doing something that is *dangerous or destructive.*

Be Ready . Follow directions. Pay attention and listen closely. Learn to ask for help when you *need it.* Remember to bring all of your learning materials to and from school each day.

School Council

School Councils are at the heart of the 1993 Massachusetts Education Reform Law that calls for collaboration and the involvement of all stakeholders, especially at the school site. Members of the Council are elected by one's peers (parents or teachers), or appointed (as in the case of community representatives). At Lane School, membership includes the Principal, Assistant Principal and two teachers, three parents and a community representative.

School Counseling Program

School Counseling is a service that is provided to all students. Sometimes the Counselor works with a whole class on generic issues; occasionally, a small group works together to address common problems; sometimes an individual seeks out the Counselor on a specific concern. Regardless of the setting or the issue, our Counselor is an advocate for children. She encourages parental inquiries regarding the social, emotional and academic needs of our students and welcomes any suggestions regarding counseling services for children.

Snacks

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. Candy and soda are not allowed to be consumed in the classroom. Please help your child differentiate between snack and lunch by packing them differently if you are sending both to school (Please see district Wellness Policy for more information).

Special Education Services

We are working hard to provide educational support to students with special needs within the regular classroom with their peers. 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 help, speech therapy and occupational therapy, provides a variety of special education services. The special education staff works in collaboration with individual classroom teachers, to coordinate curriculum objectives, introduce and monitor modifications and to identify alternative teaching strategies. When necessary, supportive 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 may also request guidance about special education from Jane DelGobbo, the Special Education program Admin. for our school.

Staff:

Ackerman, Robert	Principal
Aldoriso, Rachel	SAIL Teaching Assistant
Anderson, Brooke	SAIL Teaching Assistant
Andrus, Katie	Adjustment Counselor
Armstrong, Lynn	Reading
Baker, Jessica	Teaching Assistant
Briggs, Kate	Reading
Baratta, Amy	Grade 4
Cahill, Erin	Teaching Assistant
Carr, Carolyn	SPED
Chen, Liping	ELL Teacher
Colpoys, Allison	Grade 4
Coviello, Linda	Librarian
Creamer, Brianna	Orchestra – JGMS, BHS
Curran, Katie	SPED
Curro, Taryn	Grade 5
D'Alessandro, Hannah	SAIL

DelGobbo, Jane	SPED Program Administrator
Driscoll, Jessica	Grade 4
Elien, Noelle	Grade 4
Espejo, John	Grade 5
Fahy, Michael	Teaching Assistant
Falzone, Nicole	Foreign Language
Farnham, Colleen	School Psychologist
Fennell, Caitlin	Teaching Assistant
Ferguson, Audrey	Grade 3
Ferguson, Peter	Grade 4
Fratello, Gabrielle	SPED
French, Dave	Custodian
Grimes, Nicole	Grade 3
Guanci, Janet	Computer Aide
Hamel, Lauren	Teaching Assistant
Hamel-Webster, Ann	Reading
Hanafin, Megan	Grade 4
Hartwell, Amy	SPED
Haynes, Matthew	IT Specialist
Hazelton, Tricia	Food Service
Hemmis, Kristen	Building Sub
Hickey, Kathy	Food Service
Hickox, Danielle	Teaching Assistant
Ho, Venus	Library Educational Asst.
Jackson, Audrey	Student Achievement
Johnson, Kristen	Asst. Metco Director
Johnson, Mimi	Teaching Assistant

Kennedy, Linda	Custodian
Kinney, Keith	Assistant Principal
Lane, Julie	SPED
Larrabee, Elizabeth	OT
Lee, Edna	Grade 4
Leichtman, Ivy	Teaching Assistant
Lerra, Karen	Grade 5
Lerra, Kristen	Adjustment Counselor
Lopez, Bella	SAIL Teaching Assistant
Love, Jamie	Grade 4
Lua, Karen	Principal's Admin. Assistant
Luciano, Alexandra	SAIL Teaching Assistant
Main, Cheryl	Food Service
Marklis, Eric	Custodian
Martin, Sam	Custodian
Mason, Jessica	Grade 5
Mawhinney, Erin	SAIL Teaching Assistant
McKinney, Katie	Grade 5
McLernon, James	SPED
Meyer, Veronique	Foreign Language
Mickle, Jean	Teaching Assistant
Monahan, Susanne	SAIL Teaching Assistant
Nocera, Julina	Grade 5
Nolan, Jamie	Grade 3
O'Brien, Kathryn	Grade 3
O'Brien, LoriAnn	Grade 3
Orlovsky, Rachel	SAIL

O'Shea, Amy	ELL
O'Shea, Katie	Grade 3
O'Toole, Nicole	Band – JGMS, BHS
Pappalardo, Donna	Math
Perrotta, Kimberly	Teaching Assistant
Piccirillo, Meg	Teaching Assistant
Post, Erin	PE
Powell, Sharmis	Teaching Assistant
Powers, Carrie	ELL Director/Teacher
Pumphrey, Anne	Math Coordinator
Rego, Tiffany	Behaviorist
Ricci, Becky	Building Admin. Assistant
Salipante, Andrea	ELA Coordinator
Seaver, Katlyn	Grade 3
Shu, Stephanie	Grade 4
Simoneau, Marlana	SAIL Teaching Assistant
Singh, Molly	Gifted and Talented
Smith, Jessica	Guidance Counselor
Smith, Scott	PE
Stanley, Brittany	Grade 5
Stone, Susan	SPED
Thayer, Lauren	SPED
Turner, Tara	SAIL Teaching Assistant
Trant, Nadia	Speech/Language
Villarroel, Laura	ELL
Warren, Emily	Grade 3
Weaver, Jennie	Teaching Assistant

Webster, Kathy	School Nurse
Whittier, Meaghan	Educational Assistant
Wichterman, James	Grade 3
Wilkins, Holly	Food Service
Williams, Stacey	Grade 5
Wythe, Natan	Music
Yerova, Hailey	Art
Zavalick, Lenore	Grade 5

Testing Program

All elementary students are tested periodically by classroom teachers to determine appropriate group placement and to measure individual progress following certain units of instruction. Some of these tests may be of the pencil-and-paper type, and some may require the child to demonstrate his or her understanding through an oral presentation, dramatization, experimentation or record-keeping documentation. Parents may, or may not be notified when classroom progress is being assessed.

Standardized tests are given at specified grade levels to compare the results of the educational program in Bedford to what is achieved in other school districts across the state and nation. Parents will be notified before tests are administered.

Students may also be tested to determine eligibility for additional programs beyond the classroom routine. Supplemental instruction through Special Education Services requires specific testing results. Should your child be referred to this program, you will be asked for written permission before any formal test is given. (Teachers may observe and/or informally screen students without written permission.)

Parents will receive all individual testing results, which are made available to the school. If you do not receive the expected information, or cannot understand a test report of your child's progress, please call the School Office at 275-7606.

Telephone Numbers

Lt. Job Lane School (Main Office)	275-7606
Lt. Job Lane Nurse's Office	275-7623
Davis School (Main Office)	275-6804
Davis School Nurse's Office	275-1669
John Glenn Middle School	275-3201
John Glenn Middle School Nurse's Office	275-3165
Bedford High School	275-1700
Office of the Superintendent	275-7588
Director of Food Services	275-9129
Director of Special Education	275-5296
Bedford Charter Service (Bus)	275-9524
Bedford Police	275-1212

Tiered Instruction

The Massachusetts System of Tiered Instruction is “a data driven prevention, early detection, and support system with the aim of providing high-quality core educational experiences for all students and targeted interventions to struggling students who experience learning and/or behavioral challenges” (MADESE, Tiered Instructional Models 2010). Tiered Instruction (also called Response to Intervention, Targeted Instruction, or Multi-Tiered Instructional Model) is a collaborative, systematic, approach for identifying and addressing student needs; it maximizes the use of all resources and staff in the school. The focus is on a collaborative, flexible use of both financial and human services to meet the many and diverse needs of children. Each school determines the type, nature, range, and intensity of services, based on the level of need. The main components of a tiered instruction model are:

- Flexible tiers for instruction and interventions;
- High quality core curriculum and instruction implemented with fidelity;
- Research based/best practice academic interventions and assessment practices;
- Research based/best practice behavioral interventions and supports;
- Universal screening and progress monitoring; and
- Collaboration and communication between educators and parents.

A New Approach in Service Delivery:

In the last decade, a movement has developed across the United States that has resulted in students with learning and/or behavioral challenges being provided with more flexible and responsive services without having to rely solely on special education. In contrast to traditional service delivery, there are several key differences with the intervention approach:

- (1) Early intervention in the typical, general education learning environment is emphasized,
- (2) This system maximizes all staff’s expertise and services, and makes effective use of all existing resources,
- (3) The intent is to assess the student’s strengths and weaknesses based on their academic performance or behavior in the regular educational setting,
- (4) Interventions are delivered in this setting and are based on reliable and measurable information,
- (5) The student’s response to the intervention is directly and frequently monitored and charted, and
- (6) This system is intended to de-emphasize categories and labels while encouraging creativity, problem solving, and providing support to students in a timely manner.

The primary purpose of assessment in a tiered instruction system is to lead to effective interventions in the general education setting. In this context, eligibility for special education may be seen as an insufficient or unsuccessful response to repeated attempts at intervention in the general education setting. Additionally,

sometimes a student demonstrates that they are responsive to intensive intervention and can be successful in the general education. However, if

the needed level of intervention is so intense that it exceeds the level of resources in general education, then eligibility for special education needs to be considered.

Tiered Instruction-Potential Benefits:

One of the most commonly cited benefits of a tiered instruction approach is that it eliminates a “wait to fail” situation because students get help promptly within the general education setting. Secondly, a tiered instruction approach has the potential to reduce the number of students referred for special education services. Since a tiered instruction approach helps distinguish between those students whose achievement problems are due to a learning disability versus those students whose achievement problems are due to other issues such as lack of prior instruction or lack of mastery of prerequisite skills, referrals for special education evaluations are often reduced. Finally, parents and school teams alike find that the student progress monitoring techniques utilized in a tiered instruction approach provide more instructionally relevant information than traditional assessments.

Tiered Instruction Process:

When using a tiered instruction model, a school based team meets regularly to problem solve. The first step is to identify a problem using data. Next, additional information is collected on the problem and hypotheses are developed as to why that problem is occurring. Based on the hypothesized cause of the problem, an intervention plan is created and implemented. Progress is closely monitored through charted data in order to determine whether the plan is effective or not and whether changes in the plan are needed. This process typically emphasizes the use of functional and multidimensional assessment procedures to identify, analyze, and monitor progress, and places emphasis on alterable variables (e.g., the classroom environment, the instructional design) when intervening in a problem. Additionally, tiered instruction stresses both the use of research based interventions and/or other best practices and the importance of decision-making.

