

RICHMOND CONSOLIDATED SCHOOL

STUDENT/PARENT HANDBOOK

2019-2020

Phone: 413-698-2207 FAX: 413-698-3199



***Richmond Consolidated School
1831 State Road
Richmond, MA 01254***

Peter Dillon
Superintendent

Jenevra Strock
Special Ed Director

Jill Pompei
Principal

Richmond Consolidated School does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion, sexual orientation, or homelessness.

PRINCIPAL LETTER

Dear RCS Families,

Welcome back, or in some cases, welcome to Richmond Consolidated School for the first time. I am excited to be entering my first full year as a principal of this amazing school and I am looking forward to a wonderful school year ahead. It is the goal of everyone at RCS to create a safe, positive learning environment that will help all students to do their very best and reach their full academic potential.

This handbook will provide much information about the policies and procedures in place for our school. It will be helpful if you can review this booklet with your child/ren and talk about any questions you may have. If you can't find answers in this handbook, please contact the school to get the information you need. You can also visit our school website, www.rcscares.org. There you will find complete policies, our school calendar and more! In addition, you will gain information in various ways throughout the year. Classroom teachers communicate regularly and Mrs. Gingras and I publish a newsletter with timely information each week during the school year.

It is my belief that open communication between home and school is important to the success of our students and our educational programs. Because you are the primary educators in your child's life, it is important that collaboration and cooperation exist between home and school. We welcome your input and encourage your participation and support during the year. We invite you to join our Parent Teacher Association and volunteer during the year. We know that if we work together, our students will succeed!

I look forward to a successful year!

Jill Pompei, Principal

MISSION STATEMENT

In cooperation with parents and the community, Richmond Consolidated School will provide all students a safe environment in which:

- Personal and academic excellence is promoted and celebrated.
- Student responsibility for learning is developed and expected.
- All members value and exercise CARES, our core values: Cooperation, Assertion, Responsibility, Empathy, Self-Control.
- An enthusiasm for life-long learning and community service is instilled.
- We relish learning from differences and embrace diversity

OUR VISION

“Our mission is to provide opportunities for everyone to become happy, caring individuals, as well as academic achievers. As a community of learners, we are committed to creating a school climate that encourages positive self-esteem, critical thinking, responsibility, mutual respect, citizenship and a lifelong love of learning.”

RICHMOND CONSOLIDATED SCHOOL

***Guiding beliefs identify the core values of the Richmond Consolidated School
We Believe....***

Every Child has the right and potential to learn.

In inspiring and nurturing children to care about and contribute to their world.

All children deserve to have high expectations set for them and the support to achieve them.

In commitment to professional growth for our faculty and staff.

Parents and community play a critical role in education.

All members of our school community need to feel safe.

It is important to have built-in systems that support, implement and evaluate innovations.

In respecting and fostering unique and diverse learning and teaching styles.

In a curriculum that is coordinated and consistent, flexible and challenging to meet the needs of every learner.

Mutual respect, honesty and responsibility are vital to a healthy learning environment.

It is the responsibility of the educational community to anticipate the changing needs in society and to evaluate and adopt the best educational practices.

The following is a list of some important aspects of our school. It is not meant to be all-inclusive but it is intended to provide information about our school.

- * RCS provides a quality educational program dedicated to student success. We are fortunate to have a dedicated, highly qualified and professional staff.
- * RCS provides an inclusive pre-school. It is an early education program for children between the ages of three to five. Vacancies are filled using a lottery.
- * RCS has several formal organizations in which parents may become involved including:
 - o An active, supportive PTA
 - o A School Council
 - o Parent Advisory Council (PAC)
- * RCS provides ways for parents and community members to contribute financially to our school:
 - o PTA fundraising activities
- * RCS provides services for children with disabilities and English Language Learners. We provide RTI services in reading and math.
- * RCS provides nursing services to all students with a full time registered nurse.
- * RCS provides experience in the arts and physical education for our students:
 - * Art classes are provided for all students in grades K-8.
 - * Music is provided for all students and instrumental music for upper elementary students.
 - * All children participate in physical education class.
- * RCS has a five-day a week School Adjustment Counselor.
- * RCS provides a comprehensive library for all grades.
- * RCS provides a comprehensive up to date technology education program that includes a 1:1 chrome book initiative for grades 3 through 8 and a computer laboratory. A technology teacher oversees the program.

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2019-2020 SCHOOL CALENDAR

RICHMOND SCHOOL FACULTY AND STAFF

Superintendent - Dr. Peter Dillon
Special Education Director – Jenevra Strock
Administrative Assistant to the Superintendent &
Administrative Assistant to the Director Special Education –Amy Scott
Principal - Jill Pompi
Administrative Assistant - Natalie Gingras
School Psychologist - Dr. Vickie Shufton
School Counselor - Doug Wentworth
Nurse - Cristina Lenfest

TEACHING STAFF:

Grade 6-8 Science and STEM – Heather Ostrander
Grade 6-8 English - Rachel Kanz
Grade 6-8 Mathematics - Roger Kohler
Grade 7-8 History – Julia Sabourin
Grade 6 History – Sharon Renfrew
Grade 5 - Lisa Callahan
Grade 4 – Gill Romano
Grade 3 - Beth Smith
Grade 2 - Julia Padilla
Grade 1 - Jeanne Jones
Kindergarten - Deb Alibozek
Preschool - Michelle Smith

PARAPROFESSIONALS:

Megan Babich, Champagne Eurquhart, Tracy Fancher, Kelsey Hosley, Erin Weeden, Sandi Wojtkowski, Cindy Bartlett

SPECIALISTS:

Spanish -Jessica Reed
French - Pam MacDonald
Art and CAP - Anna O'Donnell
Music - Joy Mullen
Physical Education - Katie Bovard
Computers - Ronna Zigmand
Curriculum - Sharon Renfrew
Librarian - Kristin Smith
Reading - Kim Kuster
RTI – Julia Sabourin
Special Education - Kim Hosley, Geoff Bell-Devaney, Mary Shook
Occupational Therapy - Sharon Kokoefer
Physical Therapy – Betsy Kellogg
Speech - Tracy Holcomb

Kitchen - Tammy Jervas, Danielle Mullen, Carol Keuma-Hipwell
Building and Grounds - Tracey Bullett, Dion Hall

School Committee - Dewey Wyatt, Adeline Ellis, Sue Benner

SCHOOL OFFICE HOURS

- * The main office is open from 8:00 a.m. – 3:30 p.m. Phone calls can be received between 8:00 a.m. – 3:30 p.m. at 413-698-2207
- * School is open to receive students at 8:10 a.m. and the office is generally closed at 3:30 p.m.
- * Please notify the office with any changes of address, phone numbers, or e-mail. Include cell phone numbers when available.

SCHOOL HOURS FOR STUDENTS

- * The student day at the Richmond Consolidated School is from 8:25 a.m.-2:55 p.m. **Adult supervision is provided, beginning at 8:10. Children should arrive at school no earlier than 8:10 a.m., as there is no adult supervision.**
- * If students arrive after 8:25 a.m., the student and /or parent should check in at the main office. Children are considered late if they arrive after 8:25 a.m. Please note that students are in classrooms preparing for the day before this time, so students should be arriving by 8:25 to get prepared for the day.
- * Half day dismissal is 11:45 for Pre-Kindergarten and Kindergarten students and 11:55 for grades 1-8.

LUNCH AND RECESS SCHEDULE

Preschool

9:10 – 9:25 Snack
10:40 – 11:05 Recess
11:30 – 12:00 Lunch
2:20 – 2:40 Recess

Kindergarten

9:55 – 10:10 Recess
10:10 – 10:20 Snack
12:25 – 1:00 Lunch
2:35 - 2:45 Recess (weather dependent)

Grades 1-4

10:09 – 10:18 Recess
10:18 – 10:30 Snack
12:30 – 1:05 Lunch then recess

Grades 5 – 8

10:09 – 10:18 Snack (No Recess)
11:59 – 12:28 Lunch then Recess

ATTENDANCE

Each school day is important to the education of your child. Research tells us that the best learning takes place during the interaction of the teacher, student and classmates. Simply making up the work does not take the place of actual class instruction and interaction.

Each day that your child is going to be absent or tardy, **please call the school (698-2207) or email the school secretary** between 8:00 a.m. and 8:40 a.m. If you have not called by this time, our office staff will be calling you as a precautionary measure. To leave a message before 8:00 a.m. call the school and access the appropriate mailbox. **If your child visits the doctor or is triaged over the phone, please ask for a note for the school to excuse your child's absence.**

Excused absences include illness (with doctor notes), bereavement, religious holidays, time spent with a family member home on Military leave, and court appearances. In addition, if your child is dismissed by the school nurse for medical reasons and she requests that you keep him or her home for an additional period of time, this will also count as an excused absence.

