



Alcott School



Willard School



Thoreau School

2022-2023

# Parent and Student Elementary School Handbook

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**- MISSION -**

**Educate all students to become independent lifelong learners, creative thinkers, caring citizens and responsible contributors in our increasingly diverse global society.**

**- CORE VALUES & BELIEFS -**

- **Academic Excellence**
- **Continuous Improvement**
- **Education Equity**
- **Empathic and Respectful Community**
- **Professional Collaboration**

# CONCORD SCHOOL COMMITTEE

**2022-2023**

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Regular meetings are held on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month in the Ripley Building, 120 Meriam Road. Meetings begin at 6:30 pm. Community members are encouraged to attend.

Concord School Administration  
Ripley Building  
120 Meriam Road  
Concord, MA 01742  
978-341-2490 ext. 8100  
[www.concordps.org](http://www.concordps.org)

Dr. Laurie Hunter, Superintendent  
Bob Conry, Assistant Superintendent of Finance & Operations  
Kristen Herbert, Assistant Superintendent of Teaching & Learning

## **School Councils**

The Massachusetts Education Reform Act of 1993 requires that each public school form a school council consisting of the principal, teachers elected by the professional staff, an equal number of parents elected by the parent community, and community members who do not have children in the school. The purposes of the council are to assist and advise the principal in adopting educational goals, identifying the educational needs of the students, reviewing the annual school budget, and formulating a school improvement plan.

## **Non-Discriminatory Policies – Title IX, Section 504**

Concord Public Schools is an equal opportunity employer and does not unlawfully discriminate because of race, color, sex, religion, national origin, disability, homelessness, sexual orientation or age in its employment policies or in the enrollment or participation of students in its educational and school-sponsored programs and activities, all in compliance with the Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments 1972 Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, the Americans with Disabilities Act and G.L. c76, §5.

### **Discrimination**

State and federal laws prohibit discrimination in education. Concord Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, disability, homelessness, or sexual orientation with regard to admission, access to programs or activities or employment opportunities. In the Concord Public Schools:

1. No student shall be excluded from participation in, denied the benefit of, or subjected to discrimination in any academic, extracurricular, research, vocational or other school-sponsored activity because of such student's race, color, sex, religion, national origin, disability, homelessness, or sexual orientation.
2. No student shall be excluded from any school program or school-sponsored activity because of pregnancy except where required by health considerations, or because of marital or parental status, where the educational process would be disrupted.

### **Procedure for Filing Complaints Related to Discrimination**

If a student feels he or she has been discriminated against on the basis of race, color, sex, religion, national origin, disability, homelessness, or sexual orientation, he or she may complain to the principal of his or her school or to the Director of Teaching and Learning. It is the policy of the Concord Public Schools to deal with discrimination complaints at the individual school level whenever possible. However, if a satisfactory resolution cannot be achieved, a student may file a written complaint with the Director of Teaching and Learning. The Assistant Superintendent of Teaching and Learning shall respond in writing within 30 days. If the individual is not satisfied with the response, he/she may take the complaint to Massachusetts Department of Education, Program Quality Assurance, 350 Main Street, Malden, MA 02148-5023 or other appropriate federal or state agency. The Section 504, Title VI and Title IX Coordinator for Concord Public Schools is the Assistant Superintendent of Teaching and Learning, Kristen

Herbert, Concord Public Schools, 120 Meriam Road, Concord, MA, 978-341-2490, x 8131.

Any employee, student, or other member of the school community found to have engaged in discrimination shall be subject to sanctions, including but not limited to, warning, suspension, expulsion/termination, subject to applicable procedural requirements.

## **Harassment**

The Concord Public Schools and the Concord-Carlisle Regional District are committed to equal employment and educational opportunity for all employees and applicants, students, and members of the school community without regard to race, color, religion, sex, national origin, age, sexual orientation, or handicap in all aspects of employment and education. The members of the school community include the School Committee, administration, staff, students, and volunteers working in the schools, while they work and study subject to school authorities.

The Concord Public Schools and the Concord-Carlisle District are also committed to maintaining environments free of harassment based on race, color, religion, national origin, age, sex, sexual orientation, or handicap. The Concord Public Schools and the Concord-Carlisle Regional District expect all employees, students and other members of the school community to conduct themselves in an appropriate and professional manner.

Harassment on the basis of race, color, religion, national origin, age, sex, sexual orientation, or handicap in any form will not be tolerated. Such harassment includes unwelcome remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, and religious, age, sexual orientation or handicapped individuals or groups.

## **Sexual Harassment**

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

1. submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment, academic achievement, athletic opportunities, educational development or other opportunities, or
2. submission to or rejection of such conduct by an individual (employee, student or other) is used as the basis for employment or education decisions affecting such individual, or

3. Such conduct or communications has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or educational environment.

Any violation of this policy should be brought to the attention of the grievance officer, Manager of Human Resources, 120 Meriam Road, Concord, MA 01742, 978-341-2490, who will conduct an investigation and take appropriate action.

Any employee, student or other member of the school community found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning, suspension, expulsion/termination subject to applicable procedural requirements.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts law, G.L.c. 119,51A. The Concord Public Schools and the Concord-Carlisle Regional District shall comply with Massachusetts laws in reporting suspected cases of child abuse.