The Key Terms:

Response to Intervention (RTI) is an array of procedures that can be used to determine if and how students respond to specific changes in instruction. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions.

What I Need (WIN) is a built in academic time during which students will be provided remediation and/or enrichment support in academic areas to be determined

by the teacher. This WIN block is designed to follow a flexible grouping model to allow for changes in grouping based upon what each individual student needs.

Universal Screening

Is a step taken by school personnel early in the school year to determine which students are “at risk” for not meeting grade level standards? Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic screening test to all children in a given grade level. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions.

Student Progress Monitoring

A scientifically based practice that is used to frequently assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

Scientific, Research-Based Instruction refers to specific curriculum and educational interventions that have been proven to be effective –that is, the research has been reported in peer-reviewed journals.

Best Practices: Instructional practices that have proven effective based upon research and/or reflective practice and collaborative review.

Tiered Instruction and Special Education Eligibility:

IDEA 2004 offers greater flexibility to school teams by eliminating the requirement that students must exhibit a severe discrepancy between intellectual ability and achievement in order to be found eligible for special education and related services as a student with a learning disability. This increased flexibility has led to a growing interest in using research-based interventions as part of an alternative method to traditional ability/achievement discrepancy comparisons. IDEA 2004 addresses Response to Intervention procedures within several contexts.

Effective instruction and progress monitoring: For students to be considered for special education services based on a learning disability they first must have been provided with effective instruction and their progress measured through “data-based documentation of repeated assessments of achievement.” Furthermore, results of the student progress monitoring must be provided to the child’s parents.

Evaluation procedures: The law gives districts the option of using research based intervention procedures as part of the evaluation procedures for special education eligibility. Comprehensive assessment is still required under the reauthorized law, however. That means that schools still need to carefully examine all relevant aspects of a student’s performance and history before concluding that a disability does or does not exist. As before, schools must rule out learning problems that are primarily the result of factors such as poor vision, hearing, intellectual impairment, emotional disturbance, lack of appropriate instruction, or limited English proficiency.

Early Intervening Services: IDEA 2004 addresses the use of intervention procedures is by creating the option of using up to 15% of federal special education funds for “early intervening services” for students who have not been identified as needing special education, but who need additional academic and behavioral support to succeed in the general education setting. The types of

services that can be included are central to the tiered instruction process, and include professional development for teachers and school staff to enable them to deliver effective

academic and behavioral interventions, as well as educational evaluations, services, supports, and research based literacy instruction.

Next Steps in Implementing Tiered Instruction Approaches in the District:

There are many specific issues that must be addressed in order to effectively implement tiered instruction approaches. Schools must be prepared to offer a variety of proven instructional strategies; staff must be trained to measure student performance using methods that are sensitive to small increments of growth; parents must be kept informed of these new procedures and made partners in the process. Teams must also determine how they will define an “adequate” response to an intervention—how much progress over what period of time will be the benchmark to determine if an intervention is successful? While forthcoming federal regulations will offer guidance, the Massachusetts Department of Elementary and Secondary Education has begun to provide technical assistance to districts as they develop and implement their own tiered instruction models that are based on state regulations, resources and the needs of the district’s student population. The Bedford Public Schools is working on a multiyear action plan to implement targeted instruction. To date, each school has established a Response to Intervention Team to work with classroom teachers to help identify the underlying cause of a student’s academic or behavioral challenges and to provide a targeted intervention plan to address those challenges. Both central office and building level staff are working to build the district’s ability to provide multi-tiered instruction that include a range of instructional strategies, formative and summative assessments for progress monitoring, data collection and analysis, and the use of scientifically based research driven methodologies, matched to student needs. Bedford Public Schools’ goal is to develop a flexible system of instruction that provides both intervention and enhancement to all students regardless of category.

Vacations

We strongly discourage families from taking vacations other than the regularly scheduled school vacations and holidays. Classroom discussions and interaction often provide the main focus for learning and cannot be replicated through make-up assignments. The attendance of every child is extremely important to the validity of our testing results, as well. We urge parents not to plan family vacations during the State and local testing periods.

However, if missing school is unavoidable, parents should inform the principal *in writing* two weeks ahead of time. Make-up work cannot be provided in advance of a student’s departure as teachers do not generally plan or prepare class work more than a day ahead of their instruction. Upon return, students will be responsible for completing missing assignments within a period comparable to the number of school days absent. State and local test administration will depend on the standardized procedures of the testing authorities. **These are not exempt and days missed will count toward the students allotted absences.**

Valuables

Students should leave all I-pods, walkie-talkies, electronic games, etc. at home. At school, these items might be lost, broken, or abused.

Students are not permitted to sell any personal items at school such as candy, sports Cards, etc. - at any time.

Visitors

All visitors are welcome. We love to show off what we are learning and teaching. Please keep visits to any particular class or teacher short, however, to avoid disrupting the educational process. Student visitors must have the prior approval of the principal, and we request all others to ***please give teachers the courtesy of prior notice***. Upon arrival, all visitors must check in at the Office. **At all times visitors need to have a visitor's badge visible.**

Volunteers

The Lt. Job Lane School enjoys an active volunteer program. Guest readers, library helpers, garden enthusiasts are some typical roles for our regular volunteers. We also have many volunteers who are only able to share their talents once in a great while, or who can only work out of their own home at irregular hours. 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. Please note that all volunteers are required to complete a CORI form and include a copy of a photo ID. (See Appendix O of this handbook). CORI forms are available in all school offices.

Wednesday 3/4 Release Days

Dismissal on Wednesday will be at 1:07. Please be sure your child knows where to go when school is dismissed and has brought a note from home if a normal routine will be changed. The Bedford Recreation Department is offering several different programs to students for 3/4 Wednesday's. Please contact their office for more information at 781-275-1392.

Workshops

Full day workshops for staff development are scheduled 3 times per school year. Full release days are noted on the calendar to facilitate day care arrangements. The dates for the 2019-2020 school year are, November 5, January 17, and March 13.

Appendix B: RESIDENCY PROCEDURE

The Bedford Public School Committee has adopted a policy regarding the residency and admission of students. The staff is directed to ensure that all forms and regulations are fully executed and conforms to this policy (attached).

RESIDENCY (Legal Reference: M.G.L. Chapter 776, Section 5) In order to attend the Bedford Public Schools, a student must actually reside in Bedford, unless an exception as noted in the School Committee policy applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child's parent or legal guardian having physical custody of the child. A student's actual residence is considered to be the place where he or she lives permanently. In determining residency, Bedford Public Schools (BPS) retains the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Bedford renders the student ineligible to enroll in Bedford Public Schools or, if the student is already enrolled in the Bedford Public Schools, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18) who is aggrieved by a determination of residency, may appeal the determination to the Superintendent of Schools, whose decision shall be final.

VERIFICATION OF RESIDENCY

Before any student is enrolled in Bedford Public Schools, his or her parent or legal guardian must provide:

- A signed Statement/Affidavit of Occupancy or Residency
- Proof of Residency in Bedford (3 documents from chart below)

All applicants for enrollment must submit at least one document each from Column A, B, and C and any other documents that may be requested, including but not limited to those from Column A, B, or C. (*See Chart on next page*) A Bedford High School student whose lives on base with his/her parent or guardian may use Column D in lieu of Column

B. A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

COLUMN A	COLUMN B	COLUMN C
Evidence of Residency	Evidence of Occupancy	Evidence of Identification (Photo I.D.)
Record of recent mortgage payment and/or property tax bill	Gas/Oil Bill, Electric Bill, Home (not cell) Telephone Bill, Cable Bill, Water Bill (<i>note: Bill must be dated within the past 45 days and address and name must be stated</i>)	Valid MA Driver's License
Fully signed and executed Lease and/or Rental Agreement (<i>Must be executed by both parties</i>)	Recent bill dated within the past 45 days showing Bedford address and name (<i>Note: A Residency Statement/ Affidavit is required with this option.</i>)	Valid MA Photo I.D. Card
Landlord/Owner of Property Affidavit (see <i>Residency Statement/Affidavit form</i>)	Occupancy Statement/ Affidavit must be notarized if a bill cannot be provided prior to student's enrollment	Valid Passport
Fully signed and executed Purchase and Sale (P&S Agreement (<i>provided occupancy date occurs within 30 days of enrollment</i>))		Other Government issued Photo I.D.
Section 8 Agreement		

The principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents/Guardians are required to notify the school of any changes of their address or the address of the student within five business days of the change.

ENFORCEMENT

Should a question arise concerning any student's residency elsewhere while attending the Bedford Public Schools, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to Bedford Public Schools because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School's Resource Officer (SRO), and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The SRO will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than Bedford, the student's enrollment in Bedford Public Schools shall be terminated immediately.

PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law (M.G.L. Chapter 76, Section 5), the Bedford Public Schools reserves the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

EXCEPTION

The Residency Requirements shall not apply to the following:

- Students who are entitled to attend the Bedford Public Schools under the McKinney-Vento Homeless Assistance Act.
- Seniors already enrolled in the Bedford Public Schools who move out during their senior year as stipulated in the Residency Policy, provided they have made the Superintendent of Schools aware of the change of residence within 5 business days of the actual move.
- Students whose parents divorce or separate and share physical custody, provided one custodial parent remains a resident of Bedford and the student **sleeps at least 4 out of 7 nights** with the parent who resides in Bedford. (Legal documentation must be provided to the school office.)

POTENTIAL WAIVER WHEN RESIDENCY IS IN TRANSITION

For students whose residency is in transition, the following exceptions to the general policy may apply, with prior written approval from the Superintendent of Schools:

- Pending purchase of a Dwelling The children of families who have signed and accepted a Purchase and Sale Agreement to purchase and reside in a dwelling in the Town of Bedford may be enrolled up to 30 calendar days in advance of the time actual physical residence occurs.
- Construction of a New Dwelling Children of families that are building a primary residence in Bedford may enroll in the Schools at the beginning of the school year if they have obtained a certificate of occupancy from the Town.

Form E.1(July 2010)
Residency Procedure

File:
JFA
-E

RESIDENCY

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. Students who do not actually reside in the Town of Bedford will be excluded unless the superintendent or designee allows attendance due to special circumstances.

The Superintendent may allow attendance of those students for their senior year of high school who have been previously a student in the Bedford Senior High School, based on actual residency, since 9 grade.

The Superintendent may admit students to the Bedford Schools 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, in a reasonable time frame, the admittance shall be revoked.

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 Principal where the child attends school.