Unexcused absences include vacation and absences due to illness without medical documentation.

If you feel your child is missing school due to anxiety or emotional causes, please contact us so that we may be of help to you and your child. Your child's safety and success in school are our priorities.

Students may arrive to school at 8:10. Students entering school after 8:25 will be considered tardy. Students who enter class tardy have a harder time settling into classroom routine, and may disrupt classroom instruction. Please make every attempt to schedule medical and other appointments after school hours whenever possible. We appreciate your efforts.

If you need to have your **child dismissed before the end of the school day, you must send a note with your child or email the school secretary. Include the date and time of the dismissal and the name of the person who will be picking them up if it is not the parent or guardian.** Adults must report to the office in order to sign out the child. Early dismissal should be for emergency use only. Office staff will call down and have the child sent to the office. Please do not go to the child's classroom to pick them up. Please note that individuals unknown to the office staff will be requested to produce a proper form of identification prior to releasing the child(ren). *For the safety of our school community all visitors must use the front entrance and ring the bell to be let into the building. **Please note: There will be no office dismissals after 2:40 due to changes in afternoon dismissal procedure.*

Children who are well enough to attend school are considered well enough to participate in recess and physical education activities except in unusual circumstances as described by a parent/guardian and/ or physician.

Did you know?...

Massachusetts General Law, Chapter 76, Sections 1 and 2, mandates that students attend school and that the responsibility for proper attendance is placed on the parents. The schools are responsible for enforcing this statute and notifying parents/guardians of the recorded absences. The law stipulates that seven (7) unexcused absences in a sixth month period is considered excessive and referral to the appropriate state agency is encouraged. Additionally, if your child accumulates 5 unexcused absences a letter will be sent home recommending a meeting to discuss ways to improve attendance.

After more than 10 unexcused absences a meeting will be scheduled with administration and the classroom teacher. The solution could be as simple as notifying the parent or guardian and working together to improve that student's attendance. **However, in extreme cases, it may require the school to solicit assistance from the Court, by filing**

a Failure to Send or the Department of Children and Families, by filing a 51A (a report of suspected child abuse or neglect).

SCHOOL CANCELLATION AND DELAYS

When school will not be in session there will be school cancellation announcements via the following: Albany stations WNYT (channel 13) and WTEN (channel 10). Families will also be notified through the school's phone ROBO Call system. On occasion, the beginning of the school day may be delayed when weather and road conditions are expected to clear sufficiently. In the event of a delayed opening of 1-2 hours (9:25 a.m. or 10:25 a.m.) we request that students not arrive any earlier than 9:10 a.m. or 10:10 a.m. as staff is not available for supervision.

HOME/SCHOOL COMMUNICATION

The staff at Richmond Consolidated School is committed to maintaining open home/school communication. Teachers often send communication home and parents are encouraged to contact their child's teacher by note, phone, e-mail or conference when they have information to share or have questions. By maintaining the lines of communication, teachers and parents work as a team, supporting the success of each child. In addition, a weekly newsletter from the office is emailed every Friday with important information including upcoming events and the lunch menu.

HOME/SCHOOL NEWS

Parents should look for important information that is routinely sent home with the children the first week of school. The information includes forms that are to be returned to school. Information and forms pertaining to free/reduced lunch, lunch menus, and PTA activities are examples of items in this first week news. The school calendar can be found on RCS website. **www.rcscares.org**

TRANSPORTATION

BUS

Please note that children need to ride their assigned bus. In order to have a child use a means of different transportation, a parent/guardian will need to send a note to school and the principal or the principal's secretary will then stamp this note. Please note that no phone calls will be taken regarding changes in transportation home, unless it is an emergency.

Students are held to the same code of conduct standards on the bus as they are in school. Riding the bus is a privilege and should not be abused. Failure to follow the rules may result in bus suspension for a specified number of days. Repeated offenses may result in bus suspension for the remainder of the year. It is important to recognize that inappropriate behavior jeopardizes the safety and well-being of all students.

Please note bus stop times can vary 10 minutes in either direction of stated bus pick up or drop off time.

If you have any questions about bus routes, please contact **Dufour Inc. at 413-637-0861.**

PICKING UP AND DROPPING OFF CHILDREN PROCEDURES

- * Our car drop off and pick up is called “kiss and ride”. It is designed to keep children safe. In the morning, students are to be dropped off in the circle at the back of the school. Students are to exit the car on the sidewalk side, and as soon as they are out you may drive off. If you want to get out with your child, you must park in the parking lot. Students are not to be dropped off in the parking lot.
- * A similar procedure will be followed during the afternoon. A staff member will be letting a few cars enter or exit the circle at a time. Please do not pass a car dropping off or picking up unless instructed a staff member. If your child is not out when you are next in line, please follow the staff member’s instructions. Once again, there is no parking along the pick-up & drop off circle.
- * Handicap parking is for vehicles with Handicap designation only! Please do not block handicap access.

SCHOOL DISMISSAL PROCEDURE FOR CAR RIDERS AND BUS STUDENTS

- * At 2:45 p.m. Pre-Kindergarten and Kindergarten car riders will be dismissed. They will use the back of the school. During this process please stay in your vehicles and be patient, waiting for the car in front of you to move through the line. Staff is there to help with this process.
- * At 2:55 p.m. Grades 1-8 car riders and grades Pre- Kindergarten through grade 8 bus children will be dismissed. Car riders will use the back of the building and bus riders will get on the bus using the front of the building. If you are picking up students in grade 1-8 please do not get in the car line any earlier than 2:55 p.m.

VISITORS

Since we do encourage community and parent participation in school activities, non-staff members may be present in the building on a daily basis. It will be necessary for visitors to ring the door bell, be recognized, and then allowed into the building. Visitors are required to sign in and out at the office and take a visitor tag. Staff members generally know who these visitors are. Should any staff member not recognize a visitor, a polite inquiry or offer of assistance will help ascertain the legitimacy of the person's presence in our school.

Additionally, in order to minimize interruptions to classes, people wishing to speak with a teacher should call or email in advance and arrange a time with the teacher that is mutually convenient. Parents should also arrange in advance if they wish to visit the instructional program. There is a form in the school office.

If you are dropping off an item for your student, please leave it in the office and a staff member will take it to your student. If you are dropping your student off after school has begun, you will need to sign them in and we will get them to their classroom. Our full visitor’s policy can be found on our website: www.rcscares.org

BUILDING SECURITY PROCEDURES

Entering and Exiting Procedures

◇◇ All school entrance doors will remain locked all day. In the morning, the only door open for walkers/students drop-off will be back door (at the Kiss and Ride Circle). This door will open at 8:10 for students to arrive and it will close at 8:25 a.m. when classroom instruction begins.

◊◊ To enter the building visitors must be buzzed in by the Principal's Secretary or designee. There are video door stations at each entrance. All visitors must report to the main office.

CALLING SYSTEM FOR SCHOOL FAMILIES

Richmond Consolidated School uses a school-wide calling system for school emergencies and important announcements. In the event of an emergency, where normal radio & TV communication is not adequate, a system whereby each parent/guardian receives a phone call will be used. The system is computerized, and will call up to two (2) phone numbers provided for each student. If the first (1) number is reached (even if it is voicemail) it will not call the second number. **Parents are asked to keep their phone contact numbers up to date.**

LOST AND FOUND

A lost and found area is in the cafeteria.

SOLICITATION

Individuals in organizations wishing to post or distribute material must receive permission from the Principal. In general, information that does not pertain to a non-profit organization with relevance to elementary school-aged children is not approved.

ELECTRONIC DEVICES, MONEY AND OTHER VALUABLES TAKEN TO SCHOOL

When children bring money to school we ask that parents place the money in an envelope, include a note inside stating the reason for the money being sent, and include both the child's name and the teacher's name on the envelope.

- * We ask that children not bring large amounts of money or other valuable objects to school. We do not allow electronics without specific permission. We cannot assume responsibility for any damage or loss that may occur. Any objects identified by the Principal as inappropriate for school grounds will be confiscated and brought to the Principal's office where parents may pick them up.
- * Cell phones are to remain turned off at all times and stored in the student's backpacks or lockers. Cell phones are not to be used during the day (including bus rides). Please see our full electronic device policy on our website: www.rcscares.org.

SAFE SCHOOL ENVIRONMENT POLICY

The Richmond Consolidated School is committed to maintaining a work place and educational environment free from all forms of harassing conduct. Harassment in any form will not be tolerated.

CORI (Statewide background checks)

Massachusetts law provides for state and federal criminal background checks for individuals working or volunteering in public schools. (Massachusetts General Laws chapter 71, section 38R). Conducting, interpreting, and utilizing criminal background checks in a manner consistent with the law will help protect the children our schools serve and enhance the environment in which they learn. Cori forms are available in the main office and on our website.