### **Criminal Offender Record Information (CORI)**

On November 27, 2002, as part of the continuing effort to protect children in Massachusetts, Chapter 385 of the Acts of 2002, "An Act Further Protecting Children," was signed into Massachusetts law. This Act imposes among other things, several new and significant obligations on public schools, accredited private schools and operators of camps and other child-service programs with respect to criminal background checks of prospective and current employees and volunteers. Specifically, the Act imposes the following obligations:

The school committee and superintendent of any city, town or regional school district and the principal, by whatever title the position be known, of a public or accredited private school of any city, town or regional school district shall have access to and shall obtain all available criminal offender record information from the department of criminal justice information services of any current or prospective employee or volunteer of the school department, who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children. Such school committee, superintendent or principal shall periodically, but not less than every 3 years, obtain all available criminal offender record information from the department of criminal justice information services on all such employees and volunteers during their term of employment or volunteer service. Said school committee, superintendent or principal shall also have access to all criminal offender record information of any subcontractor or laborer commissioned by the school committee of any city, town or regional school district to perform work on school grounds, and who may have direct and unmonitored contact with children.

Access to such information shall be obtained in accordance with sections 167 to 168, inclusive, of chapter 6. A school committee, superintendent or principal obtaining information under this section shall prohibit the dissemination of such information for any purpose other than to further the protection of school children.

## **Attendance**

Regular and punctual school attendance is essential for success in school. Concord elementary schools begin at 9:00 am and end at 3:30 pm (12:30 on Wednesdays). We need your assistance in ensuring that your student attends school regularly in accordance with state law. Under state law, necessary absences by a student may not exceed seven (7) day sessions or fourteen (14) half-day sessions in any six-month period. As an educational community, we have developed procedures and strategies to support your efforts in improving punctual daily attendance.

If your student is tardy, dismissed, or absent for more than five days we will request a physician's statement certifying such absences to be justifiable. (School committee policy JH) You will also receive a phone call from the classroom teacher to discuss irregular attendance.

If the tardies, dismissals, or absences increase to ten or more, the school will schedule a parent conference with the classroom teacher, social worker, and school principal. At that time, a school attendance improvement plan will be developed.

If the irregular attendance continues, the principal, social worker, and School Resource Officer will meet with parents to identify local resources and organizations such as the Department of Children and Families that can assist with ensuring that students have the best possible attendance at school.

LEGAL REFS.: M.G.L. 76:1; 76:16; 76:20

Whenever your child will be absent or tardy the main office needs to hear from you. To report an absence, please use the Report Attendance Form on your school's webpage. A child will be considered absent if they miss more than one half of the school day. To ensure the safety of each child, we will contact you at home or at work to verify your child's absence if we do not hear from you by 9:30 AM. We will also be able to monitor illnesses that may be causing absences through this system.

Report Attendance Forms:

Alcott: <http://alcott.concordps.org/report-attendance-form>

Thoreau: <http://thoreau.concordps.org/report-attendance-form/>

Willard: <http://willard.concordps.org/report-attendance-form/>

## School Hours

	<b>M-T-W-Th-F</b>	<b>Wednesdays(½)</b>	<b>Nov. 23/Dec.23</b>
Grades K-5	9:00-3:30	9:00-12:30	9:00-12:30

## Early Dismissal

If you wish to have your child dismissed early, please send a note to your child's teacher requesting early dismissal. In the note please designate the person who will pick up your child. When you arrive at the school, please go to the Administrative Office to meet your child. As a safety precaution, we are requiring that adults "sign out" children by signing an **Early Dismissal Log**, which is kept in the office. If early dismissal is due to illness, a similar sign-out log is in the Health Office. Children must always be picked up at the Administrative Office or the Health Office if they leave the school early. Playground aides are not permitted to release students from the playground.

## Cancellation or Delayed Opening of School

ConnectEd is the communication system that will be used when school is canceled or delayed. An automated telephone call will go out to all students with a message that school is canceled or that there will be a delayed opening.

Announcements will also be made on local radio and TV stations for news of delayed openings and school cancellations. Announcements will be made on television stations WCVB TV5, WHDH TV7, WBZ TV4, radio station WBZ, and posted on the website [www.concordps.org](http://www.concordps.org).

On days when school is canceled or delayed, there will be no Before School programs (Recreation Department, Language classes, etc.).

The Superintendent will tweet if school is canceled or delayed at CPS.CHHS Super @cps\_cchs

## Home or Hospital Instruction

Parents of students who, in the judgment of the child's physician, must be confined to home or a hospital on a day or overnight basis, or any combination of both, for medical reasons, and for a period not less than fourteen school days in

any school year, are eligible for home/hospital tutoring. These services may also be provided for students who are chronically ill for recurrent periods of less than 14 days each, with written documentation from the child's physician. To obtain home or hospital instruction, contact your child's principal or school counselor and provide the required written documentation from the physician.

### **English Language Learners Program (EL)**

Students for whom English is not their primary language have equal rights of access to all courses of study in regular, special, technical and vocational school programs. They also have the right to participate in all school-sponsored activities.