In special cases, the Superintendent may allow students to attend school if they are not actual residents of the town.

LEGAL Ref.: M.G.L. 71:6; 71:6A; 74:8; 76.6; 776:12; 76

APPENDIX C

8/26 New Teacher Class
 8/27 New Teacher Orientation BHS Arena Day
 8/28 Teachers First Day Back
 9/3 First Day of School

Bedford Public Schools 2019 / 2020 Calendar

August				
M	T	W	TH	F
19	20	21	22	23
26	27	28	29	XX

September (20)				
M	T	W	TH	F
XX	3	4 ^{3/4}	5	6
9	10	11 ^{3/4}	12	13
16	17	18 ^{3/4}	19	20
23	24	25 ^{3/4}	26	27
30				

February (15)				
M	T	W	TH	F
3	4	5 ^{3/4}	6	7
10	11	12 ^{3/4}	13	14
XX	XX	XX	XX	XX
24	25	26 ^{3/4}	27	28

School Days			
Sept	20	Feb	15
Oct	22	Mar	21
Nov	17	Apr	17
Dec	15	May	20
Jan	20	June	13
	<u>94</u>		<u>86</u>
TOTAL DAYS			180

October (22)				
M	T	W	TH	F
	1	2 ^{3/4}	3	4
7	8	9 ^{3/4}	10	11
XX	15	16 ^{3/4}	17	18
21	22	23 ^{3/4}	24	25
28	29	30 ^{3/4}	31	

March (21)				
M	T	W	TH	F
2	3	4 ^{3/4}	5	6
9	10	11 ^{3/4}	12	XX
16	17	18 ^{3/4}	19	20
23	24	25 ^{3/4}	26	27
30	31			

2019 Holidays/Vacations		
2019		
Aug	16th	First day HS Football Practice
Aug	22nd	First day all other HS Sports Practices
Sept	3rd	First Day of School
Sept	3rd	Kindergarten Orientation
Oct.	14th	Columbus Day (No School)
Nov.	11th	Veterans Day Observed (No School)
Nov.	27th	Schools Close at Early Dismissal
Nov.	28-29	Thanksgiving Break
Dec.	23-31	Vacation

November (17)				
M	T	W	TH	F
				1
4	XX	6 ^{3/4}	7	8
XX	12	13 ^{3/4}	14	15
18	19	20 ^{3/4}	21	22
25	26	27 ^h	XX	XX

April (17)				
M	T	W	TH	F
		1 ^{3/4}	2	3
6	7	8 ^{3/4}	9	10
13	14	15 ^{3/4}	16	17
XX	XX	XX	XX	XX
27	28	29 ^{3/4}	30	

2020 Holidays/Vacations		
2020		
Jan.	1st	New Year's Day
Jan.	2nd	School Back in Session
Jan.	20th	Martin Luther King Day
Feb.	17-21	Winter Vacation
April	20-24	Spring Vacation
May	25th	Memorial Day
June	4th	High School Graduation
June	17th	Tentative Last Day of School
180 Days = June 17th (if no cancellations)		
June 18-24 (Possible make-up days for cancellations)		

December (15)				
M	T	W	TH	F
2	3	4 ^{3/4}	5	6
9	10	11 ^{3/4}	12	13
16	17	18 ^{3/4}	19	20
XX	XX	XX	XX	XX
XX	XX			

May (20)				
M	T	W	TH	F
				1
4	5	6 ^{3/4}	7	8
11	12	13 ^{3/4}	14	15
18	19	20 ^{3/4}	21	22
XX	26	27 ^{3/4}	28	29

January (20)				
M	T	W	TH	F
		XX	2	3
6	7	8 ^{3/4}	9	10
13	14	15 ^{3/4}	16	XX
XX	21	22 ^{3/4}	23	24
27	28	29 ^{3/4}	30	31

June (13)				
M	T	W	TH	F
1	2	3 ^{3/4}	4	5
8	9	10 ^{3/4}	11	12
15	16	17 ^h	❄️	❄️
❄️	❄️	❄️		

- New Teachers 8.26.2019
- New Teachers & BHS Arena Day 8.27.2019
- All Staff
- No School
- h Early Dismissal
- ^{3/4} 3/4 Day Workshops
- XX Teacher Prof. Development - No School for Students
- Tuesday, November 5th, 2019
- Friday, January 17th, 2020
- Friday, March 13th, 2020

	School Starting & Dismissal Times		Workshop Dismissal	Early Dismissal
Middle	7:40 A.M.	2:16 P.M.	12:43 P.M.	11:05 A.M.
High	7:45 A.M.	2:24 P.M.	12:54 P.M.	11:15 A.M.
Lane	8:22 A.M.	2:46 P.M.	1:17 P.M.	11:40 A.M.
Davis	9:02 A.M.	3:20 P.M.	1:55 P.M.	12:05 P.M.

Snow Days

Bedford School Committee Approved: 03.12.2019

APPENDIX D

Lane School Calendar - 2019-2020		
September	3	First Day of School
	19	Grade 3 - Back To School Night 6:00-7:30 PM
	24	Grade 4 - Back To School Night 6:00-7:30 PM
	25	Grade 5 - Back To School Night 6:00-7:30 PM
	29,30,1	Rosh Hashanah
October	1	Rosh Hashanah Ends
	8-9	Yom Kippur
	14	No School - Columbus Day
	14-20	Sukkot
	15	School Council Meeting 3:00 PM
	25	School Pictures
	27	Diwali
	31	Halloween
November	5	No School - Full Day Teacher Workshop
	6	Parent/Teacher Conferences - 1:30 -4:00 PM
	11	No School – Veteran’s Day
	12-18	Lane School Book Fair
	12	School Council Mtg. - 3-4 PM
	13	Parent/Teacher Conferences - 1:30 -7:00 PM
	20	Grades Close - Term 1
	27	Early Release - Dismissal @11:35 AM - No Lunch Served
	28-29	No School - Thanksgiving
December	6	Report Cards Issued - Term 1
	10	School Council Mtg. - 3-4 PM
	19	Lane School Concert @ BHS @ 7:00 PM
	22-	Hanukkah
	23-1	Winter Vacation - No School
	25	Christmas Day
	26-1	Kwanzaa
January	2	School Reopens
	7	School Council Mtg - 3-4 PM

	9-10	Tu B'Shevat
	17	No School – Full Day Teacher Workshop
	20	Martin Luther King, Jr. Day - No School
	25	Lunar New Year
February	4	School Council Mtg - 3-4 PM
	12	Vocal Vertical Concert @ BHS @ 7:00 PM
	15	Grades Close - Term 2
	17-21	Vacation - School Closed
	26	Ash Wednesday
March	6	Report Cards Issued - Term 2
	9-10	Holi
	10	Purim
	10	School Council Mtg - 3-4 PM
	13	No School – Full Day Teacher Workshop
	17	Band Vertical Concert @ BHS 7:00 PM
	19	String Vertical Concert @ BHS 7:00 PM
	20	Vernal Equinox
April	1	Parent/Teacher Conferences - 1:40-4:00 PM
	7	School Council Mtg - 3-4 PM
	8	Parent/Teacher Conferences - 1:40-4:00 PM
	8-16	Passover
	10	Good Friday
	12	Easter
	13,14,16	Lane School Talent Show
	17	Othodox Good Friday
	19	Orthodox Easter
	20-24	Spring Vacation - No School
	23	Ramadan Begins
May	5	School Council Mtg - 3-4 PM
	23-24	El ul Fitr
	25	Memorial Day - No School
	26	Lane Spring Concert @ BHS @ 7:00 PM
	28-30	Shavout
June	3	Grades Close - Term 3

	9	School Council Mtg - 3-4 PM
	17	Tentative last Day - Report Cards Issued - Term 3

Dismissal Every Wednesday at 1:07

Calendar Subject to Change

APPENDIX E: NOTICE OF NON-DISCRIMINATION

The Bedford Public Schools provides Equal Education Opportunity without regard to race, religion, color, national origin, sex marital status disability, age, homelessness or sexual orientation.

The School District complies with all applicable Federal and State Laws, including but not limited to: Title VI and VII (race, color, national origin discrimination), Title IX (gender discrimination), the Americans with Disabilities Act (ADA) (disability discrimination, Section 504 of the Rehabilitation Act of 1973 (disability discrimination), and Massachusetts General Laws, c.151B, and c151C (race, color, creed, national origin, ancestry, sex discrimination, c.76, 5 (race, color, sex, national orientation, creed, and sexual orientation discrimination), and c.71B (disability discrimination).

The School District has duly appointed individuals responsible for the overall monitoring, auditing, and ensuring compliance with this policy.

For compliance issues regarding Lane School, students or parents should contact: Mr. Rob Ackerman at Lt. Job Lane School, 66 Sweetwater Avenue, Bedford, MA 01730 or by phone at (781) 275-7606. Individuals who believe they have been discriminated against in any of the District's educational activities can file a written grievance with the appropriate office. You may also contact Jon Sills Office, Superintendent of the Bedford Public Schools at (781) 275-7588.

APPENDIX F- Bedford Public School's Contacts

BEDFORD PUBLIC SCHOOLS

Bedford, Massachusetts

In the interest of clarifying communications within the community, please note the following personnel and their role within the Bedford Public Schools.

Superintendent of Schools	Jon Sills	781-275-7588
Assistant Superintendent	Tricia Clifford	781-275-7588
Title VI/IX Coordinator:	Assistant Superintendent	781-275-7588
Section 504 Coordinators:	Assistant Superintendent	
System-Wide	Assistant Superintendent	781-275-7588
Lt. Eleazer Davis School	Beth Benoit, Principal Jessica Colby, Asst. Principal	781-275-6804
Lt. Job Lane School	Robert Ackerman, Principal Keith Kinney, Asst. Principal	781-275-7606
John Glenn Middle School	Kevin Tracey, Principal Nicholas Bacigalupi, Asst. Principal	781-275-3201
Bedford High School	Heather Galante, Principal Thomas Casey, Asst. Principal Daniel Hudder , Asst. Principal	781-275-1700

Complaints Procedures – The grievance may be appealed as follows:

504	Report to:	-Principal -Assistant Superintendent -Superintendent
28	Report to:	-Special Education Team/Principal -Principal -Department of Education
Harassment (Student to Student)	Report to:	-Complaint Managers (Guidance, Asst. Principal) -Principal -Assistant Superintendent -Superintendent
Harassment (Adult to Adult)	Report to:	-Principal -Assistant Superintendent

**Harassment
(Student to Adult)
(Adult to Student)**

Report to:

**-Superintendent
-Assistant Principal
-Principal
-Assistant Superintendent
-Superintendent**

APPENDIX G: TRUANCY AND ATENDANCE

INFORMATION FOR PARENTS AND GUARDIANS

There is no doubt that one of the keys to academic achievement is good attendance. Consistent participation in school and school based activities is important for making a successful transition from youth to adulthood. Student tardiness and truancy are challenges that confront many communities in Middlesex and across the state. Often, these behaviors are the first indicators that a student may be experiencing stress or other difficulties in his or her life.