PROTECTION AGAINST DISCRIMINATION

In accordance with Title IX of the Education Acts of 1972, Title VI of the Civil rights Act of 1964, and Chapter 622 of the General Laws of the Commonwealth of Massachusetts, the Richmond Consolidated School affirm that no person shall, on the basis of race, color, sex, age, creed, national origin, or sexual orientation be excluded from participation in, denied the benefits of, or subjected to discrimination in any education program or activity it operates, including employment therein, and admission thereto. Any complaints or inquiries concerning this policy should be directed to Jill Pompei, Principal, 413 698-2207.

CIVIL RIGHTS SELF-EVALUATION

Richmond has a comprehensive evaluation process to examine and remedy policies and programs that discriminate or limit educational access due to race, color, sex, religion, national origin, disability, sexual orientation, and homelessness.

The process practiced is based upon the on-going multi-year review of all past district policies by the School Committee to check for legal changes/updates, requirements, new DESE regulations, and for discrimination and bias in the existing policies. Richmond Consolidated School uses the legally accurate and updated policies recommended by MASC (MA Association of School Committees). This process of on-going review and reevaluation is a regular topic on the School Committee Agenda entitled Policy Review. Any complaints or inquiries concerning this policy should be directed to Jill Pompei, Principal, 413 698-2207.

RIGHTS OF INDIVIDUALS WITH DISABILITIES

In compliance with Section 504 of the Rehabilitation Act of 1973, the Richmond Consolidated School affirm that no otherwise qualified person with a disability (as defined in section 705(20) of said title) shall, solely on the basis of his or her disability, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity sponsored by the Richmond Consolidated School. Any complaints or inquiries concerning this policy should be directed to Jill Pompei, Principal, 413 698-2207.

PROTECTIONS PROVIDED TO PARENTS/STUDENTS REGARDING STUDENT INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. As a parent, FERPA gives you certain rights with respect to your child's educational records. You have the right to inspect and review your child's education records maintained by the school. You also have the right to request the school correct records that you believe are inaccurate or misleading. If the Richmond Consolidated School decides not to amend the record, you have the right to a formal hearing before the Principal. The Principal will inform you in writing of her decision. If you are not satisfied with the decision, you have the right to place a statement with the record setting forth your view about the contested information.

The Protection of Pupil Rights Amendment (PPRA) applies to programs that receive funding from the U.S. Department of Education. It affords parents certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

Complete guidelines and information regarding these rights is available upon request in the Principal's office.

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

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

STATE SMOKING REGULATIONS

Please be aware that smoking/vaping on school grounds is prohibited. This includes outside the school building on the sidewalks, playground, and the playing fields. Thank you for your cooperation.

SCHOOL SERVICES AND ACTIVITIES

RECESS PERIODS

All children have approximately thirty-five minutes for recess/lunch. During inclement weather the children have indoor recess. The Principal determines whether the children have outdoor play. Please dress your children in appropriate clothing for changes in weather conditions. We use a temperature above 10° (either ambient temperature or wind chill temperature) as the determinant as to whether recess will be outdoors.

It is important that children are dressed appropriately for school and recess each day. A warm jacket, snow pants, hat, gloves and boots in winter months; safe and appropriate shoes and clothing for the playground in other seasons. In warmer weather sunscreen should be applied in the morning before school to protect your child from the harmful effects of the sun.

BLIZZARD BAGS

Because we live in the northeast, we know that Snow Days are a real possibility! To alleviate the need for "make up days" in June, the School Committee approved the use of Blizzard Bags for up to three snow days each school year. On days when a Blizzard Bag is used, we will not have to make up a snow day at the end of the year.

Our first “snow day” will indeed be a day when students can simply rejoice and enjoy the day. Any subsequent snow days will include the implementation of “Blizzard Bags”. Each teacher will prepare for students a Blizzard Bag filled with activities for students to complete at home on a snow day. Teachers will differentiate activities based on individual student’s needs. Students will be expected to complete the Blizzard Bag activities within seven calendar days of the designated snow day, after which the Blizzard Bag work will be assessed and feedback provided to the students. Teachers will be accessible to students by phone or email for a period of time on snow days to assist if students have questions. Students can also bring the blizzard bags back to school after the snow day and seek help in order to complete the work. We will structure support opportunities in or after school following all snow days to ensure that all students are successful.

Blizzard Bags will be sent home prior to an expected snow day. If there is no snow day, the bags should be returned on that next school day. When snow days occur unexpectedly and blizzard bags are not sent home in advance, those snow days will be made up at the end of the year. If you have questions, please ask your child’s teacher, or feel free to contact the Principal.

CAFETERIA

Student lunches cost \$2.50. Milk will be \$.50, unless your child has been approved for free lunch or reduced lunch (\$.40). The menu will have choices of meals each day, all of which include milk and assorted fruits and vegetables. There is a regular hot lunch of the day except Wednesday which is “Soup and Salad Bar”. Additional Choices of PB&J sandwich (except Wednesday which is PB&F) and Salad Bar is available everyday

All students who were on free or reduced lunch last year will automatically be able to receive free or reduced lunch the first few weeks of school, until the verification process has been completed. Forms are sent home the first week of school. Snack is also available every morning with prices ranging from .40 to \$1.25. Snack is not part of the free or reduced lunch program.

LUNCH PRE-PAYMENT PROGRAM

Daily lunches **MAY BE PRE-PAID FOR** on a weekly or monthly basis. Please make checks payable to the "Town of Richmond" (one check per family). Checks made out differently will be returned. On the check, indicate the child(s) name. You may also send cash in a sealed envelope labeled with the child(s) name. You may also pay online via the website at www.rcscares.org by clicking on the *ONLINE PAYMENTS TAB*.

LIBRARY PROCEDURES

A student may take out a maximum of two books. For each book returned, another may be taken out. For any books that are overdue, a notice is sent to the child’s classroom teacher once a month and the child is reminded to return the book(s). A record of the child’s overdue books will be retained from grade to grade. If a student has lost or damaged a book, students should replace the book with a gently used copy or pay the replacement cost. Checks should be made out to the Richmond PTA. Please note, students need to bring books back to the library, not just brought back to school.

PHYSICAL EDUCATION

All students receive at least two periods of Physical Education a week. Children are expected to participate, unless a note from a physician is provided. In addition, students should always wear appropriate athletic footwear and clothing. Proper footwear is absolutely necessary for children's safety, as well as protection of the floor. We suggest that a pair of sneakers is sent in at the beginning of the year to be kept here at school. Our elementary Physical Education program offers experiences for all students, with the goal of developing a healthy self-image and a wholesome, lifetime attitude towards exercise and fitness. Activities are carefully planned so that students obtain knowledge about the value of regular exercise, essential motor development, and the social characteristics which foster citizenship.

MUSIC

All students receive at least one period of general vocal music per week. Children in grades 4-6 have the opportunity to participate in instrumental lessons, band and orchestra. Lessons are held during the school day in consultation with the children's classroom teachers while band and orchestra are held before or after school.

ART

All students in gr. K-8 receive at least one period of art per week. Each grade level has lessons during the school year that are centered around the elements and principles of art and design. They also have lessons which are a reflection of our integrated curriculum in art and school based themes. Students learn to recognize and use the Elements of Art and Design in visual art making while developing the tools and the Artist Mindset and ability for exploratory, imaginative and creative problem solving and thinking. They learn not only to understand art theories but also how to apply the theories and techniques in their work in a way that can be clearly assessed. Many lessons are designed to use art to better understand the ideas, formulas, and concepts studied in other academic areas, engaging in a creative process which connects an art form and another subject area and meets evolving objectives in both.

CAP PROGRAM

The Creative Arts Program is a unique set of classes taught by local professional artists, designed for grades K-8 in which the Arts, Drama, Dance, Music, Design and the Visual Arts, are explored and experienced. In addition, students in grades 4-8 are offered instruction on various wind and percussion instruments. There is opportunity to play in the Beginners' Band, Concert Band and Jazz Band and sing in the Chorus.

COMPUTER

The main focus of the technology program at RCS is to use technology as a tool to enhance learning in all subject areas. During technology classes, students will be exposed to a variety of lessons to improve their understanding of technology concepts, develop skills using various technology tools, and grow as positive, responsible digital citizens. The Massachusetts Curriculum Frameworks for Digital Literacy will guide the work we do to prepare students for the twenty first century.

RESIDENCY

The Massachusetts Department of Education requires that we maintain accurate and current records of a child's residency. Residency is determined by where the child actually lives (where the child rests his/her head at night), irrespective of guardianship, custody, and domicile. Students must be residents of Richmond or South Hancock at the time of application. Proof of residency may include documentation of recent property purchase, rental agreement, phone or utility bill indicating the child resides within the Richmond school district.