All students entering the Concord Public Schools who speak a language other than English at home are evaluated for English language proficiency. If services are recommended, parents are advised of their choices. They have the right to accept or reject the services available.

Instruction for English Language Learners (EL) is provided for all students who have a limited proficiency in English. Services are tailored to the individual educational needs of the student. Concord Public Schools currently offers an ELL program at all of its elementary schools and secondary schools.

### **Parents Advisory Council for Special Education (SEPAC)**

The Parents Advisory Council for Special Education is an organization of parents of children with special educational needs, parents of typical children, special education staff and interested members of the community. Chapter 766 requires that every school district establish a PAC "to advise the School Committee on matters that pertain to education, health and safety of children with special needs." The role of the PAC is to ensure that the local school department is responsive to the needs of children receiving special education services. PAC members also offer parent-to-parent support, advice and information about obtaining quality special education and related services. See district and school website for your school's PAC resource parent.

### **Special Education**

CHAPTER 71B – CHILDREN WITH SPECIAL NEEDS is a state law that requires schools to provide a free and appropriate education in the *least*

*restrictive environment* to students who, because of a disability, are unable to progress effectively. The disability may be a developmental delay, autism, or an intellectual, sensory, neurological, emotional, communication, physical or health impairment, a specific learning disability or a combination of the foregoing impairments that requires specifically designed instruction or related services in order to successfully address the child's individual education needs.

A student can be referred for evaluation for special education by a parent or a member of the school staff. The purpose of an evaluation is to gather comprehensive information to explain why the student is not progressing effectively. Based on the results of the evaluation, a multi-disciplinary TEAM consisting of the student's parents and school staff determines eligibility for services and, if appropriate, develops an Individualized Education Plan (IEP). The IEP identifies goals and objectives for the student and the modifications and related services that are necessary to address the student's educational needs.

Under Chapter 71B, the Massachusetts Comprehensive Special Education Law, every student must be given an adequate and appropriate education with special services and special programs when needed. A student is entitled to special education services if he or she meets all three of the following requirements:

1. He or she is between the ages of 3 and 21;
2. He or she has not obtained a high school diploma or its equivalent; and
3. He or she has a physical, emotional or educational disability which keeps him or her from progressing effectively in a regular classroom.

Parents have the right to initiate, monitor or terminate the Special Education process for students under the age of 18. However, the following rights are the student's regardless of his or her age:

1. A student has the right to stay in his or her program until an evaluation, the writing of the educational plan, and any appeal of the educational plan have been completed.
2. A student is entitled to an equal opportunity to participate in all aspects of the school program, both academic and extracurricular, and may not be discriminated against on the basis of his or her disability.

State regulations governing the Special Education process are available in all schools for review.

## **Section 504 Accommodation Plan**

Section 504 and the ADA (Americans with Disabilities Act) are federal statutes which prohibit discrimination against disabled individuals on the basis of their

handicap. 34 C.F.R. 104.11. A disabled person is defined, under Sec. 504, as any person who (i) has a physical or mental impairment, which substantially limits one or more major life activities, (ii) has a record of such impairment, or (iii) is regarded as having such an impairment. 34 C.F.R. 104.3. A Section 504 Accommodation Plan is designed to identify classroom and instructional accommodations to assist students with impairments in the regular education setting.

## **Student Rights and Responsibilities**

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. *The right to due process with respect to suspension, expulsion and decisions the student believes injures his rights. Due process means that the student is notified of the charge and is given an opportunity to share his/her side.*
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

## **Student Conduct**

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to expulsion by the Principal under the terms of M.G.L. 71:37H:

1. Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff member on school premises or at school-sponsored or school-related event including athletic games.
3. Any student who is charged with a violation of either (1) or (2) above shall be notified in writing of an opportunity for a hearing, provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing the Principal may decide to suspend rather than expel a student.
4. Any student who has been expelled shall have the right to appeal to the Superintendent.
5. When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

Any of the following actions will subject a student to suspension, expulsion, subject to School Committee action, or other disciplinary measures:

1. Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Intentionally causing or attempting to cause damage to private property; stealing or attempting to steal private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Using or copying the academic work of another and presenting it as his own without proper attribution.
5. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

School building administrators will not suspend a student, or recommend a student for suspension or expulsion unless the student has engaged in one of the prohibited actions mentioned above while on school property or taking part in a school activity off school grounds.

LEGAL REF: M.G.L. 71:37H

### **Tobacco Use by Students**

Smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all District buildings and grounds. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored events, even when this use does not take place on school grounds.

### **Substance Abuse**

A goal of the Concord Public Schools is to promote and maintain a safe and drug-free learning environment for all students. The use of alcohol and/or other drugs interferes with the learning, growth, and well-being of students, families, and the entire school community. Alcohol and other drugs do not have a place in an educational environment and will not be tolerated during school hours, on school property, or at any school-sponsored event.