The following is a summary of some of the Massachusetts General Laws pertaining to attendance:

School Attendance

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar.

Notification and Contact Information

Chapter 76, section 1A of the Massachusetts General Laws states that parents/guardians must be provided each year with the instructions for calling a designated number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, parents/guardians must provide the school with a home, work, or other emergency telephone number so that they may be contacted during the school day so the school may inquire about said absence.

Who is a Supervisor of Attendance?

Chapter 76, section 19 of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school.

What is a CRA (Child Requiring Assistance) Application?

Under Chapter 119 of the Acts of 2012, Governor Patrick signed an amendment into law that changes Children in Need of Services (“CHINS”) to Families and Children Engaged in Services (“FACES”). This modification impacts schools with regard to the filing of FACES applications. A “CRA” (Child Requiring Assistance) application may be filed in court by a school district if a school-aged child who is “habitually truant”, that is, who willfully fails to attend school for more than eight school days in a quarter, or who repeatedly fails to obey the lawful and reasonable regulations of his or her school. The court’s authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Children and Families.

What is a 51A?

A 51 A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

Parental Responsibility

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such

a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month

period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

Inducing Absences

It is a crime to induce or attempt to induce a minor to miss school, or unlawfully to employ or to harbor a minor who should be in school.

APPENDIX H: TITLE VI and EDUCATION

Title VI of the Civil Rights Act of 1964 provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from the Department of Education.

Under the regulations implementing Title VI (34 C.F.R. Part 100), specific discriminatory actions prohibited under Title VI in federally funded programs or activities include:

- Denying an individual any service, financial aid, or other benefit provided under the program;
- Providing any service, financial aid, or other benefit to an individual which is different, or is provided in a different manner, form that provided to others in the program;
- Subjecting an individual to segregation or separate treatment in any matter related to the receipt of any service, financial aid, or other benefit under the program;
- Restricting an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit under the program;
- Treating an individual differently from others in determining whether he or she satisfies any admissions, enrollment, quota, eligibility, membership or other requirement or condition which individuals must meet in order to be provided with any service, financial aid, or other benefit under the program;
- Denying an individual an opportunity to participate in the program through the provision of services or otherwise afford an opportunity to do so which is different from that afforded others under the program; and
- Denying a person the opportunity to participate as a member of a planning or advisory body which is an integral part of the program.

Title VI also has been interpreted to require that school districts receiving federal financial assistance provide alternative language services for limited English proficient students enrolled in the district to enable them to participate effectively in the regular instructional program.

At the elementary and secondary level, potential Title VI issues include:

- Inappropriate use of assessment instruments for placement of minority students in classes and programs;
- Failure to identify and provide alternative language services to students who are limited English proficient;
- Disproportionate overrepresentation of minority students in special education classes or programs;
- Under inclusion of minority students in gifted and talented education programs;
- Ability grouping or tracking that results in racially segregated classes;
- Racial harassment of students, and;
- Differential treatment on the basis of race, color, or national origin in the application of disciplinary sanctions.

At the postsecondary level, issues include:

- Discrimination in the recruitment, admission, or treatment of students by colleges and universities; and
- Failure to eliminate the vestiges of formerly segregated systems of higher education.

For more information on Title VI and the U.S. Department of Education, Office for Civil Rights (OCR), read the following publications or contact the OCR enforcement office serving your area.

- Office for Civil Rights; Ensuring Equal Access To Quality Education
- Impact of the Civil Rights Laws
- Education and Title VI
- Title VI Regulation
- Historically Black Colleges and Universities and Higher Education Desegregation
- Other OCR Products and Publications

APPENDIX I: OVERVIEW OF SECTION 504

Section 504 in and of itself is very generally stated. Though the Regulations serve to provide further definition, there is much left to local interpretation. The purpose of this section is to provide an overview of Section 504 by providing the following:

- The Statute;
- Definition of terms; and
- A brief discussion of student population and discrimination

A

FEDERAL STATUTE FOR SECTION 504 OF THE REHABILITATION ACT OF 1973

“No otherwise qualified individual with a disability in the United States, as defines in Section 706(6) of this Title, shall, solely on the basis of his or her disability, be denied participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by the United States Postal Service. The head of each such agency shall promulgate regulations as may be necessary to carry out the amendments made to this section of the Comprehensive Rehabilitation and Developmental Disabilities Act of 1978 . . .”

B

DEFINITIONS

1. **Individual with a Disability** - means any individual who (i) has a physical or mental impairment, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.
 - A. **Physical or Mental Impairment** – any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hermic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
 - B. Has a record or history of such an impairment – or has been misclassified as having a physical or mental impairment that substantially limits one or more major life activities.
 - C. Is regarded as having an impairment – has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation; has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment.

2. **Individual with a Disability (as it relates to drug/alcohol users)** – The term “individual with disability” does not include an individual who is currently engaging in the illegal use of drugs, when a covered entity (public school) acts on the basis of such use. It does not exclude an individual who:
 - A. Has successfully completed a supervised drug rehabilitation program is no longer engaging in the illegal use of drugs or has otherwise been successfully rehabilitated and is no longer engaging in use.
 - B. Is participating in a supervised rehabilitation program and is no longer engaging in such use; or
 - C. Is erroneously regarded as engaging in such use, but is not engaging in such use.

The term “individual with a disability” does, however, include an individual who is currently engaging in the use of alcohol (as long as such use does not substantially interfere with employment).

3. **Substantially Limits** – Though not defined in the Regulations, the 504 Conference Committee will further define how the physical or mental “impairment” “substantially limits” one or more major life activities during its deliberation. It is generally accepted that without modifications and/or intervention, the student would not be afforded an equal opportunity to an appropriate education. A “substantial limitation” therefore serves as a barrier preventing equal access to a major life activity (i.e. learning, etc.).

4. **Major Life Activities** – means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

5. **Qualified Individual with a Disability** –

- A. With respect to employment, an individual with a disability who, with reasonable accommodation, can perform the essential functions of the job in question;
- B. With respect to public preschool, elementary, secondary, or adult educational services, an individual with a disability (i) of an age during which non-disabled persons are provided such services, (ii) of an age during which it is mandatory under state law to provide such services to individuals with a disability, or (iii) to whom a state is required to provide a free and appropriate public education under Section 612 of the Individuals with Disabilities Education Act (IDEA);
- C. With respect to postsecondary and vocational education services, an individual with a disability who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity; and
- D. With respect to other services, an individual with a disability who meets the essential requirements for the receipt of such services.

6. **Appropriate Education** – (1) for a student who has never been enrolled in a public or private elementary school, performance at or not substantially below expected developmental levels for a student of the same age; (2) for a student who is currently enrolled in a public or private elementary or secondary school but not receiving special education and related services or is a high school dropout, performance at or not substantially below expected competencies established for grade and/or age level; (3) for a student who is currently receiving special education and related services, substantial progress toward the attainment of at least a majority of the short-term instructional objectives established in each goal are.

The public school is responsible for providing a free appropriate public education to those of school age. For special education, it is generally age three through twenty-one, though some

states have a birth through twenty-six mandate. General education, on the other hand, may vary from age three to seven to eighteen through twenty-one.

It is the public school's responsibility to identify and locate all individuals with disabilities whether or not they are responsible by law to provide direct services.

7. **Eligible Student** – a person who:
 - A. Is eligible for special education services as per IDEA;
 - B. Has a physical or mental impairment, not set forth in the IDEA regulations;
 - C. Does not achieve education satisfactorily due to a significant physical or mental impairment which significantly limits participation in one or more major life activities; and
 - D. Requires the provision of a multidisciplinary evaluation, a supplementary service or aid, a related service, or some other reasonable accommodation to receive an appropriate education.

8. **Equally Effective** – means equivalent as opposed to identical. Moreover, to be equally effective, an aid, benefit, or service need not produce equal results; it must merely afford an equal opportunity to achieve equal results.

**APPENDIX J- U. S. Department of Education: Office for Civil Rights:
Ensuring Equal Access to Quality Education**

Responsibilities of the Office for Civil Rights

The Office for Civil Rights (OCR), in the U. S. Department of Education, is a law enforcement agency. It is charged with enforcing the federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance. These laws are as follows:

Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination)

Title IX of the Education Amendments of 1972 (prohibiting sex discrimination) **Section 504 of the Rehabilitation Act of 1973**

(prohibiting disability discrimination) **Age Discrimination Act of 1975** (prohibiting age discrimination)

Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, including public school districts, public colleges and universities, public vocational schools, and public libraries, whether or not they received Federal financial assistance.

The civil rights laws represent a national commitment to end discrimination in educational program. The laws also work toward promoting the Department's mission – ensuring equal access to education and promoting educational excellence throughout the nation. Most of the OCR's activities take place in OCR enforcement offices around the country. In Washington, D.C., the Office of the Assistant Secretary for Civil Rights provides overall leadership and coordination.

The Laws Apply to Educational Institutions

The civil rights laws extend to most educational institutions in the nation. This is because most of them receive some type of federal financial assistance. This means that the civil rights laws cover:

almost 15,000 school districts

more than 3,600 colleges and universities

about 5,000 proprietary organizations, such as training schools for truck drivers and cosmetologists

thousands of libraries, museums, ~~voc~~ational rehabilitation agencies, and

correctional facilities

The Laws Apply to Students and Employees

The civil rights laws protect large numbers of students attending, or applying to attend, our educational institutions. The laws protect:

about 52.7 million students attending elementary and

secondary schools about 14.6 million students

attending our colleges and universities

The laws also protect, in certain situations, persons who are employed, or seeking employment, at educational institutions.

OCR Receives Discrimination Complaints from the Public

One important way OCR carries out its responsibilities is by resolving complaints filed by students, parents, and others. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group. Generally, OCR will take action only with respect to those complaints that have been filed within 180 calendar days of the last act of alleged discrimination, or where the complaint alleges a continuing discriminatory policy or practice.

OCR receives approximately 5,000 complaints each year. The complaints OCR receives involve some of the most important issues affecting equal access to quality education.