SCHOOL CHOICE

It is the policy of Richmond Consolidated School District to admit non-resident students under the terms and conditions of the Inter-district School Choice Law (M.G.L. 76:12) and under the following local conditions:

1. Richmond Consolidated administration will determine the number of spaces available to Choice students for the upcoming school year.

2. A list of projected School Choice openings will be presented to the Richmond School Committee at the February meeting for consideration and discussion.
3. By June 1, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
4. The School Choice grade openings will be posted in the newspaper and on the school website. The selection of non-resident students for admission will be in the form of a random drawing when the number of requests exceeds the number of available spaces. There may be two drawings for this purpose. The first drawing will take place in April. A waiting list will be established for those families that were not drawn for the open slots and each family will be notified of its placement on the waiting list. A second drawing may be conducted during the week immediately preceding the opening of the next school year if all openings are not filled from the waiting list or there are unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from eighth grade except if there is a lack of funding of the program at the state level.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.
7. It is the practice of the Richmond School Committee not to accept so many Choice students so as to, in and of itself, drive the need for an additional section of students for any grade.

PRESCHOOL PROGRAM

Lottery

Children must be 3 years old by September 1st of the school year. If more children apply than the number of available slots, a lottery will be held.

Tuition

The Richmond Consolidated School's School Committee sets tuition in the spring prior to the school year.

Preschool Sessions

Morning	8:25- 11:45
Full Day	8:25- 2:55

Calendar

Preschool runs five days a week. We follow the public school's calendar.

BULLYING PREVENTION POLICY

Overview

The Richmond Consolidated School is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students/staff [aggressor(s)] of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear or 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.

Aggressor is a student/staff who engages in bullying, cyber bullying, or retaliation.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

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

Examples of bullying include:

1. Teasing
2. Exclusion
3. Taunting (verbal or physical intimidation)
4. Cyber-bullying
5. Pushing, kicking, hitting or spitting
6. Non-verbal gestures
7. Taking or damaging another person’s personal property

“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 or 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.

Our school expects that all members of the school community will treat each other in a civil manner and with respect for differences. Our school is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety.

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

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 Richmond Consolidated School.

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 Richmond Consolidated School if the act or acts in question:

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

Prevention and Intervention Plan

The Principal and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all school 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. The Plan will include steps to be taken by the principal or designee to follow upon receipt of a report of bullying or retaliation, staff responsibilities, and nature of training staff and students.

Our school will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

Reporting

Anyone, including a parent, guardian, student or school staff member, can report bullying or retaliation. Reports can be made in writing or orally. Oral reports made by or to a staff member shall be recorded in writing. Persons other than school or district staff can make reports anonymously. Anonymous reports may limit further investigation if the parties involved cannot be identified. 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 who have been, or parents of students who have been bullied, or who observe incidents of bullying are encouraged to report this behavior to a staff member or school administrator. The target shall, however, not be subject to discipline for failing to report bullying. Our school will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,¹ voicemail, a dedicated mailing address, and an email address

Staff must immediately report bullying and/or peer harassment to the building principal if they either witness or become aware of bullying or retaliation in another manner. Staff members responsible for reporting acts of bullying include, but are not limited to, the following: educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals. Acts of reprisal or retaliation against any person who reports an incident of bullying and/or peer harassment are prohibited. Any student who is determined to have falsely accused another of bullying and/or peer harassment shall be subject to disciplinary consequences.

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

Investigation Procedures

The Principal or his/her 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 principal or designee conducting the investigation will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

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;

¹ See Appendix A for Sample Incident Reporting Form.

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 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.

Support staff shall assess an alleged target’s needs for protection and create and implement a safety plan that shall 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 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 fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including 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. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis. The principal or designee will maintain a written record of the investigation.

The school shall document any incident of bullying that is reported per this policy and the Principal or designee shall maintain a file. A monthly report shall be provided to the Superintendent.

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

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.

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.

Counseling and other Services

The Richmond Consolidated School shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators and to appropriate family members of involved students, affected by bullying as necessary. The school’s School Adjustment Counselor and Psychologist can assist with identifying staff and service providers who assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.

Training and Assessment

Annual training shall be provided for all school staff and volunteers on the Plan to include: staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying, steps to prevent retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district.

As required by M.G.L. c. 71, § 37O, the content of school-wide professional development will be informed by research and will include information on:

- Age-appropriate, evidence-based instruction on bullying prevention that is incorporated into the curriculum for all Pre-K through eighth grade students at Richmond Consolidated School.
- Age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

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 the school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

At the beginning of each school year, the school will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians. Parents will receive information about (a) the school's bullying prevention curricula, (b) ways to help reinforce prevention at home, (c) the broader social dynamics of bullying and (d) computer/ electronic safety and cyber-bullying.

The bullying prevention and intervention Plan shall be posted on the Richmond Consolidated School website [www.rcscare.org].

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

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. c. 71, § 37O
MGL 91:370

MGL 265:43, 43A
MGL 268:13B
MGL 269:14A
MGL Chapter 71, section 370

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JF, Student Discipline Regulations

HEALTH AND SAFETY

A. Illness and Injury

Parent/guardians, or those persons designated on the Emergency Forms, are notified by the school nurse, or a school staff member whenever illness or an emergency occurs. In cases of life-threatening emergencies, students will be immediately transported to the hospital via ambulance with a staff member.

B. Guidelines for Illness and School Attendance:

Should my child be in school with this illness? Remember: Sick children belong at home. Well children belong in school. And the best way to prevent infections is frequent hand washing.

- Children with a fever over 100.4° should stay home until there is no fever for 24 hours without the use of fever-controlling medication. Call your doctor if your child has a fever with pain, rash, weakness, vomiting or diarrhea.
- If a child's eye is red with cloudy or yellow/green drainage, you should call the doctor during office hours. If an eye ointment is prescribed your child may return to school 24 hours after treatment begins. All family members should wash hands frequently.
- Children with one event of vomiting or diarrhea (watery loose bowel movement) should stay at home until at least 12 hours has passed without any further events. Call your doctor if the vomiting or diarrhea continues or if your child also has a fever, rash, or weakness. All family members should wash hands frequently. If there is more than one event of vomiting or diarrhea, then your child must be kept home for 24 hours after the last episode.
- Your child should stay home if he/she has head lice. Your child may return to school after their hair has been treated. In Pre-K, the student must be also nit free due to the closeness that can occur during this age demographic. Call your doctor or school nurse for more resources.
- If your child has a sore throat and a fever, or a severe sore throat without fever, he/she should stay home from school. If there is a diagnosis of strep throat, your child may return to school 24 hours after treatment has started and when fever is no longer present.
- If your child's cough is worse than you would expect with a cold, keep him/her at home. If he/she has a hard time breathing or has a fever, call your doctor.

- If your child complains of a stomach ache, especially if he/she says it hurts to move and he/she does not want to eat, he/she should stay home. Call your doctor.
- If your child has a staph infection, your child may return to school 24 hours after treatment has started. The sore must be covered with a dressing and the dressing must remain dry when the student is at school.

When there is doubt in your mind about sending your child to school, consult your child's doctor. Remember to make sure that we know how to reach you during the day. Please give the school all available numbers; cell, work, relatives, friends, etc.

C. Emergency Cards

An emergency card is sent home the first week of school. It is vital that the form be completed properly and signed so that the child will be able to receive needed treatment. Emergency information must be as accurate and up to date as possible for student safety. Parent/guardians must keep the school nurse informed of any changes to the emergency form. Changes can include alternate emergency contact people, phone numbers, street addresses, medications, new allergies or medical conditions.

D. Exclusion from School

It is Massachusetts state law that students who are not up to date with the immunization requirements for school entry are excluded from school. It is the responsibility of the parent/guardian to provide current immunization records in a timely fashion to avoid exclusion of their child. The school nurse is available to help parents/guardians in this area. Families whose religious beliefs preclude the students from being immunized are precluded from this exemption.

E. Examinations

All students entering Pre K, Kindergarten and 4th grade are required to provide an updated physical exam and immunization record.

F. Screenings

Regular state mandated screenings are conducted in the following grades;

Hearing- K-3 grades, 6th grade

Vision- K-6 grades

Heights and weights with BMI calculation- K, 4th grade, 7th grade

Postural- 5th -8th grades

G. Medication Policy

According to Massachusetts Department of Public Health regulations, no medication will be dispensed by a Richmond school personnel to any student except upon written consent of both the physician and the parent/guardian, or legal guardian, in cases where the medication is needed for a particular health problem and must be given during school hours. By law, only a school nurse, RN, or trained staff member can administer medications in school.