Drugs include:

- Alcohol
- Controlled substances as defined in M.G.L., Ch.94C (e.g. cocaine, marijuana, LSD, steroids, opioids)
- The misuse of prescription or over-the-counter drugs
- Products misused for the purpose of mind-altering effects (aerosols, solvents, etc.)
- E Cigarettes/ Vaping

Students are strictly prohibited from actions involving drugs/alcohol during school hours, on school property, or at any school-sponsored event. Prohibited activities include, but are not limited to:

- Using or having used
- Possession
- Attempting to purchase
- Intending or attempting to sell/distribute
- Selling or distributing
- Possession of drug paraphernalia

Students who violate the substance abuse policy will be subject to disciplinary action up to and including expulsion. Also, the schools will fully cooperate with the Police Department to deal with violations of the law as outlined in the Memorandum of Understanding between Concord Public Schools and the Concord Police Department. In addition to the disciplinary response, prevention and intervention services will be offered to students and families to support the system-wide goal of a safe and drug-free environment.

In a case where a student self-discloses or seeks help regarding alcohol or other drug use problems which are not in current violation of school policy, no disciplinary action will be taken. However, because the use of alcohol/drugs by students at any time creates potential problems, a range of supportive services will be offered based on the best interest of the student and the school community.

### **Disciplinary Process**

Every student is responsible for knowing and complying with school rules. A student who violates school rules is subject to immediate corrective responses from school staff. Depending on the nature and severity of the violation, the school principal in consultation with appropriate school staff will determine the appropriate intervention and parent notification. Before a student is suspended, the principal will discuss the serious violation with the student and parent; they will be able to respond to the allegations. If a parent wishes to appeal the decision of the school principal in regards to the suspension, s/he may appeal in writing to the Assistant Superintendent of Teaching & Learning, 120 Meriam Rd., Concord, MA, 01742, 978-341-2490, within 10 school days of the decision.

### **Discipline Procedures for Students with Special Needs (Students with IEP's and Students with Section 504 Accommodation Plans)**

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

In general, CPS special education 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 special education 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 special education Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's

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

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

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

Additional information regarding the procedural protections for special education students can be obtained from the Director of Student Services who can be reached at 978-318-8142.

### **Discipline of Students Subject to Section 504 of the Rehabilitation Act**

Section 504 of the Rehabilitation Act provides eligible students some of the same procedural rights and protections as does IDEA. Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Student Services who can be reached at 978-318-8142.

### **Discipline of Students Not Yet Determined Eligible for Special Education**

The IDEA protections summarized under the Discipline of Special Needs Students also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the students were eligible for IEPs before the conduct that precipitated the disciplinary action occurred.

The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or

administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

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 the school authorities, which may include suspension or expulsion without services. If the student is determined eligible 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.

Additional information regarding the procedural protections for special education students can be obtained from the Director of Student Services who can be reached at 978-318-8142

### **Bullying Prevention and Intervention**

All members of the Concord Public Schools and Concord-Carlisle Regional School District school's community will treat each other in a civil manner and with respect for differences.

The district 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.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that: causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to him/herself, or of damage to his/her property; creates a hostile environment at school for the target; infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school. ("Cyber-bullying" means bullying through the use of

technology or any electronic communication.)

We recognize that students are more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. The district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan (<http://www.concordps.org/wp-content/uploads/2015/04/BullyingPreventionInterventionPlan.pdf>) is a comprehensive approach to addressing bullying and cyberbullying. The School Districts are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Bullying Prevention and Intervention Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

The principal is responsible for the implementation and oversight of the Plan at his/her school.

## **POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

### **Reporting Incidents of Hurtful Behavior and Bullying or Retaliation**

Hurtful Behavior – Any and all verbal, written, physical or electronic attempt to harm another person or their property must be reported to the principal or his/her designee immediately. Reports may be verbally or in writing. Electronic communication used to report an incident should not include students' full names.

Bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report; however, the person receiving the report will be required to document the incident.

The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policy 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.

Faculty, staff, parents and students will be required to sign a statement indicating that they have received and read the districts' policy and procedures. The districts will keep a record of these signed statements.

### **Reporting by Staff**

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be hurtful bullying or retaliation. It is the responsibility of the staff member to intervene in the behavioral incidents consistent with district's policy and procedures for behavior management and discipline first and then report it to the principal or designee as previously indicated. Our districts regard faculty and staff's obligation to report as analogous to the mandate to report child abuse or neglect (51A).

### **Reporting by Students**

Students, who believe themselves to be a target of bullying, who observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are encouraged to report incidents to a member of the school staff. The target or witness shall not, however, be subject to discipline for failing to report bullying.

Students may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

### **Reporting by Parents or Guardians, and Others**

The district expects parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Reporters need to understand that any report of bullying and retaliation requires the school to conduct an initial investigation. If you call to make a report, it will be documented and investigated if appropriate. Because of the schools' responsibilities to prevent bullying and intervene when incidents of hurtful behavior, bullying or retaliation occur, it is advisable to file a report even if it isn't a complaint.

Students, parents or guardians, and others who want to report an instance of bullying or retaliation involving a student will be able to access a PDF version of our Reporting Form on our website. A hard copy of our Reporting Form will be included in our back-to-school packets and will be available in school and district offices. The districts will consider establishing a telephone "tip line."

### **Responding to a report of bullying or retaliation.**

#### **Safety**

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety will include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff

member who will act as a “safe person” for the target, and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

### **Obligations to Notify Others**

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

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 notices to parents will 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.

- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued

against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

### Investigation

The Principal or designee, upon receipt of a viable report, will 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 will be discussed.

The school principal or a designee will promptly investigate the report of bullying, using the Incident Reporting Form designed to document either hurtful behavior, bullying or retaliation. The investigation may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

The Principal or designee will 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 will 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 will take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal will consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The Principal or designee will contact the parents or guardians as to the status of the investigation. Upon completion of the investigation, the parents or guardians will be contacted 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.

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

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

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

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

### Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation. If bullying or retaliation is found, the action being taken to prevent further acts of bullying or retaliation will be communicated to the parents of the aggressor. 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. If bullying or retaliation is found, the parents of the target will be informed of the school's plan to monitor the situation and to help ensure the safety of their child.

### Responses to Bullying

#### Teaching Appropriate Behavior Through Skills-building

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

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

### Taking Disciplinary Action

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

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

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

### Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Possible strategies may include but are not limited to

- Increasing adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur,
- Adjust transportation arrangements
- Change schedule
- Teaching skills that will increase the child's resiliency
- Notify relevant faculty and staff to alert them to the need for increased vigilance

### Follow-up

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

## **COLLABORATION WITH FAMILIES**

### Parent education and resources.

The district offers education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs are offered through our

- Center for Teachers and Parents
- Open Circle Program
- Concord-Carlisle Parent Initiative Organization
- Parent Teacher Groups
- Special Education Parent Advisory

We also benefit from partnerships with community organization such as The Massachusetts Department of Mental Health

- The Elliot Center
- The Concord Clergy Laity Group
- The Concord-Carlisle Community Chest
- The Concord Youth Services Coordinator
- Social Worker for the Town of Concord
- Concord Police Department – School Resource Officer

### Notification requirements

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post this Plan and related information on its website.

### **PROHIBITION AGAINST BULLYING AND RETALIATION**

*The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law's requirements for the prohibition of bullying. It may be tailored to meet the specific priorities of the school or district. Alternative language is included in the draft priority statements in Part I.D above.*

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

## **DEFINITIONS**

*Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.*

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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, cyberbullying, or retaliation has been perpetrated.

## Bullying Prevention and Intervention INCIDENT REPORTING FORM

Name(s) of Student(s) Involved:	Reporter:
	Date/Time of Incident:

*Please describe the incident to the best of your ability. Note as many details as possible, including the exact location, any quotes that were used, and the names of actual or possible witnesses. Attach additional information as needed. Then, answer the questions below.*

Details of Incident:

Witnesses (if any):

In your opinion, was this an incident of bullying? (repeated and intimidating in nature)	In your opinion, was this incident provoked by race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability?	Prior to this incident, have you witnessed and had to address similar behavior with any student(s) involved in the incident? If so, note any action that you have taken. Please attach additional information as needed.
<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Not Sure	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Not Sure	<input type="checkbox"/> Verbal Reminder(s) <input type="checkbox"/> Call to Parent/Guardian <input type="checkbox"/> Detention <input type="checkbox"/> Conference w/Parent/Guardian <input type="checkbox"/> Student Conference <input type="checkbox"/> Other

*Please sign and return this from to the Main Office as soon as possible after the incident. After being reviewed by the principal (or designee), you will receive the pink carbon copy. Upon completion of the investigation, you will receive an additional follow-up notice from the Main Office.*

Reporter's Printed Name/Signature: _____	Date: _____
Principal (or designee) Signature of Review: _____	Date: _____

White - Principal's Copy

Yellow - Processing Copy

Pink - Reporter's Copy

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## **School Bus Safety**

The school bus is an extension of the school and, as such, expectations for behavior on the bus are consistent with CPS' expectations for respectful and responsible behavior at school.

### **Conduct on Buses**

Expectations for school bus behavior apply to all students. The rules are intended to ensure the safety of everyone on the bus. All rules and regulations of conduct that are enforced in school also apply to students traveling in school buses. The school system is responsible for the conduct of its students while using the transportation system as much as when they are in a school building.

All students are expected to behave in a manner that demonstrates respect for themselves, their schoolmates and the adults with whom they come into contact. Student's misconduct while riding the bus will result in disciplinary action that may range from temporary loss of student bus privileges to suspension from school.

Required Conduct aboard the Bus:

- Riders must remain in seats or in place when the bus is in motion.
- Whistling and shouting are not permitted.
- Profanity and obscene language are forbidden.
- Smoking is prohibited.
- The following disturbances are prohibited:
  - \*Pushing or wrestling.
  - \*Annoying other passengers or disturbing their possessions.
  - \*Talking to the driver.
  - \*Throwing objects within the bus or out of windows.
  - \*Climbing over seats.
  - \* Standing.
  - \*Opening or closing windows.
  - \*Leaning out of windows.
  - \*Littering the bus.
  - \* Cell phone use by students.
- Parents will be held responsible for any defacing or damaging of the bus.

The bus driver or monitor are authorized to assign seats if they deem it necessary. Cell phone use by students is not allowed in school or on the bus, except in the case of emergency, and with the approval of the bus monitor or bus driver.