Under Title VI – race and national origin discrimination – complaints include such issues as:

ability grouping

access to alternative-language services by English-

language-learners disciplinary practices

student assignment policies, including assignment to gifted and

talented programs interdistrict student transfers

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student housing on

college campuses

academic grading

Under Title IX - sex discrimination – complaints include such issues as:

sexual harassment

equal opportunity in interscholastic or

intercollegiate athletics treatment of

students who are pregnant

admission to postsecondary institutions

Under Section 504 and Title II – disability discrimination – complaints include such issues as:

accessibility of school
facilities and programs
appropriate special
education services
evaluation and placement of students who may need special education services
teaching students in the least restrictive environment consistent with their
educational needs suspension and expulsion of students with disabilities
academic adjustments and modifications
auxiliary aids for students with impaired sensory, manual, or speaking skills

How OCR Resolves Complaints

OCR’s primary objective in complaint resolution is to resolve the complainant’s allegations of discrimination promptly, fairly, and appropriately. OCR has found that the best way to resolve problems is a collaborative approach among students, parents, community groups, state education agencies, and schools and colleges. A variety of tools are used for resolving complaints. These include resolution between parties, agreements for corrective action, and enforcement. Any approach, or combination of approaches, may be initiated at any time and multiple approaches may be used to resolve any complaint. This flexible approach allows OCR to:

provide timely and effective intervention at the beginning of the
complaint process focus on achieving positive change
make students, parents, and school officials central to the resolution of their own complaints

OCR Carries Out Compliance Reviews

Not all illegal discrimination can be stopped or remedied by responding to complaints that arrive from the public. Agency- initiated cases, typically called “compliance reviews,” permit OCR to target resources on compliance problems that appear particularly acute, or national in scope, or which are newly emerging.

Targeted compliance reviews maximize the impact of OCR’s resources and balance the enforcement program. Compliance reviews assure that vulnerable groups, such as the very poor or non-English speaking individuals, who may be less aware of the laws, have their civil rights protected. OCR’s experience also shows that careful targeting of compliance reviews nearly always results in recipients making policy or program changes that benefit large numbers of students – unlike complaints where remedies may benefit only the complaining party.

Selection of reviews is based on various sources of information, including survey data and information provided by complainants, education groups, media, and the public. OCR conducts compliance reviews on such issues as:

minority students in special education and

low track courses access to programs for
limited-English proficient students fair
student assessment practices

access to gifted and talented and other advanced

placement courses racial harassment

desegregation in higher education and in elementary and secondary school systems

OCR recognizes that federal, state, and local education agencies, as well as parents and other interested parties, share a common goal of providing equal opportunity and access to high-standards education. OCR combines its expertise with these partners and stakeholders to come up with effective solutions, including educationally sound remedies that increase educational opportunities for all students.

OCR'S Technical Assistance Helps People and Institutions

The aim of the OCR's technical assistance efforts is to prevent violations of the civil rights laws. This accomplished by helping recipients comply with the laws and helping beneficiaries understand their rights. In view of the millions of students protected by the civil rights laws, OCR recognizes that its efforts alone are insufficient to stop illegal discrimination in education. Students, parents, and educators must have the knowledge and skills to prevent illegal discrimination from occurring in the first place.

OCR provides assistance to enable institutions come into compliance during the complaint resolution process or during a compliance review. In addition, OCR also conducts a broad program of proactive technical assistance outreach through such activities as onsite consultations, conference participation, training classes, workshops and meetings, as well as through written information and tens of thousands of telephone conversations annually. OCR continually compiles strategies and programs that hold promise in addressing civil rights concerns. Also, many OCR offices have developed customer service teams to be more responsive to our partners and stakeholders and members of the public. OCR; has established a home page, which also is linked to the Department's worldwide site at <http://www.ed.gov/offices/OCR>.

Impact of the Civil Rights Laws

Enforcement of the federal civil rights laws have helped bring about profound changes in American education and improved the educational opportunity of millions of students. Many barriers that once prevented individuals from freely choosing the educational opportunities and careers they would like to pursue have been brought down. For example, we are witnessing a growing participation of minority students in Advanced Placement (AP) classes. Many school systems are now making it possible for students who are not proficient in English to participate effectively in their educational programs. Many more students with disabilities are now able, with the provision of supplementary aids and services, to participate in regular education classes. Female and male students are taking algebra, geometry, calculus, biology, and chemistry in about the same proportion. There also has been a dramatic increase in the number of women entering traditionally male-dominated professional fields.

The civil rights laws have opened the doors to our schools and classrooms, our auditoriums, athletic fields, and arenas. In response, people from the many diverse backgrounds that represent today's America are coming through the doors, on the way to becoming our future leaders in business, government, science, arts, and education.

Challenges Ahead

While we recognize the progress brought about by enforcement of the civil rights laws, there are still persons in the nation illegally denied full educational opportunity. There are still policies and practices that deny challenging courses and programs to persons with disabilities, to females, to older Americans, and to racial and language minorities. A commitment to the goals of the civil rights compliance program – equal access, educational excellence, and high standards for **all** students – is an investment that must be made if we are to secure America's future.

Contacting OCR

If you would like more information about the laws enforced by the Office for Civil Rights, how to file a complaint, or how to obtain technical assistance, you may want to contact the enforcement office that serves your state or territory. For further information, please contact our Customer Service Team at the toll free number:

1-800-421-3481

Revised May 1999

Insert Appendix K (District Curriculum Accommodation Plan)

Bedford Public Schools District Curriculum Accommodation Plan April 2012

The Bedford Public Schools' District Curriculum Accommodation Plan (DCAP) is designed to assist administrators, teachers, and other staff in ensuring that all possible efforts have been made to meet students' needs in general education classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in a school. Led by the building principal, staff at each school collaborates on best practices in order to ensure that adequate instructional strategies and supports are available for both student and staff. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program for the benefit of all students, not solely or specifically for special education.

The Bedford Public School DCAP is a comprehensive one that includes the following components:

- Building based **Response to Intervention/Student Assistance Teams** that meet on a regular basis and provides general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of students. Consults with specialist who can provide important information and expertise to the general education teacher are a common part of the RTI/SAT meeting. Parents are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the services of many **specialists** for the purpose of assisting students who need extra support. Careful assessment and remediation is planned. Collaboration with the general education teacher is an important component of the success of this collaboration. For example, reading specialists not only work with selected students but also model effective reading lessons for teachers to use with their entire class.
- Bedford Public Schools provides a **Mentoring Program** for all Year One and Year Two educators. Year One staff participate in a yearlong Induction Program as well as work with a veteran teacher on a one to one basis. Year Two staff works in small groups with a Mentor who provides more focused and personal guidance regarding instructional strategies and classroom management.
- **Professional Development** is an important part of our District goals providing all staff with an opportunity to collaborate during Wednesday early releases and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.
- **Ongoing academic support** is available at the building level through before and after school programs. These opportunities are provided by Title I, METCO, grants to the individual schools, or by individual teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge

to classroom and real life situations.

- All staff are also able to provide **individual accommodations** to students on an as-needed basis and specific to the content or situation. This document includes curriculum accommodations for elementary,

middle and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. 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.

The DCAP is intended to address various strategies at each level that will help achieve that objective, including:

- Accommodations to address various students' learning needs, including students who are English Language Learners, At Risk, Title I, Special Education, or Gifted and Talented and to manage student's behavior effectively.
- Support services that are available to students through the general education program, including services to address the needs of students whose behavior may interfere with learning.
- Direct and systematic reading instruction for all students.

Components of this document were adapted from "Mitigative Strategies" <http://www.as.wvu.edu/~scidis/dyscalcula.html> and from publications by Education Development Center, Inc. 2007

Resources, Structures and Services at Lt. Job Lane Elementary School

The following resources, structures and services have been designed to meet the diverse learning needs of students at the Lt. Job Lane Elementary School. Additionally, the building based RTI (Response to Intervention) Team and the PBIS (Positive Behavior Interventions and Supports) Team provide a systematic and collaborative approach to identifying and addressing individual student academic and behavioral needs.

Academic

- Reading Specialists provide individualized and research based programs.
- Math Title 1 tutors provide tutorial services to identified students.
- After-school Homework Club is offered when possible.
- Special Education liaisons consult frequently with regular classroom teachers regarding curricular delivery and individual student needs.
- Morning tutoring is available for identified students.
- An ELL teacher works with English Language Learners both in the classroom and on a pull-out basis. This teacher also works to support regular education teachers in lesson design and delivery.
- Pre-testing before units is used to inform flexible grouping.

Behavioral/Social/Emotional

- Counseling/Social Skills Groups focus on developmental topics.
- Consultative services regarding challenging behaviors at school are provided to the classroom teacher by the Board Certified Behavior Analyst (BCBA).
- Individual behavior intervention plans are coordinated with teachers, adjustment counselors, BCBA, and Response to Intervention (RTI) Team members.
- Individual/small group counseling sessions target individual student issues.
- Project Adventure is an intensive program for fifth graders that builds team cooperation and individual self-confidence.

Routinely Used Instructional Strategies

In addition to the pre-referral options open to Bedford students, teachers throughout the district make routine use of the following strategies as part of their commitment to good instruction. It should be noted that the strategies listed below may not be appropriate for all instructional settings or for all learning objectives.

Design Lessons for Clarity

- Share lesson goals with students each day and check on progress towards those goals at the end of the lesson.
- Provide a daily agenda to students.
- Identify key vocabulary and repeat that vocabulary often during a lesson.
- Provide students with regular opportunities to engage actively in instruction.
- Check for understanding frequently.
- Incorporate opportunities for student movement into lessons.
- Incorporate “Wait time” into lessons.
- Preview new concepts.

Address Assessment Issues

- Teach and practice test-taking strategies and anticipate test formats when appropriate.
- Clarify directions or questions.
- Have student paraphrase directions and questions, as needed.
- Provide visual and auditory directions.
- Use timers/time reminders to help students pace themselves if timing is an issue.
- Allow extended time for assessments when appropriate.
- All MCAS test administrations are untimed. Since any student may be given additional time beyond the scheduled test administration session, additional time is not considered an MCAS accommodation. However, no single test session may extend beyond the end of the regular school day, and any single test session must be completed on the same day in which it begins. Students taking the English Language Arts (ELA) Composition test must complete two sessions (Session A and B) in one day.
- Evaluate student understanding using multiple formats.

Build a Context for Material

- Make content relevant to students.
- Show examples of the finished product (exemplars).
- Use a familiar context when introducing concepts.
- Preview vocabulary.
- Have student identify key information and main ideas.
- Relate lesson parts to the whole.

Model Strategies

- Use graphic organizers to highlight relationships.
- Model use of highlighting and color coding to help retention (visual memory) and to accentuate patterns when appropriate.
- Use “think alouds” and other metacognitive strategies.
- Provide study tools and/or teach students to make study tools.