All medications, prescription and over the counter (includes cough drops), may only be given by the school nurse with a doctor's order and a signed parent/guardian authorization. The school nurse has these forms. Antibiotics that are given for a limited time may be given without the MD order but the original prescription bottle must be given to the school nurse. Parents/guardians are required to bring in all medications and discuss the administration plan with the school nurse.

The only exceptions are made for asthma inhalers and epipens which may be self administered.

We thank you for helping in the protection of the other students and employees. Your child will be sent home if any of these symptoms, conditions, illnesses are found or suspected during the school day.

SCHOOL ADJUSTMENT COUNSELOR (SAC)

Our School Adjustment Counselor (SAC) works primarily with improving student's social emotional health. Areas addressed may include anger management, stress and anxiety, social skills and conflict resolution...just to name a few.

Our SAC provides small group and whole class lessons that reinforce our core beliefs (C.A.R.E.S.). If you would like the School Adjustment Counselor to meet with your child regarding a social-emotional concern, please email him or call the school to make a request.

INVITATIONS

Students may not distribute invitations to birthdays, play dates, etc. at school. Since these are not school functions, and do not include all students, invitations must be handled privately from home.

STUDENT INSTRUCTIONAL INFORMATION

HOMEWORK

- * Homework expectations will be included with the information communicated by teachers to parents at the beginning of the school year. Parents should be encouraged to contact the teacher if their child is spending either too much or too little time than expected on their assignments.
- * The amount of homework should approximately average ten minutes per weeknight times the grade level of the student. On occasion, special projects might require additional time. Aside from this regular homework, children are expected to read for a certain amount of time a night. Each teacher will determine the amount of time.
- * Generally speaking, homework should reinforce what has been learned in school and not contain totally new material to the student.
- * Whenever possible, homework assignments will be differentiated to meet the individual needs of students.

ENTRANCE REQUIREMENTS

Students entering Kindergarten must be five years old by September 1st preceding their entrance to Kindergarten.

Along with documentation of residency, we also require evidence of birth date (copy of birth certificate), DPT shots, immunization against polio, measles, rubella, and mumps, Hepatitis B, Varicella, Hib, lead screening and copy of most recent physical from the doctor's office. These are standard requirements for entrance into Kindergarten. We also need to receive information concerning health problems. In addition to filling out the registration forms, you

will meet briefly either the school secretary and the school nurse along with a member of our speech and language department.

To the extent required by law, the Richmond Consolidated School will work with homeless students and their families to provide stability in school attendance and other services. Special attention will ensure the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible.

STUDENT RECORDS

Student records are kept in the Principal's office. Parents/guardians are guaranteed the right to inspect as well as seek addition to or deletion from all records which are kept, or requested to be kept, by the school department concerning individual students. These records include the student's transcript and any other recorded information that is identified by the student's name.

Pursuant to General Law c. 71, s. 34D and 34F, and the regulations promulgated thereunder, no third party, other than an authorized school or DESE, shall have access to information in or from a student record without the specific written consent of the eligible student or the parent/guardian.

Upon receipt of a Court order or lawfully issued subpoena, or upon receipt of a request from a Court or the Department of Youth Services for information regarding a student, the school, prior to compliance, shall notify the eligible parent/guardian of the order, subpoena or request.

Except for certain limited and specifically defined individuals, i.e.: certain court officers, health officials, and authorized school personnel, no individual or agency may have access to school records of the students without the "specific informed written consent" of the student or his/her parent/guardian.

Authorized school personnel of the school to which a student is transferring may have access to the student's record without the consent of a parent/guardian. Complete copies of the state regulations concerning parents' and students' rights to records may be obtained in the building principal's office.

ACCESS OF STUDENT RECORDS BY NON-CUSTODIAL PARENTS

Massachusetts's law (Chapter 71, Section 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children.

COPY OF STUDENT RECORDS

"The board of education shall adopt regulations relative to the maintenance, retention, duplication, storage and periodic destruction of student records by the public elementary and secondary schools of the commonwealth. Such rules and regulations shall provide that a parent or guardian of any pupil shall be allowed to inspect academic, scholastic, or any other records concerning such pupil which are kept or are required to be kept".

PROMOTION AND RETENTION

The decision to retain a child is a difficult one to make. It is generally agreed that the earlier the retention, the more effective it will be. If retention is considered, the best interest and long-range welfare of the child shall be the prime considerations.

The parents and Principal shall work together and be responsible for making the final decision on promotion or retention, and will consult closely with teachers before making any decision. In order for the retention to work, it is generally agreed that both the school and the home should be in agreement that it is the correct decision. The possibility of retention must be made known to parents well in advance so that the appropriate consultation can be achieved.

ADMISSION AND TRANSFER OF STUDENTS

All children entering the Richmond Consolidated School will register at the Principal's Office. Before entering, proof of immunization must be presented and reviewed by the school nurse. You will also need proof of residency. Pupils will ordinarily be placed with other children of the same grade level.

If you are planning to move from Richmond, please notify the Principal by phone or by note. The school office needs to know your new address, school to be attending, and date of leaving. The Principal's secretary is in charge of sending school records to your child's new school and needs a parent's signature.

CODE OF CONDUCT

I. Introduction

The Richmond Consolidated School is committed to providing a safe and orderly school environment where students may receive and school personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other school personnel, parents and other visitors is essential to achieving this goal.

Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. Student Rights and Responsibilities

A. Student Rights

The school is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all school students have the right to:

1. Take part in all school activities on an equal basis regardless of race, color, creed, national origin, religion, gender, disability or sexual orientation.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary action in connection with the imposition of the consequences.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All school students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and property.
2. Be familiar with and abide by all school policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the school when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

III. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly, on time, and all absences are excused.
4. Insist their children be dressed and groomed in a manner consistent with the student dress code.
5. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
6. Be courteous in speech and actions and refrain from use of profanity.
7. Refrain from use of physical contact or force with school personnel or students.
8. Know and follow school rules and help their children understand them.
9. Convey to their children a supportive attitude toward education and the school.
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Review the section on bullying with their child(ren).

B. Teachers

All school teachers are expected to:

1. Maintain a climate of mutual respect and dignity which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know and follow school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents, preferably in writing:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate proactively with students, parents and other teachers concerning growth, achievement and behavior.
7. Be courteous in speech and actions and refrain from use of profanity.
8. Refrain from use of physical contact or force with school personnel or students.
9. Respect student privacy at all times.

C. Student Adjustment Counselor

The school adjustment counselor is expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to prevent and resolve problems.
3. Provide building wide instruction on conflict resolution, anger management, bullying, diversity and other student programs that encourage civility, safety and impulse control.
4. Encourage students to benefit from the curriculum, extracurricular and community programs.

D. Principal

The principal is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate school and community activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

E. Superintendent

The superintendent is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with school administrators the policies of the Richmond Consolidated School and state and federal laws relating to school operations and management.
3. Inform Richmond Consolidated School about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with school administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

F. Richmond School Committee

The Richmond School Committee is expected to:

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, school personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the school's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting school committee meetings in a professional, respectful, courteous manner.

IV. Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other school personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. A student's dress shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that brief garments such as gym shorts, tube tops, net tops, halter- tops, bare midriffs, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard is not acceptable.
5. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

The principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item.

V. Prohibited Student Conduct

The Richmond Consolidated School expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students and school personnel, and for the care of school facilities and equipment. The Richmond Consolidated School recognizes the need to make its expectations for student conduct specific and clear. Students who will not accept responsibility for their own behavior may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include:
 - 1. Running in hallways.
 - 2. Making unreasonable noise.
 - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 4. Engaging in any willful act which disrupts the normal operation of the school community.
 - 5. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the school's acceptable use policy.

- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 - 2. Lateness for, missing or leaving school without permission.
 - 3. Skipping classes or not staying for detention.
 - 4. Rude or disrespectful behavior.

- C. Engage in conduct that is disruptive. Examples of disruptive conduct include:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 - 2. Interfering with the educational process of children.

- D. Engage in conduct that is violent. Examples of violent conduct include:
 - 1. Committing an act of violence, or attempting to do so, (such as hitting, kicking, punching, and scratching) upon another student, teacher, administrator or other school employee.
 - 2. Possessing a weapon.
 - 3. Displaying what appears to be a weapon.
 - 4. Threatening to use any weapon.
 - 5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
 - 6. Intentionally damaging or destroying school or school property.

- E. Engage in bullying:

"Bullying", 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: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

"Perpetrator", a student or 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 who engages in bullying or retaliation.