Students who do not follow these rules will receive one verbal warning from the monitor or driver. The bus monitor or driver will inform the Principal of the warning. If inappropriate behavior continues, the bus monitor or bus driver will fill out a bus conduct slip and give it to the Principal who will then contact the student's parent.

The following offenses may result in a **bus suspension**:

- Fighting
- Hazing
- Harassment
- Use of profane, obscene, or abusive language
- Carrying a weapon
- Possessing or consuming alcoholic beverages
- Possessing or using illegal drugs
- Inappropriate physical contact
- Possessing or smoking cigarettes
- Possessing stolen goods on the bus
- Tampering with bus equipment
- Damaging or defacing the bus
- Insubordination or refusal to cooperate with the bus driver or monitor

Only the school principal as assistant principal can suspend a student from the bus. Parents are responsible for transporting their children to and from school during bus suspensions. Students who have been suspended from the bus are still responsible for coming to school and/or making up any work they may miss.

Three (3) bus suspensions in a school year may jeopardize a student's right to ride the school bus

In addition to helping children understand the rules for appropriate bus conduct, parents can help reinforce bus safety by stressing the following rules:

1. All rules and regulations of conduct, which are reinforced in school, apply to students traveling in school buses. The school system is responsible for the conduct of its students while they are using the transportation system as well as when they are in a school building.
2. The waiting area is not within the jurisdiction of the school department, but any discipline problems, which arise, can be reported to the school principal who will refer them to the proper authority.
3. Students should board their bus one at a time and be seated promptly. Everyone must be sitting down before the bus moves away.
4. Students should remain seated until the bus comes to a full stop.
5. Students who are crossing the street are to move to a position approximately ten feet in front of the bus so they can be seen by the driver and then cross all the way over so that they are out of the street.

6. Students who are staying on the same side of the street are to exit straight out from the school bus door to the sidewalk or other point several feet away from the bus and stand there until the bus pulls away. Students should never walk alongside the bus or attempt to retrieve objects from the ground near the bus. If they drop something, they should wait until the bus has left the area before picking it up.
7. No smoking is permitted at any time, No fighting, horseplay or loud conversation, No arms or objects placed outside the bus.
8. Bus switches are not allowed to facilitate after school events or childcare needs, other than those pre-established by the Transportation Department on a regular basis. Any child may get off their regular bus at a different stop than usual with a note from a parent/guardian. Bus routes are tightly scheduled and some are just about at maximum capacity. Under extraordinary conditions or in an emergency, exceptions can be made through the Transportation Department, but not for social reasons.

### **Transportation**

Please call (978) 461-3981 and ask for John Arena, the manager/dispatcher of transportation, if you have any questions or concerns.

### **METCO**

All elementary students enrolled in the METCO program attend Alcott Elementary School so that resources can be more easily aligned. “The Metropolitan Council for Educational Opportunity believe(s) that educational experiences which are racially and culturally integrated have strong influences on student personality development and academic achievement. “An integrated education provides the best testing ground for preparing students for a multi-ethnic society...”. For information concerning METCO, please call the METCO office at CCHS, 978-341-2490 ext. 7202.

### **School Visitors**

Parents are always welcome to visit your child’s elementary school. The principal or assistant principal is available to show you the school and answer any questions about the total school program; however, such visits need to be scheduled in advance. The principal, assistant principal or a member of the school staff will accompany parents/visitors who wish to tour or observe. Please feel free to call us.

All visitors to the building and volunteers helping in classrooms should check in and out through the office. When signing in at the office, the visitor or volunteer

must take a badge to identify that you have previously checked into the office. All badges need to be returned upon signing out.

When parents drop off and pick up children during the school day, they must do so from the office only. Any parent escorting a child to a classroom or reporting to a classroom for any reason is also required to sign in and out and wear a visitor badge.

## **Clothing**

Each child is provided with a locker or cubby where outside clothing and personal items are kept. All clothing should be marked with the child's name for easy identification. Lost and Found items are displayed in a designated area at each school. Children will go outside for recess if the playground is in a safe condition, even if it is cold. Please make sure your child is dressed appropriately, including hat and gloves/mittens.

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

## **Footwear**

There are many children who are injured with twisted ankles, abrasions and lacerations because of the type of shoes or sandals they wear. All clothing should enable children to use their gross and fine motor skills without impairment. Please note the following recommendations for appropriate footwear in school:

- Clogs and slip-on sandals are not safe for school activities.
- Tied shoes and sneakers provide the best support and stability for physical education class and playground activities.

- Socks and shoes are recommended to prevent twisted ankles, stubbed toes, slivers from wood chips, and insect stings to the feet.
- “Heelies” are not permitted at school.

## Lunches

Lunch costs \$3.85 and includes milk. Milk may be purchased separately for \$.65. Student may bring a lunch from home. For students who purchase lunch, we use a prepayment system for all school meals, milk, and a la carte purchases. There are two options to participate in the prepayment system. One option is to pay by check. Checks should be payable to the Food Service Department. Checks can be mailed to the Ripley Building, 120 Meriam Road, Concord, MA 01742 Attention: Food Service Dept. or delivered to your child's school office.