Provide Added Supports

- Teach note-taking strategies when appropriate.
- Provide templates/graphic organizers when appropriate.
- Provide a word bank with key vocabulary words and visuals when appropriate.
- Reformat handouts to provide space for students to write when appropriate.
- Provide checklists for multi-step tasks, when appropriate.
- Provide opportunities for learning and study strategies that incorporate the use of highlighters and post-it notes, etc. for class use.
- Provide varied opportunities for student practice.
- Provide graph paper and encourage students to use it in order to keep the numbers or letters in line when appropriate.
- Provide uncluttered workspaces. Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation.
- Provide timely feedback with opportunities for student revision.
- Provide technological accommodations when possible, such as word processors, computer accessibility features and Kurzweil.

Establish Routines that Support Learning

- Develop a system of non-verbal cues for class attention.
- Provide preferential seating for students who appear distracted.
- Use consistent and familiar routines.
- Provide students with opportunities to problem solve individually or in small group.

APPENDIX M: Administrative Guidelines for Responding to Complaints of Harassment and/or Discrimination:

The school will investigate all complaints of harassment/discrimination at school or at school-related events and, if substantiated, take steps reasonably calculated to stop the harassment/discrimination and prevent its recurrence. Once the school has learned of alleged incidents of harassment/discrimination, it may not choose to ignore them, even if the complainant or victim informs the school that he/she wishes the school not to address the matter. Every allegation of harassment/discrimination will be investigated.

The school will respond to complaints of harassment/discrimination in a reasonable, timely, and effective manner. What is reasonable, timely and effective, depends on the individual circumstances of the complaint including, but not limited to, the nature of the allegations and ages of the students involved. Therefore, while the following may serve as general guidelines for responding to an incident of harassment/discrimination, the guidelines must be adapted as necessary to respond effectively to the complaint.

1. Pre-Investigation: When the school has notice of allegations of harassment/discrimination, the Superintendent should be informed as soon as possible. Consideration should also be given to the need to contact the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622, and/or legal counsel for assistance in responding to a complaint.

Even before fully investigating allegations of harassment/discrimination, school personnel should consider whether there is a need to take immediate steps to protect the alleged victim from further possible harassment/discrimination. In taking any such action, however, the rights of both the alleged victim and alleged perpetrator must be considered.

2. Investigation:

- Written statement of the complaint must be filed within thirty (30) school days of the occurrence. It is important to obtain as many facts as possible, starting with gathering information from the complainant including: what specifically happened, who committed the alleged act, who was present or may have information about the event, when the event occurred (date, time of day), where the event occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator should record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, it should be noted on the document. The investigator should then sign and date the document.

- Interviews: Interviews will occur within fifteen (15) school days of receiving the complaint. Once the allegations of the complainant are established, interviews of the alleged perpetrator and/or possible witnesses will be the next step. Keep notes of the interviews.

In some circumstances, it may be advantageous to have another staff member present. If age appropriate, requesting written statements from witnesses or the

alleged perpetrator may also be considered.

- Confidentiality: The confidentiality of the complainant and the other witnesses must be maintained to the extent possible given the school's obligation to investigate the matter. Note that when initially questioning witnesses or the accused it is not necessary, nor is it advisable,

to state the name of the complainant (or victim). Under general principles of school law, there is no right for a student to confront his/her accuser except at a hearing to consider imposing a suspension of more than ten days.

Retaliation: If appropriate, remind the alleged perpetrator and witnesses that retaliation against persons whom they believe might have reported the incident is strictly prohibited and could result in disciplinary action.

3. Determination: Within twenty (20) school days of receiving the complaint, the Grievance Administrator and the grievant and/or his/her representative to review the information gathered and, if applicable, to propose a resolution designed to stop the harassment/discrimination and to correct its effect. School personnel must weigh all of the facts objectively to determine whether the alleged event occurred and, if it did, whether it constituted harassment/discrimination. The determination must be based upon all of the facts, circumstances, and the perspective of a reasonable person with the characteristics upon which the harassment/discrimination was based. See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991). The “reasonable person” standard as applied to children is “that of a reasonable person of like age, intelligence, and experience under like circumstances.”

4. Corrective Action: If harassment/discrimination is substantiated, the school must take steps reasonably calculated to prevent recurrence and ensure that the victim is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response should be individually tailored to all of the circumstances, including the nature of the harassment/discrimination and the age of the students.

The following are suggestions for steps which may be taken:

- Provide relevant educational activities for individual students or groups of students (guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs).

- Arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them.

- Provide counseling.

- Impose disciplinary action, including, but not limited to, a written warning, suspension and expulsion from school, subject to applicable procedural requirements (as with other matters of student misconduct, it may sometimes be appropriate to involve the parents of students).

5. Closing the Complaint: Within ten (10) school days of the meeting with 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).

Retain notes and other documents relating to the investigation in a confidential file.

File a report with the Coordinator for Title IX/Section 504/Chapter 622 containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Contact the complainant within a reasonable time period to determine whether there has been any recurrence of harassment/discrimination, if appropriate.

APPENDIX N: File: ACE: NONDISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Reasonable Modification The district shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications The district shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the district. In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the School Committee after considering all resources available for use in funding and

operating the program, service, or activity. The decision shall be accompanied by a written statement of the reasons for reaching that conclusion.

Notice The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair; and
2. To the extent possible, qualified handicapped persons should be in the mainstream of life in school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

LEGAL REFS.: Rehabilitation Act of 1973, Section 504
 Education For All Handicapped Children Act of 1975
 M.G.L. [71B:1](#) et seq. (Chapter 28 of the
 Acts of 1972) Title II, Americans with
 Disabilities Act of 1992
 Board of Education Chapter 28 Regulations, adopted
 10/74, as amended through 3/28/78

CROSS REFS.: [IGB](#), Special Instructional Programs and
 Accommodations IGBA, Programs for
 Handicapped Students

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."

**Appendix O: CRIMINAL OFFENDER RECORD
INFORMATION (CORI) ACKNOWLEDGEMENT FORM**



**CRIMINAL OFFENDER RECORD INFORMATION (CORI) ACKNOWLEDGEMENT
FORM**

Bedford Public Schools is registered under the provisions of M.G.L.c.6, 172 to receive CORI for the purpose of screening current and otherwise qualified prospective employees, subcontractors, volunteers, license applicants, and current licensees.

As a prospective or current employee, subcontractor, volunteer, license applicant, current licensee, I understand that a CORI check will be submitted for my personal information to the DCJIS. I hereby acknowledge and provide permission to Bedford Public Schools to submit a CORI check for my information to the DCJIS. This authorization is valid for one year from the date of my signature. I may withdraw this authorization at any time by providing Bedford Public Schools with written notice of my intent to withdraw consent to a CORI check.

FOR EMPLOYMENT, VOLUNTEER AND LICENSING PURPOSES ONLY: The Bedford Public Schools may conduct subsequent CORI checks within one year of the date this Form was signed by me provided, however, that Bedford Public Schools must first provide me with written notice of this check.

By signing below, I provide my consent to a CORI check and acknowledge that the information provided on Page 2 of this Acknowledgement Form is true and accurate.

SIGNATURE DATE

You are applying as an: _____ Applicant/Employee Position: _____
_____ Volunteer
_____ Contractor _____ Other

School that you are applying to: _____ BHS _____ JGMS _____ Lane _____ Davis

(Please complete Reverse Side (pg. 2))

Please provide all of the information requested below:

Last Name First Name Middle Name Suffix

Maiden Name (or other name(s) by which you have been known)

Date of Birth Place of Birth Last Six Digits of Your Social Security Number _____ -

(Required)

Sex: _____ Height: _____ ft. _____ in. Eye Color: _____ Race: _____

_____ Driver's License or ID #: _____

_____ State of Issue: _____

Mother's Full Maiden Name Father's Full Name

Street Name and Number,
City/Town,

State, Zip

Former Address: _____

Name and Number, City/Town, State, Zip

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**PLEASE PROVIDE A COPY OF YOUR DRIVER'S LICENSE OR OTHER
GOVERNMENT ISSUED PHOTO I.D.**

The above information was verified by reviewing the following form(s) of government issued identification:

Drivers License: _____ Passport: _____ Other: _____

erified by: _____

Print Name of Verifying Employee

Signature of Verifying Employee

APPENDIX P: Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. s 1232h; 34 CFR Part 98) applies to programs that receive funding from the U. S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
 1. Political affiliations;
 2. Mental and psychological problems potentially embarrassing to the student and his/her family;
 3. Sex behavior and attitudes;
 4. Illegal, anti-social, self-incriminating and demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address:

**Family Policy Compliance Office
U. S.
Department
of Education
400 Maryland
Avenue, SW**

**Washington,
DC 20202-
5901**

Appendix Q: Lane Elementary School Behavior Rubric (Automatic Red Card Behaviors)

Behavior	Red Card	Double Red Card	Triple Red Card	
Rumor Spreading (Major)	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 1 after school office session 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 2 after school office sessions 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 1 day in school suspension 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 1 day out of school suspension • Re-admittance meeting with parent(s)
Physical Aggression towards another student	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 1 after school office session 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 1 day in school suspension 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 1 day out of school suspension • Re-admittance meeting with parent(s) 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 3 day out of school suspension • Re-admittance meeting with parent(s) • Student behavior contract developed
Destruction of Property	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • Pay for/replace damaged item(s) • 1 after school office session 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • Pay for/replace damaged item(s) • 1 day in school suspension 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • Pay for/replace damaged item(s) • 2 day out of school suspension • Re-admittance meeting with parent(s) 	<ul style="list-style-type: none"> • Written report to the office via email to a designated office staff • “Time to Think” form • Parent notification from administration • Pay for/replace damaged item(s) • 5 day out of school suspension • Re-admittance meeting with parent(s) • Student behavior contract developed
Swearing (major) directed towards a specific person(s)	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 1 after school 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 2 after school 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 1 day out of school 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Parent notification from administration • 2 day out of school suspension • Re-admittance meeting with parent(s) • Student behavior contract