Bullying reports may include the name of the 'aggressor' or 'perpetrator' for both school staff and students. 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, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; and (v) inform the parents or guardians of the victim about the department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

Bullying is prohibited on school grounds and any school-sponsored event or activity, whether on or off campus. Bullying is prohibited through the use of district computers while on or off campus and the use of personal digital devices either on campus or off-campus in a manner that causes a disruption on school grounds. Retaliation against students or school personnel who reported the incident(s) of bullying is prohibited.

Bullying is any unwelcome written or verbal expressions, physical acts or gestures directed at a student or another member of the school community with the intent to intimidate, harass, frighten, ridicule, humiliate or cause physical or emotional harm to that person. It is repeated, intentional and creates an imbalance of power. Cyber-bullying is bullying by means including electronic mails, cellular phones, instant messages, text messages or websites.

Examples of bullying include:

1. Teasing
2. Exclusion
3. Taunting (verbal or physical intimidation)
4. Cyber-bullying
5. Pushing, kicking, hitting or spitting
6. Non-verbal gestures
7. Taking or damaging another person's personal property

F. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:

1. Lying to school personnel.
2. Stealing the property of others.
3. Defamation, which includes making false statements or representations about an individual that harm the reputation of the person(s) by demeaning them.
4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
6. Intimidation, which includes engaging in actions or statements, that put a reasonable individual in fear of bodily harm.
7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation

into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.

8. Selling, using or possessing obscene material.
9. Using vulgar or abusive language, cursing or swearing.
10. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. (“Illegal substances” include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as “designer drugs.”)
12. Inappropriately using or sharing prescription and over-the-counter drugs.
13. Gambling.
14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

G. Engage in misconduct while on a school bus.

It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

1. Stay in seat.
2. Follow driver’s structure for seating assignments.
3. Do not eat or litter on the bus.
4. Follow driver’s instructions.
5. Use acceptable language.

H. Engage in any form of academic misconduct.

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

I. Anti-Harassment Policy:

- A. It is the policy of the Richmond Consolidated School to promote and maintain a working and educational environment that is free from all forms of harassment. The most productive and satisfying work environment is one in which work and work-related activities are accomplished in a spirit of mutual trust and respect. Harassment is a form of discrimination that is offensive, impairs morale, undermines the integrity of employment relationships and causes serious harm to the productivity, efficiency and stability of our organization. Harassment includes but is not limited to such things as threats, unsolicited re- marks, gestures, physical contact, or the display or circulation of written materials or pictures derogatory to gender, racial, ethnic, religious, age or handicap groups.

All employees have a right to work in an environment free from discrimination and harassing conduct, including sexual harassment. Harassment on the basis of an employee’s race, color, creed, religion, sex, national origin, age, marital status, veteran status, sexual preference or disability is expressly prohibited under this policy. Harassment on any basis (race, sex, age, disability, etc.) exists whenever the conduct interferes with an employee’s work or creates an intimidating, hostile or offensive work environment.

Sexual harassment violates state and federal law; and, therefore, the policies of the Richmond Consolidated School. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment, or success as a student; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual, or; (3) such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances – whether or not they involve physical touching;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess, and sexually explicit e-mails or the use of social media to share such references, and
- Displays of sexually suggestive objects, pictures, and cartoons.
- Harassment on the basis of any other protected characteristic is also strictly prohibited. Such harassment can be defined as conduct that shows hostility or aversion toward an individual because of his or her protected characteristic and that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Each employee at Richmond Consolidated School is personally responsible for:

- Ensuring that his/her conduct does not harass any student or other employee or applicant for employment, or other individual in the workplace or school;
- Cooperating in the investigation of informal reports or formal complaints of alleged harassment by providing any information she/he possesses concerning the matters being investigated; and
- Otherwise cooperating with efforts to prevent and eliminate harassment and to maintain a working and learning environment free from such unlawful discrimination.

B. Grievance Officers for all forms of harassment/ Alleged Violations Between School Department Employees

For any alleged harassment violations between School Department employees, the Principal will serve as the Grievance Officer. He or she is vested with the authority and responsibility of processing or referring to an appropriate administrator all harassment complaints in accordance with the procedure outlined under Procedure 2.6A. The Principal may be contacted at the School Administration Offices, telephone 413-698-2207, Superintendent, telephone 413-298-4017.

VI. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or his or her designee. All school staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, if warranted, which may include permanent suspension and referral for prosecution.

The principal or his or her designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school as soon as practical. The notification may be made by telephone, followed by a letter. The notification must identify the student and explain the conduct.

School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances that led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

VII. Disciplinary Consequences and Procedures

The Richmond Consolidated School Leadership Team and Special Education Team meet weekly to review discipline data of all students, including special populations and high needs students. The team consists of special education liaison, school adjustment counselor, principal, teachers and para-professionals.

Students who are found to have violated the school's Code of Conduct may be subject to the following consequences, either alone or in combination.

1. Oral warning
2. Written warning
3. Written notification to parent
4. Detention
5. Suspension from transportation
6. Suspension from athletic participation
7. Suspension from social or extracurricular activities
8. Suspension of other privileges
9. In-school suspension
10. Removal from classroom
11. Short-term (five days or less) suspension from school
12. Long-term (more than five days) suspension from school
13. Permanent suspension from school

A. Procedures

The school personnel who imposes a consequence must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence. The student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal, the principal's designee or teacher to discuss the conduct and the consequence involved.

1. Detention will be imposed as a consequence only after the student's parent has been notified, preferably by phone, to confirm that there is no parental objection to the detention and the student has appropriate transportation home.
2. If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such

misconduct to the building principal's attention through a bus referral. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent.

3. Building principal and the superintendent are authorized to place students in "in-school suspension." The in-school suspension supervisor will be a teacher or para-professional.
 4. Suspension from school is a severe penalty, which may be imposed upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. Richmond Consolidated School retains its authority to suspend students, but places primary responsibility for the suspension of students with the principal.
- When the superintendent or principal (referred to as the "suspending authority") determines that a suspension for five days or less is warranted, they will immediately notify the student orally. The suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. Where possible, notice should also be provided by telephone.
 - When the superintendent or building principal determines that a suspension for more than five days may be warranted, reasonable notice will be provided to the student and the student's parents of their right to a fair hearing. The superintendent shall personally hear and determine the procedure. A record of the hearing shall be maintained.

An appeal of the superintendent's decision may be made to the Richmond School Committee that will make its decision based solely upon the record before it. All appeals to the Richmond School Committee must be in writing and submitted to the school secretary within 10 business days of the date of the superintendent's decision. Richmond School Committee may adopt in whole or in part the decision of the superintendent. Final decisions of the Richmond School Committee may be appealed to the Commissioner of Education within 30 days of the decision.

B. Minimum Periods of Suspension

Emergency Removal: Section 37H $\frac{3}{4}$ Section 53.07

1. Nothing in these regulations shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially disrupts the order of the school. The temporary removal shall not exceed five (5) school days, which shall include the day of the emergency removal, during which time the principal shall:
 - a. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
 - b. Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
 - c. Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(3) and provide the parent an opportunity to attend the hearing, before the expiration of the five (5) school days, unless an extension of time is otherwise agreed to by the principal, student, and parent.
2. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

NOTE: The federal Gun-free Schools Act of 1994 (20 USC §8921) requires all states that receive funds under the Elementary and Secondary Education Act of 1965 to have a law that requires schools to suspend students who bring weapons to school for a minimum of one calendar year. Section 3214(3)(d) of the Education Law has been amended to comply with the federal law. The federal law defines "weapon" somewhat narrowly. (See 18 USC §914.)

Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.

4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law. The SAVE legislation requires that a violent student be subject to a minimum period of suspension under the school's Code of Conduct (§3214(b)(2) and §2801(2)(m)). Schools are free to choose any minimum period so long as it is reasonable. The sample Code adopts a five-day minimum period to avoid the more detailed procedures that must accompany a suspension of more than five days.

VIII. Due Process for Suspensions

School-Wide Education Service Plan for students on Short or Long term suspension

A. Notice of Proposed Suspension, School-Wide Education Service Plan Notice to Parents

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
5. the date, time, and location of the hearing;
6. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances. The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

1) Any student who is serving an in-school suspension, short-term suspension, long-term-suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed. Opportunities to earn credits are 1-1 tutoring of content covered during the missed time, work sent home to complete during suspension, after school drop in, and assigned virtual projects or portfolios.

(2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward

meeting state and local requirements, through the school-wide education service plan. Opportunities to receive education services are 1-1 tutoring of content covered during the missed time, work sent home to complete during suspension, after school drop in, and assigned virtual projects or portfolios.

Please contact Jill Pompei, Principal 413-698-2207 if you would like more detailed information.