The other option is to pay online at **MySchoolBucks.com**; however, the **MySchoolBucks.com option will not be available for new students until September 15, 2022.**

It is recommended that you place funds into the lunch account for your child by mailing a check to the Food Service Department by **August 25, 2022**, to allow us time to process your payment prior to the beginning of school. We suggest a \$50 minimum. The funds will be available to your child when school begins. Having the money ready will provide your child funds should he/she decides to purchase a lunch or milk. Children often purchase food and milk, even when a lunch is brought from home.

Free and Reduced Lunch Applications are available through **Food Service Department, 120 Meriam Road, Concord, MA 01742**, at your child's school and [online](#).

For assistance, please call the Director of Food Service, at 978-202-1165

## Food Allergy / Cafeteria Information

We are an allergy-aware school. Allergic reactions to foods vary among students and can range from mild to severe life-threatening anaphylactic reactions. Some students, who are very sensitive, may react to just touching or inhaling the allergen. Complete avoidance of peanuts, nuts and products made with peanuts and nuts is the only way to prevent a serious allergic reaction. You will be notified by your classroom teacher if your classroom is nut-free. There is a **Peanut and Nut-free** table in the cafeteria.

### **Eating food is prohibited on school buses.**

If you have any questions, please see the school nurse.

### **Cafeteria Rules**

Children using the cafeteria are expected to:

- Behave in an orderly manner at all times.
- Use good table manners.
- Talk to their neighbors in normal conversational tones.
- Tidy their areas before leaving the table, and use the proper disposal containers.
- Leave the cafeteria quietly as soon as they have received permission to do so from the noon aides.
- No food is to be taken from the cafeteria to be eaten outside.

### **Playground Rules**

All children must stay within the bounds of the playground. Activities on the playground must be such that they are not dangerous to any person. The following activities are **not** permitted unless otherwise directed by the principal:

1. Fighting or hurting anyone
2. Snowball throwing
3. Tackle football
4. Using hard rubber coated or hard balls
5. Rock throwing
6. Frisbee throwing
7. Tree climbing
8. In-line skating/skateboarding/scooters
9. Using lacrosse/hockey sticks
10. Leaving school grounds

### Winter Guidelines

1. Students need to be appropriately dressed when they go outdoors (including snow pants and boots to go on the snow).
2. Students must stay off the ice.
3. Students must stay on the hardtop when the field is muddy.
4. Students are to be in areas visible to supervisors.

### **Class 3 Laser Pointers**

Class 3 laser pointers are pen-sized lights, which are used during presentations to direct a small red dot at a viewing screen or object across a room. If they are momentarily flashed into someone's eye it almost always causes the person to blink and avert the light, thereby preventing damage. If, however, there is exposure for more than 10 seconds it is possible to cause retinal damage. Class 3 lasers are not to be used by children at school.

### **Student Activities Involving Photographs, Videotapes and Audiotapes**

Students may be photographed, videotaped or audiotaped by other students or by school staff as part of the educational activities of a class or in connection with student activities such as the production of class or school yearbooks, school newspapers, drama productions, newspapers, websites, Twitter, etc. If you do not want your child to be photographed, videotaped or audiotaped when participating in school activities, please indicate on the parent permission form sent home at the beginning of the year or ask the office for a form.

### **Telephone/Electronics Policy**

At the elementary school level, students may not use cell phones, iPods, or other electronic devices or games on school grounds and during the school day without permission. Permission may be granted by the principal or principal designee.

### **Homework Guidelines**

#### ***What is homework?***

Homework is any assigned activity done outside of school which relates to any phase of learning. It should be enriching and a reinforcement of the learning activity. It should not be used to teach something new, to fulfill a time requirement, or to punish. From time to time homework may also be used to

encourage discussion among family members and to provide linkages between home and school.

### ***Purpose of Homework***

1. To supplement and reinforce skills and work done in class.
2. To enrich the child's school experience.
3. To provide opportunities to use skills/knowledge learned in school in creative ways outside of school.
4. To promote individual responsibility.
5. To teach children how to budget time and organize materials.
6. To promote independent study and research skills.
7. To develop leisure interests in learning that will enhance later experiences in life.

### ***Guidelines for Time and Frequency***

<u>Grade Level</u>	<u>Time</u>	<u>Frequency</u>
Kindergarten	Share a story with your child	
Grade 1	no more than 10 minutes	Monday - Thursday
Grade 2	no more than 20 minutes	Monday - Thursday
Grade 3	no more than 30 minutes	Monday - Thursday
Grade 4	no more than 40 minutes	Monday - Thursday
Grade 5	no more than 50 minutes	Monday - Thursday

\*A guideline is by its nature an approximate standard meant to convey to parents the average amount of time the teacher anticipates a student will need to spend on homework. Homework time will vary from student to student and from day to day. Teachers may also give additional assignments such as reading independently, writing journals, or keeping up with current events. They may also give long-term assignments such as research reports or book-related projects.

### **Progress Reports and Parent/Teacher Conferences**

Concord's progress reporting system consists of parent conferences and [online](#) progress reports. Parents receive feedback four times a year with one fall conference and progress report at the end of the first semester in January; a second conference in the spring and a June end-of-the-year progress report. The progress report informs parents of the student's academic progress in relation to Concord's essential grade-level standards. These standards are based on Massachusetts Department of Education Frameworks and national standards. The progress report also includes information on each student's personal and social growth.