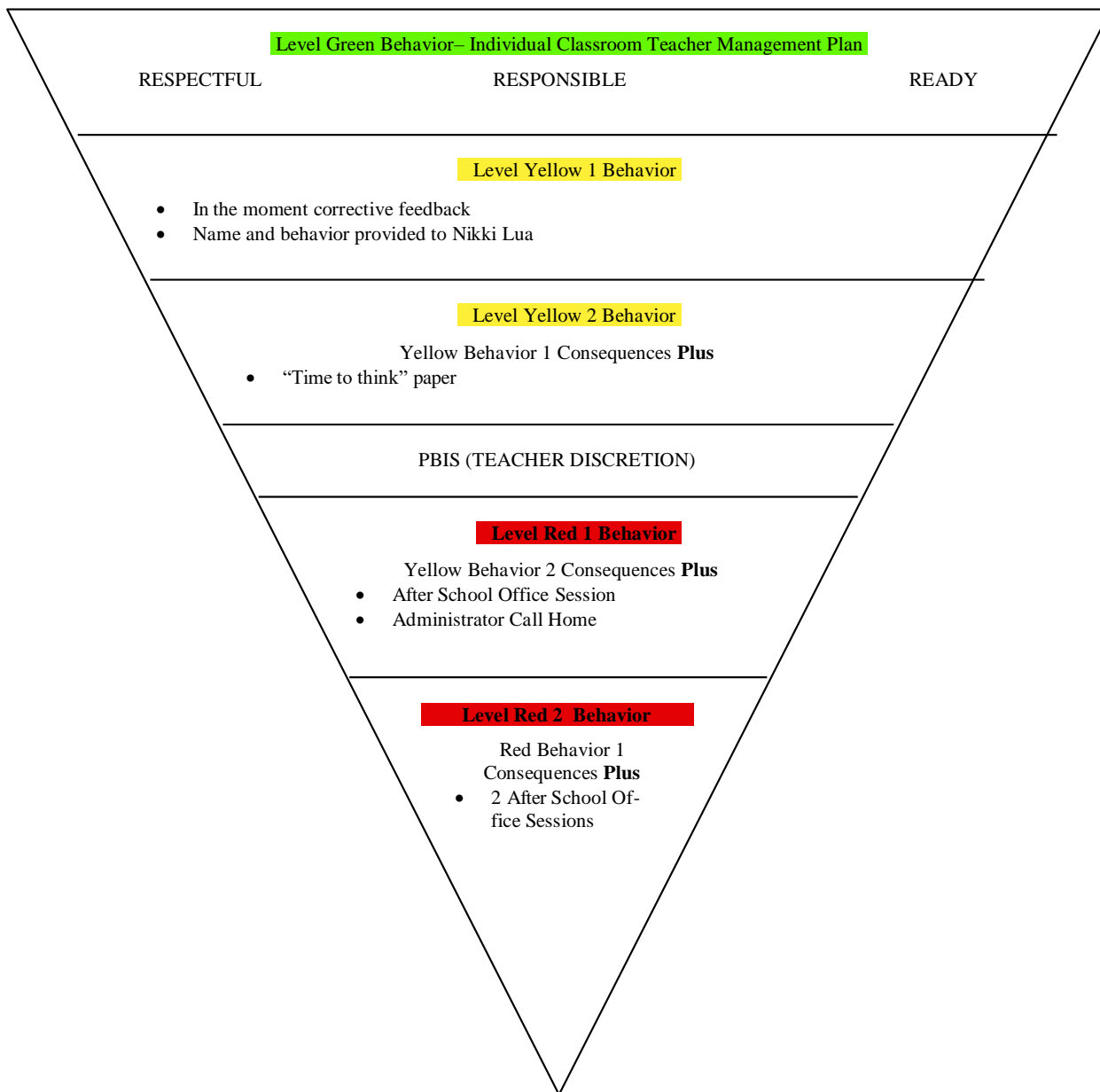
	office session	office sessions	suspension • Re-admittance meeting with parent(s)	developed
Stealing	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Student returns stolen item • Parent notification from administration • 1 after school office session 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Student returns stolen item • Parent notification from administration. • 2 after school office sessions 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form • Student returns stolen item • Parent notification from administration. • 1 day out of school suspension • Re-admittance meeting with parent(s) 	<ul style="list-style-type: none"> • Written report to the office via email to designated office staff • “Time to Think” form. • Student returns stolen item • Parent notification from administration. • 3 day out of school suspension • Re-admittance meeting with parent(s)

*After School Office Session: With parent permission the student will be required to spend 30 minutes after school. The parents will need to pick up the student at 3:20.

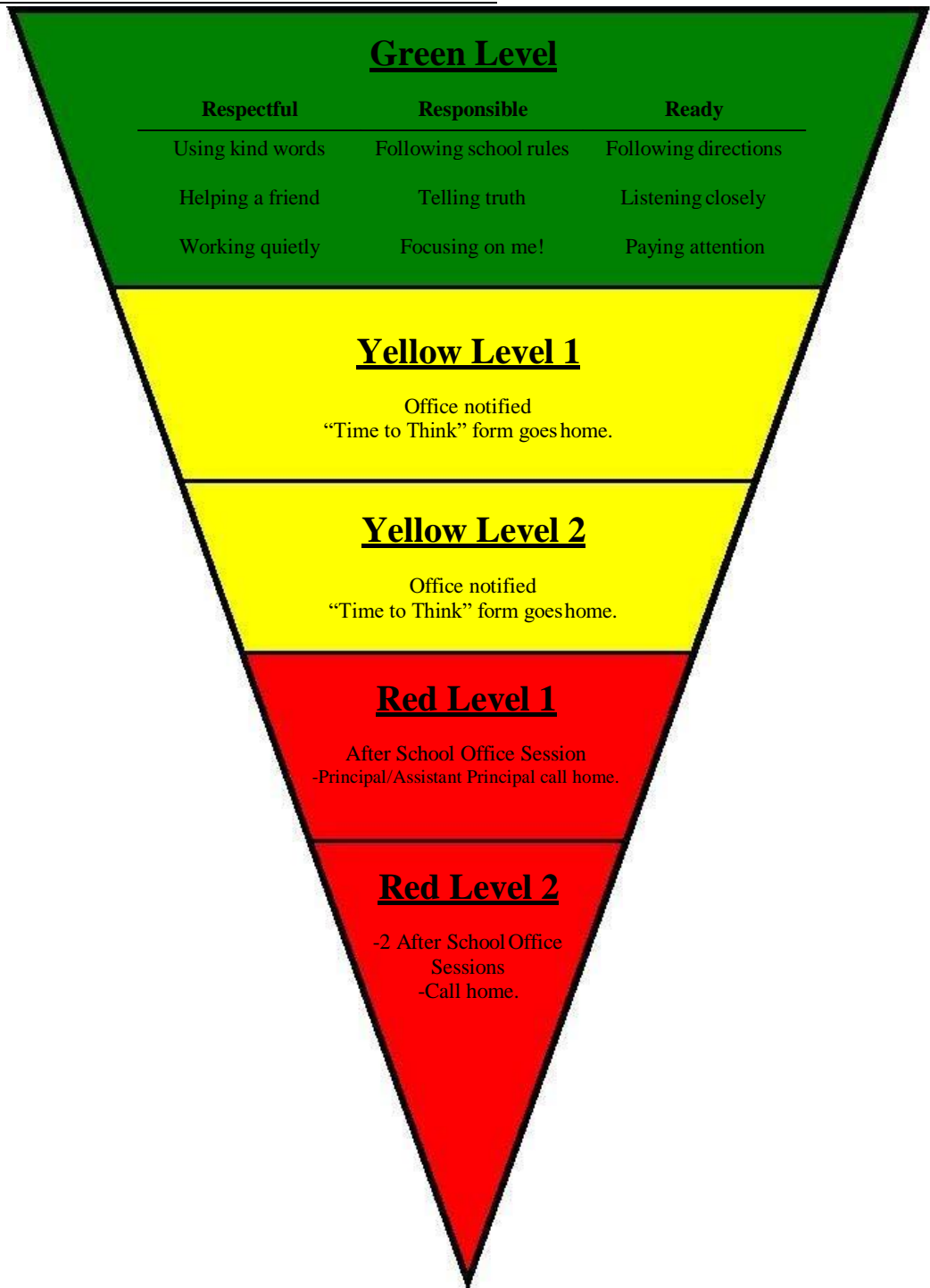
Appendix Q1- Lane School Behavior Rubric

Lane School Behavior Rubric

<p style="text-align: center;">RED</p> <p style="text-align: center;"><u>Dangerous</u></p> <p>Automatic red card</p> <p>See Rubric</p>	<p style="text-align: center;">YELLOW</p> <p style="text-align: center;"><u>Disrespectful</u></p> <ul style="list-style-type: none"> Refusal to follow directions or rules Making hurtful comments about or to others (e.g. rumor spreading) 	<p style="text-align: center;">YELLOW</p> <p style="text-align: center;"><u>Disruptive</u></p> <ul style="list-style-type: none"> Interfering with teacher instruction and/or student learning Running in the hallway or goofing around in the classroom/cafeteria, or on the playground 	<p style="text-align: center;">YELLOW</p> <p style="text-align: center;"><u>Detrimental</u></p> <ul style="list-style-type: none"> Deception or manipulation of facts (e.g. lying) Inappropriate comments and or gestures (e.g. swearing)
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Apendex Q2: Lane School Behavior Rubric Cont.



APPENDIX R: DISCIPLINING STUDENTS WITH SPECIAL NEEDS

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, the student's Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, or any other suspected disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/guardian(s) consent(s) to a new IEP. The Team must also conduct a functional behavior assessment and develop or revise a behavioral plan for the student.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 school days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 school days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Similar procedures apply to students with plans under Section 504 of the Rehabilitation Act of 1973.

Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education. The Director of Special Education can also provide information on disciplinary procedural protections available to students who have identified disabilities and who are not eligible for services under the IDEA.

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 individual.
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
Superintende
nt 97
McMahon
Road
Bedford, MA 01730
781-275-758822

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.: [JICFB](#), Bullying

Bedford Public Schools - approved June 15, 2004

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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 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. MyPyramid).
- 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 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.

The school day begins with the arrival of the first student at school and ends after the last scheduled instructional period. Healthy snacks and foods 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. 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* that are foods and/or beverages sold to students that compete with the school's operation of the National School Lunch Program. Items include those sold in vending machines, student stores, parents, school staff, or an outside company or organizations.

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) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools.

Plan for Measuring, Implementing and Monitoring Policy

These guidelines will take effect July 1, 2006, and will be implemented with the start of school in September 2006. Principals, with assistance from Program Administrators for Physical Education, Health, Family and Consumer Science (Occupational Education), and the Director of Food Services, will be responsible for the implementation and monitoring of the guidelines set forth in this policy.

Health Advisory Council

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

Approved May 23, 2006

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***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.

CROSS REF.: [ADDA](#) – CORI Requirements

Bedford Public Schools - approved June 15, 2004

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**BEDFORD PUBLIC SCHOOLS
ACCEPTABLE TECHNOLOGY USE POLICY FOR
STUDENTS**

Student use of technology in the Bedford Public Schools during the school day 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 e-mail accounts may also be accessed at any time from outside the school network.)