(a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

(b) For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

B. Short-Term Suspensions: School Wide Education Service Plan Notice to Parents, Hearing, Principal Determination

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
5. the date, time, and location of the hearing;
6. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

(1) Any student who is serving an in-school suspension, short-term suspension, long-term-suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed. Opportunities to earn credits are 1-1 tutoring of content covered during the missed time, work sent home to complete during suspension, after school drop in, and assigned virtual projects or portfolios.

(2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward

meeting state and local requirements, through the school-wide education service plan. Opportunities to receive education services are 1-1 tutoring of content covered during the missed time, work sent home to complete during suspension, after school drop in, and assigned virtual projects or portfolios.

Please contact the Principal 413-698-2207 if you would like more detailed information.

(a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

(b) For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

C. Long-Term Suspensions: School-Wide Education Service Plan Notice to Parents, Hearing and Principal Determination

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
5. the date, time, and location of the hearing;
6. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

1) Any student who is serving an in-school suspension, short-term suspension, long-term-suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed. Opportunities to earn credits are 1-1 tutoring of content covered during the missed time, work sent home to complete during suspension, after school drop in, and assigned virtual projects or portfolios.

(2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. Opportunities to receive education services are 1-1 tutoring of content covered during the missed time, work sent home to complete during suspension, after school drop in, and assigned virtual projects or portfolios.

Please contact Jill Pompei, Principal 413-698-2207 if you would like more detailed information.

(a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

(b) For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

Additionally, the student shall have the following additional rights:

In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;

1. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
2. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
3. the right to cross-examine witnesses presented by the school district;
4. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
Set out key facts and conclusions reached by the principal;

1. Identify the length and effective date of the suspension, as well as a date of return to school;

2. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
3. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

D. Appeal of Long-Term Suspension

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

E. Emergency Removal

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

- During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

F. In-School Suspension Under 603 CMR 53:02(6) & CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

1. The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the

principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

G. Suspension or Expulsion for Disciplinary Offenses Under M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

1. Possession of a dangerous weapon, possession of a controlled substance, or assault of staff

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her 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 was guilty of the alleged offense.

2. Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

3. Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

IX. Alternative Instruction

Students removed from class due to a suspension must be provided with alternative instruction, school wide education plan.

A. Educational Services and Academic Progress During Suspensions and Expulsion

Students removed from class due to a suspension must be provided with alternative instruction

(1) Any student who is serving an in-school suspension, short-term suspension, long-term-suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed. Opportunities to earn credits are 1-1 tutoring of content covered during the missed time, work sent home to complete during suspension, after school drop in, and assigned virtual projects or portfolios.

(2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. Opportunities to receive education services are 1-1 tutoring of content covered during the missed time, work sent home to complete during suspension, after school drop in, and assigned virtual projects or portfolios.

Please contact the Principal 413-698-2207 if you would like more detailed information.

(a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

(b) For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

X. Discipline of Students with Disabilities

While students with disabilities are disciplined by the same criteria applied to all students in the Richmond School, students who have been identified as having special needs based on a disability may have procedural protections in addition to those provided other students in accordance with the Individuals with Disabilities Education Act (IDEA). 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, in many instances, the student's IEP Team must convene to determine whether the student's behavior was caused by or had a direct and substantial relationship to his/her disability (a "manifestation determination"). If the Team determines the behavior was not caused by the 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 caused by 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/ guardian consents, to a new Individualized Education Program. The Team must also conduct a functional behavioral 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, the school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or to others. When a parent/guardian disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent/guardian has a right to request an expedited due process hearing from the Bureau of Special Education Appeals. Similar procedures apply to students with accommodation plans under Section 504 of the Rehabilitation Act of 1973 and students who are in the process of evaluation under special education for whom eligibility has not yet been determined. If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible 21 for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

In accordance with Richmond Policy JKA, Section 1415 of the individuals with Disabilities Education Act (IDEA) sets forth the following procedures with respect to the suspension of students with special needs and protections for those children not yet eligible for special education and related services: School personnel may order a change in placement of a child with a disability to an appropriate interim alternative setting, another setting, or suspension, for not more than ten (10) school days (to the extent such alternatives would be applied to children without disabilities). 34 if a child with disabilities carries a weapon to school or to a school function, knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, school personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but not for more than forty-five 45 days. When a child with a disability or suspected disability has been suspended or placed in an alternative setting for ten (10) days (cumulative), the Individual Education Plan team will be convened to conduct a Functional Behavioral Assessment, including a Manifestation Determination, and will develop a Behavioral Intervention Plan that will be accepted by the IEP team. If the child has an existing Behavioral Intervention Plan, the IEP team will review the plan and modify if necessary. If an alternative educational setting is warranted, the placement will be determined by the IEP team. The placement will be selected so as to enable the child to continue to participate in the general curriculum in another setting and will ensure the provision of those services and modifications described in a child's IEP that will enable the child to meet the goals set forth in the IEP.

All students are expected to meet the requirements for behaviors as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as 603 CMR 28.00 and the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. Section 1400 and 34 CFR Section 300, require that additional provisions be made for students who have been found by an evaluation team to have a disability and whose program is described in an Individualized Educational Program (I.E.P.) or a 504 Accommodation Plan. The following additional requirements apply to the disciplining of students with special needs and students with 504 Accommodation Plans:

1. Any modifications of the discipline code will be identified in the student's IEP or 504

Accommodations Plan.

2. The Principal (or designee) will notify the Special Education Director of the suspendable offense of 45 a student with a disability and a record will be kept of such notices.
3. When it is known that the suspension(s) of a student with a disability will accumulate beyond 10 days in a school year, a review of the IEP/Accommodation Plan will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and:
 - Develop or review a functional behavior assessment
 - Determine if the misconduct is a manifestation of the disability
 - Consider a modified program or alternate placement for the student
 - Consider an amendment to provide for the delivery of services during the suspension and any needed modification of the IEP/504 Accommodation Plan.

In addition, the Department of Education will be notified when required by law, and the procedures promulgated by the Department of Education for requesting the approval of the alternative plan will be followed.

Parents will be notified with written notice of their rights under special education regulations.

A. Procedural requirements applied to students not yet determined to be eligible for special education

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
2. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
3. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
4. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

State Requirements: This criterion is related to State Performance Plan Indicator 4. (See

<http://www.doe.mass.edu/sped/spp/>.)

Federal Requirements (IDEA-97)

34 CFR 300.534

Richmond Consolidated School recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. Richmond Consolidated School also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. Richmond Consolidated School is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

The Special Education Director will be notified when it is necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior.

XI. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any school employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The school will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with the Commissioner's regulations.

XII. Student Searches and Interrogations

The Richmond Consolidated School is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the school Code of Conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, Richmond Consolidated School authorizes the superintendent, building principal, and the school nurse to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the school Code of Conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

XIII. Student Lockers, Desks and Other School Storage Places

Students have no reasonable expectation of privacy with respect to student lockers, desks and other school storage places. School officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

A. Police Involvement in Searches and Interrogations of Students

School officials are committed to cooperating with the police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parents to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function. Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school.

This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.

3. They may request the presence of an attorney.

B. Child Protective Services Investigations

Consistent with the school's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the school will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the building principal or his or her designee.

XIV. Visitors to the School

Richmond Consolidated School encourages parents and other school citizens to visit the classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal is responsible for all persons in the building and on the grounds. For these reasons, the following guidelines should be followed:

1. Parental/Guardian requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we ask that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by the 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 required that all visitors report to the Principal's office upon entering and leaving the building, sign a guest log showing arrival and departure times, and receive a visitor's badge that must be worn at all times within the school. 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 will ask permission of one of the administrative staff (i.e. Superintendent, Principal) 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.
6. Any unauthorized person on school property will be reported to the Principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants. If someone is behaving inappropriately, the Principal has the right to ask him or her to leave.

XV. Public Conduct on School Property

The school is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" shall mean all persons when on school property or attending a school function including students, teachers and school personnel. The restrictions on public conduct are not intended to limit freedom of speech or peaceful assembly. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

XVI. Electronic Communication Policy

The School Committee recognizes that parents/guardians may wish to be in close contact with their children during the school day, and therefore, students may be provided with an electronic signaling device such as a cell phone. Through the use of cell phones, families can communicate better and students and staff can feel a greater sense of security while at school.

The following procedures are in place:

1. Students are permitted to be in possession of electronic signaling devices while attending school and school sponsored activities.
2. Students shall have the electronic signaling devices turned off at all times including recess and lunch. The only time that students may have the devices turned on or used is before school and after school. This policy also pertains to text-messaging and listening to music. Signaling devices should be kept in a locked locker or backpack. They should not be visible.
3. Should a student be found with an electronic signaling device, the device shall be confiscated and given to an administrator. The student may pick up the device at the end of the day in the principal's office. A second infraction shall result in the signaling device being confiscated and the parent/guardian will be required to meet with the principal in order to retrieve the device. A third infraction shall result in the student being denied consent to have a signaling device in school until the end of the semester.