Students should...

- Check e-mail 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's 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 individual's 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 without permission
- Illegally copy software

Internet Safety Training

All students will participate in a yearly internet safety training that will address appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

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.

Approved May 12, 2009

Revised February 14, 2012

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." Copyright © Massachusetts Association of School Committees All rights reserved

File: IJNDC

WEB PAGE POLICY

The District's Web Page Policy is as follows:

1. District Web Site

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 webserver.

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 web site 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. Student's 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.

Bedford Public Schools - approved

June 15, 2004 Revised: May 12,

2009

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EQUAL EDUCATIONAL OPPORTUNITIES

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 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

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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, 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 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.

REFS: "Words that Hurt," American School Board Journal, September 1999
National Education Policy Network, NSBA

LEGAL REF.: M.G.L. [151B:3A](#) Title VII, Section 703, Civil Rights Act of 1964 as amended Board of Education [603 CMR](#) 26:00

Bedford Public Schools - approved June 15, 2004

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File: JFABD

*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 pre-school 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 districts 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 districts 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 student's 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 states 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 districts 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 districts 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

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: JH

STUDENT ABSENCES

Every pupil, who is not present in the school room at the appointed time for opening session of school, shall be marked tardy.

In every case of absence or tardiness by the pupil, the teacher shall require an excuse, in person or in writing, to be made by the parent or guardian. No pupil shall be dismissed from school before the close of the session, except in case of illness, or other emergency, but by request of his parent or guardian, made in person or in writing, and all cases of dismissal shall be recorded. Pupils may not leave the building until the person receiving the pupil has been properly identified or by telephone if the call is verified.

LEGAL REF.: M.G.L. [76:1](#); [76:16A](#); [76:2](#); [76:3](#); [76:4](#)

CROSS REFS.: Elementary School Handbooks

Middle School

Handbook

Senior High

School

Handbook

Bedford Public Schools - approved June 15, 2004

File: JHD

*EXCLUSIONS AND EXEMPTIONS FROM SCHOOL
ATTENDANCE*

Denial of Admission

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: JICC

STUDENT CONDUCT ON SCHOOL BUSES

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 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.

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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

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*BEDFORD
PUBLIC
SCHOOLS
BULLYING
PREVENTION*

The Bedford Public Schools, in accordance with MGL: Chapter 92 of the Acts of 2010, 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 of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.
- represents a marked imbalance of power between bully and target. Bullying is a one-sided, unfair match.

“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.

“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 target 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 target 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 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.

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 target, alleged perpetrator, staff members, students and/or witnesses.

Staff shall assess an alleged target'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.

Target Assistance

The Bedford Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets 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

[M.G.L. 71:370](#)

[M.G.L. 265:43](#)

[M.G.L. 268:13B](#)

M.G.L.

[269:14A](#) 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

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

Bedford Public Schools - approved June 15, 2004

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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
Work Place Policy

All Student Handbooks

Bedford Public Schools - approved June 15, 2004

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File: JICl

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

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INTERROGATIONS AND SEARCHES

The 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 to the School Committee and administrators. This authorization may be exercised as needed in the interest of protecting children and safe guarding their own or school property.

Nevertheless, exercising this authority by school officials places significant demands upon their judgement 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, lockers, or student automobiles 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 adult school personnel present, one of whom shall be the Principal or his/her designee. A female staff member shall be present when a female student is searched, and a male staff member shall be present when a male student is searched.
- 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. However, in recognition that the right to privacy considerations intensifies 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.

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Bedford

Public

Schools

Approved:

December 6,

2011

file:

JIFF

TRAUMATIC BRAIN

INJURY/CONCUSSION

All school districts and schools must have policies and procedures governing the prevention and management of sports-related head injuries within the school district or school. The Athletic Director is responsible for the implementation of these policies and protocols.

Pre-participation Requirements.

Each year, the school district shall provide current Department of Public Health (DPH)-approved training, written materials or a list and Internet links for DPH-approved on-line courses to all students who plan to participate in extracurricular athletic activities in advance of the student's participation.

All students who plan to participate in extracurricular athletic activities and their parent(s)/guardian(s) shall satisfy the following pre-participation requirements:

- ❑ Every Student-Athlete must complete a Pre-Season Physical Examination in accordance with MIAA Rule 56.
- ❑ Before the start of every sports season, the student and the parent(s)/guardian(s) shall complete and submit a current Pre-participation Form, or school-based equivalent, signed by both, which provides a comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries. The School Nurse and the Athletic Trainer will review this form. (BPS Athletics-Form 2)
- ❑ Each year, before the student begins practice or competition, the student and the parent shall complete current department-approved training regarding head injuries and concussions in extracurricular athletic activities; and provide the school with a certificate of completion for any DPH-approved on-line course or an acknowledgement, signed by both, that they have read and understand Department (DPH)-approved written materials. (BPS Athletics-Form 4)

The following individuals must complete annual training in the prevention and recognition of a sports-related-head injury, and associated health risks including second impact syndrome utilizing DPH-approved training materials or program, and documentation of each person's completion of such training;

- (2) Certified athletic trainers
- (3) Volunteers
- (4) School and team physicians
- (5) School nurses

- (6) Athletic Director
- (7) Band Director
- (8) Parent(s)/Guardian(s) of a student who participates in an extracurricular athletic activity (BPS Athletics-Form 4)
- (9) Students who participate in an extracurricular athletic activity (BPS Athletics-Form 4)

The required training applies to one school year and must be repeated for every subsequent year.

Exclusion from Play

Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day. The student shall not return to practice or competition unless and until the student provides medical clearance and authorization.

The Coach and/or Athletic Trainer shall communicate the nature of the injury directly to the parent in person or by phone immediately after the practice or competition in which a student has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The coach also must provide this information to the parent(s)/guardian(s) in writing, whether paper or electronic format, by the end of the next business day.

The coach and/or athletic trainer will complete the Department Report of a Head Injury During Sports Season Form (DPH-Report of Head Injury Form), in the event of a head injury or suspected concussion that takes place during the extracurricular activity season. Parent(s)/Guardian(s) will complete Head Injury During Sports Season Form (DPH-Report of Head Injury Form) in the event of a head injury that is sustained in an extracurricular activity during an athletic season

Each student who is removed from practice or competition and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular athletic activities. The plan, developed by Student Assistance Team (comprised of the athletic director, athletic trainer, school nurse and guidance), will address, but not be limited to:

- (a) Physical and cognitive rest as appropriate;
- (b) Graduated return to extracurricular athletic activities and classroom studies as appropriate, including accommodations or modifications as needed;
- (c) Estimated time intervals for resumption of activities;
- (d) Frequency of assessments, as appropriate, by the school nurse, school physician, team physician, certified athletic trainer if on staff, or neuropsychologist if available until full return to classroom activities and extracurricular athletic activities are authorized; and
- (e) A plan for communication and coordination between and among school personnel and between the school, the parent(s)/guardian(s), and the student's primary care provider or the physician who made the diagnosis or who is managing the student's recovery.

Student-Athletes must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, the school nurse and teachers as appropriate. Each student who is removed from practice or competition for a head injury or suspected concussion, or loses consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the Athletic Director, unless another person is specified in school policy or procedure, a DPH-Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals listed below:

- (1) A duly licensed physician;
- (2) A duly licensed certified athletic trainer in consultation with a licensed physician;
- (3) A duly licensed nurse practitioner in consultation with a licensed physician; or
- (4) A duly licensed neuropsychologist in coordination with the physician managing the student's recovery.

Graduated Return to Play

Once it has been determined by any of the above medical professionals that an athlete has been symptom-free for 7 consecutive days, a gradual progression for return to play may begin. During this time, the athlete will need to return to his or her diagnosing physician for a DPH-Post Sports-Related Head Injury Medical Clearance and Authorization Form to be filled out and returned to the Bedford High School Certified Athletic Trainer. Only after this form is returned and the athlete has successfully completed their gradual progression shall he or she be allowed to participate in athletic competition. The stages of gradual progression are as follows as defined by the Center for Disease Control:

- 1) Aerobic exercise (e.g., stationary bicycle)
- 2) Sport-specific training (e.g., running, skating)
- 3) Non-contact drills (includes cutting and other lateral movements)
- 4) Full contact controlled training
- 5) Full contact game play

An athlete may only advance to the next stage of the progression if they are able to complete the prior stage without the presence of concussion symptoms.

From the day an athlete is diagnosed with a concussion, it will be required that the athlete will check in with the Certified Athletic Trainer every other day to discuss symptoms and go through basic cognitive testing. Check-ins will be used to help determine when the athlete has been symptom-free for 7 (seven) consecutive days and may be eligible to begin the gradual progression for return to play.

File: JKAA

RESTRAINT OF STUDENTS IN THE BEDFORD PUBLIC SCHOOLS

The Bedford Public Schools complies with the DOE restraint regulations, 603 CMR 46.00 et seq. (Regulations), 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. A brief overview of the Regulations is provided below.

Methods and Conditions for Implementation. School staff may use physical restraint only (1) when non- physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Chemical¹ and mechanical² restraints may only be used if explicitly authorized by a physician and approved by a parent or guardian. Seclusion restraint³ is prohibited. The use of Time out procedures during which a staff member remains accessible to the student shall not be considered seclusion 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. All school staff must receive training with respect to the districts restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. Additionally, the school must identify specific staff to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training with respect to restraint and implementation of the Regulations.

1. Chemical Restraint-the administration of medication for the purpose of restraints.
2. Mechanical Restraint-the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be

considered mechanical restraint.

3. Seclusion Restraint-physically confining a student alone in a room or limited space without access to school staff.

Reporting Requirements and Follow-Up. In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to DOE along with a copy of the schools record of physical restraints covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent or guardians consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints. Complaints and investigations regarding restraint practices are covered by the Districts Policy on Restraint of Students. Additional information, including a copy of the regulations, can be obtained from the Director of Curriculum and Instructions Office, 781-275-2155. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html <<http://www.doe.edu/lawsregs/603cmr46.html>>.

LEGAL REF.: [603 CMR](#) 46.00, M.G.L. [71:37C](#)

Bedford Public Schools - approved June 15, 2004

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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 School s- approved June 13, 2006

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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

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STUDENT RECORDS

**File:
JR
A**

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 students 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. [66:10 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](#), Publics Right to Know

Bedford Public Schools - approved June 15, 2004

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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 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.

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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

Bedford Public Schools - approved June 15, 2004

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NON-CUSTODIAL PARENT'S 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) (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

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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 childcare 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.

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**Bedford Public Schools Annual Notice
Education and Privacy Act
Massachusetts Student Records Regulations**

File: J The Family

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 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.