If a student needs to use a telephone, he/she is advised to come to the office and ask permission to use the school phone. The school will NOT investigate stolen or lost electronic devices as this would be too time consuming. Their security is the sole responsibility of the student. The school accepts no responsibility for students who lose or have their devices stolen while traveling to and from school, or on field trips.

Electronic signaling devices may be used on field trips with the permission of the chaperones. Phones will not be allowed in the students' rooms overnight.

Mobile phones with cameras and screens create a new set of privacy issues for the school as images of people can be taken without their knowledge, images can be saved and then sent to other people, and it is possible to send these images to the Internet. This creates the potential for gross invasion of privacy in areas around the school such as rest rooms and on field trips.

In cases where there are gross invasions of privacy or where student images are used without permission (i.e., sent to another person or posted on the Internet) there will be serious consequences. In some cases, students could be suspended from school and in extreme circumstances they could be expelled from school.

Cell phones are not permitted during school hours. They may be stored in backpacks or lockers. Students found using a cell phone will have the phone taken from them and stored in the school safe. They may pick it up at the end of the day. For a second offense, a parent must meet with the principal and pick it up during school hours. If a third offense occurs the phone will not be allowed in school at any time, including before and after school functions. Staff may carry cell phones, but must have them turned off during teaching time. They may use them during preps, breaks and recess. If there is a family emergency and phones need to be on at all times, they must notify the principal in advance. Staff can be reached via the school phone at all times.

Electronic listening devices include but are not limited to cell phones, IPODs, pagers and hand held game devices.

XVII. Attendance and After School Functions

Students who do not attend school during the day may not attend any school function that evening.

XVIII. Disruptive Student/Adult Policy

The Principal has the right to ask that a student be removed or an adult to leave the school property if the Principal feels that person is a significant disruption to the educational environment. If necessary, the police will be called.

XIX. Dissemination and Review

A. Dissemination of Code of Conduct

Richmond Consolidated School will work to ensure that the community is aware of the Code of Conduct by providing a copy to each family, as part of the family/student handbook.

1. Providing copies of a summary of the Code to all students in Grades K – 8 at the beginning of each school year in the first day folder. Homeroom teachers will review with students.
2. Providing all current teachers and other staff members with a copy of the Code for their binders and a copy of any amendments to the Code as soon as practicable after adoption.

3. Providing all new employees with a copy of the current Code of Conduct when they are hired.
4. The Richmond Consolidated School will review this Code of Conduct and update it as necessary. In conducting the review, Richmond Consolidated School will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

XX. Definitions

For purposes of this Code, the following definitions apply:

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Parent” means parent, guardian or person in parental relation to a student.

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus.

“School function” means any school-sponsored extra-curricular event or activity.

“Violent student” means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of
7. any school employee or any person lawfully on school property or at a school function.
8. Knowingly and intentionally damages or destroys school property.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

XXI. Behavior Consequences

Consequences:

- A. Verbal Warning
- B. Referral to School Adjustment Counselor
- C. Parent Contact
- D. Modified Recess
- E. Modified Bus Seating
- F. Lunch Detention
- G. After School Detention Behavioral Plan Instituted
- H. In School Suspension
- I. Out of School Suspension
- J. Out of School Suspension 10 days-hearing scheduled with Superintendent
- K. Bus suspension

*Referral process: A sample referral is included in this handbook. .

*A major referral is directed to the principal. Minor referrals are written up and dealt with by the staff member who referred the student. 3 minor referrals equal a major referral.

*Students who receive Detention, In School Suspension or Out of School Suspension will work on a project during the time served that has to do with the offense. The principal will assign the project.

Richmond Consolidated School Referral Form

Name: _____ Date: _____

Teacher Referring:

Grade: K 1 2 3 4 5 6 7 8

Time:

Location: _____

INCIDENT:

Major or Minor
Circle one

Playground

Cafeteria

Hallway

Bathroom

Classroom

Arrival/Dismissal

Bus

Other

Problem Behavior	Possible Motivation	Administrative Decision
Check specific problem behavior:	Check Motivation:	Administrator section: MAJOR
1_ Inappropriate Language	<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Loss of Privilege
2_ Physical Contact/Fighting	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Conference with student
3_ Disrespect/Non-Compliance	<input type="checkbox"/> Obtain items/Activities	<input type="checkbox"/> Parent Contact
4_ Teasing/Harassment	<input type="checkbox"/> Avoid Peers/Adults	<input type="checkbox"/> In-School Suspension hours /days
5_ Tobacco/Drugs/Weapon	<input type="checkbox"/> Avoid Task or Activity	<input type="checkbox"/> Out of School Suspension/ days
6_ Property Damage/Theft	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Other
7_ Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Minor:

Explanation of incident:

Teacher Consequence:

Major:

Explanation of incident:

All minors are filed with the classroom teacher/team. Three minors equal a major. All majors require administrative consequence, parent contact and signature.

Parent Signature _____

ACCEPTABLE USE AND INTERNET POLICY

Access to the Internet is available to all students and staff. The Internet offers vast and unique resources for educational purposes. Filtering devices are put in place to make every effort for a safe learning environment. The concern that users may procure material that is not consistent with our educational goals is outweighed by Richmond School Committee's belief in the importance of access to the valuable information to parents available on this global network. Guidelines will be provided so they know the responsibilities. Inappropriate use may result in the principal cancelling privileges.

PARENT VOLUNTEER ORGANIZATIONS

PARENT TEACHER ASSOCIATION

Richmond PTA supports quality arts and humanities programs, educational field trips, and technology for all students at RCS. They also provide family night activities throughout the school year. They are always looking for new members to help support the various programs as well as to offer fresh ideas. Join them for monthly meetings at RCS, check the weekly update for dates and times.

REEF

The Richmond Educational Enrichment Fund (REEF) is an endowed fund whose purpose is to enhance and enrich the educational experience of the students and teachers in the Richmond Consolidated School (RCS). REEF wants to ensure the highest level of achievement for the students and enhance their capacity to achieve excellence both in school and in the community. Students, teachers, administrators and community members for projects that enhance and enrich the educational experience in the Richmond Consolidated School. Please note that grants from the fund will not replace public dollars for the school district. REEF seeks primarily to help cover the direct costs of projects (not salaries). Priority will be given to proposals that rely on volunteer efforts and that show additional means of support. Preference will be given to new programs.

Possible projects include, but are not limited to: independent study; new programs; extra-curricular activities; individual creative projects, in or outside the classroom; visiting speakers; artists in residence; professional development for teachers; scientific, athletic, or technical equipment; library resources; class field trips.

SCHOOL COUNCIL

School council is a committee composed of the principal, parents, staff and community members. The school council is committed to improving the school by participating in long range planning that helps to shape and support school policies and programs.

PARENT ADVISORY COUNCIL

Special education parent advisory councils (PACs) have tremendous potential to have a positive impact on special education programs in a school district. PACs can provide invaluable activities for parents, and add an important voice to a school district's dialogue and decision-making.

The following is the excerpt from Section 3 of Chapter 71B that pertains to PACs:

"... The school committee of any city, town, or school district shall establish a parent advisory council on special education. Membership shall be offered to all parents of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs. The parent advisory council shall establish by-laws regarding officers and operational

procedures. In the course of its duties under this section, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources. ..."

If you are interested in participating in the PAC at RCS please contact Jenevra Strock, Director of Special Education at jstrock@richmondconsolidated.org.

HANDBOOK SUGGESTIONS

Any comments or questions should be directed to:

The Principal's Office

Richmond Consolidated School, 1831 State Road, Richmond, MA 01254

Appendix A – Incident Reporting Form

Date : ____ / ____ / ____

Person(s) Reporting: _____ Telephone: ____ - ____ - ____

Cell Phone: ____ - ____ - ____ E-mail: _____

Place an X in the appropriate box:
 Student Student (witness/bystander) Parent/Guardian School Personnel Other

Name of target(s): _____ Grade: _____
(Please print)

Name of alleged Aggressor: _____ Grade: _____

School: () Richmond Consolidated School () Other _____

Date the incident occurred. ____ / ____ / ____ ____ / ____ / ____ ____ / ____ / ____
Mo./Day/Year Mo./Day/Year

Mo./Day/Year Time of incident: _____

Location (be specific) : _____

Briefly describe what happened:

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

Name: _____ () Student () Staff () Other _____

Name: _____ () Student () Staff () Other _____

Name: _____ () Student () Staff () Other _____

_____ / ____ / ____
SIGNATURE DATE

Please submit this form to your building principal.
Under law, this form can be completed anonymously.