The parent conferences are valuable components of the progress reporting system as parents are provided the opportunity to discuss their child's strengths and weaknesses as a learner. Both the conferences and progress reports are designed to promote parent-teacher relationships in supporting your child's academic and social growth.

### **Network Usage Guidelines [Empowered Digital Use Policy](#)**

The Concord Public Schools (CPS) system offers Internet Access to its students at all levels. Access to the school computer network and to Internet and e-mail services is a privilege, not a right. The intent of the Internet Safety guidelines is to ensure that students utilize this access in a responsible manner consistent with the purpose of providing these services.

The Internet is a vast, global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. The Concord Public Schools computer network exists solely for educational purposes, which are defined as classroom activities, career and professional development and high quality self-discovery activities of an educational nature. The CPS computer network is not a resource intended for use as a public forum or for any purpose that is not directly related to the delivery of educational services. The CPS system reserves the right to place reasonable limits on materials posted or accessed through its computer network.

Because of its enormous size, the Internet's potential is without boundaries. With such great possibilities for education also comes the potential for abuse. Members of the Concord Public Schools community are responsible for good behavior on school computer networks just as they are in a classroom or school building. General school rules for behavior and communications apply. Access to network services will be provided to those who act in a considerate and responsible manner.

The Concord Public Schools will make every reasonable effort to minimize the risk that users will encounter objectionable material on the Internet. Through education, supervision and responsible use, the Concord Public Schools believe that the Internet can be used safely and effectively. However, there is no absolute guarantee that this will happen.

The Concord Public Schools believe that the benefits to students from access to information resources and the opportunity for collaboration available through the Internet exceed any potential disadvantages. However, the parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that

end, the Concord Public Schools respects each family's right to decide whether or not their child will have access to the Internet and electronic mail at school.

In order for a member of the Concord Public Schools Community to use the computer network, s/he must read the following guidelines and sign the User Contract. For users under the age of 18, a parent or guardian must sign the User Contract.

1. Network access is a privilege, not a right. The use of the network must be consistent with, and directly related to, the educational objectives of the Concord Public Schools.
2. Violations of this Internet Safety Policy include, but are not limited to, the following conduct:
3. Revealing personal information such as last names, addresses, telephone numbers, photographs, etc. that could identify the user or other students.
4. Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network. (Passwords and ID's are provided for each user's personal use only and should not be shared with anyone.)
5. Using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
6. Violating copyright laws. (Users should assume that all materials available on the Internet are protected by copyright.)
7. Sending "chain letters" or "broadcast" messages to lists or individuals or subscribing to "listserves" or "newsgroups" without prior permission.
8. Seeking, accessing, or downloading material that is not relevant to assignments or course work.
9. Using the computer network for recreational purposes or activities relating to personal hobbies. For example, accessing 'chat rooms' is prohibited, and games must not be played, accessed, or downloaded.
10. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
11. Attempting to harm, modify or destroy data of another user.
12. Distributing or intentionally accessing materials that are obscene, sexually explicit, or without redeeming educational value.
13. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override any firewalls established on the network.
14. Vandalizing school computers by causing physical damage, reconfiguring the computer system or destroying data.
15. Failing to log off the computer network at the request of system administrators.

16. Using the Concord Public Schools technology network for political campaigning purposes, including attempts to influence ballot questions or to promote or oppose a candidate for public office.
17. Using the Concord Public Schools technology network for commercial purposes. Users may not create web pages or use network services to advertise or sell products or services and may not offer, provide, or purchase products or services through the Concord Public Schools network.
18. Using the network in a manner that would violate any U.S. or state law or subject the user or the Concord Public Schools to any civil or criminal action. This includes, but is not limited to, the transmission of threatening material, the spreading of computer viruses, participating in software piracy, using the Concord Public Schools technology network for gambling, or arranging for the sale or purchase of drugs or alcohol.
19. Receiving or transmitting information pertaining to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry.

The Concord Public Schools assumes no responsibility for:

- Any financial obligations arising out of unauthorized use of the system.
- Any cost, liability or damages caused by a user's violation of these guidelines.
- Any information or materials that are transferred through the network.
- The reliability of the data connection. The Concord Public Schools shall not be liable for any loss or corruption of data resulting while using the network.
- A student's illegal distribution (pirating) of software.

If a user finds materials that are inappropriate while using the Concord Public Schools technology network, s/he shall refrain from downloading this material and shall not share the material with other students.

Should a user encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members or the property of the Concord Public Schools, that user is obligated to report his/her discovery of such material to a teacher or to his/her principal.

You must immediately disclose to your teacher any message that you receive that you believe is inappropriate or that makes you feel uncomfortable.

Internet and e-mail messages are public communication and are not private. Electronic mail messages and other use of electronic resources by students are the property of the Concord Public Schools and should not be considered confidential. Copies of all information created, sent or retrieved are stored on the computer network's back-up files.

While the Concord Public Schools does not plan to review cache files or back-up files on a regular basis, it reserves the right to access and monitor all messages and files on the computer system as it deems necessary and appropriate in the ordinary course of its business. These purposes include, but are not limited to, ensuring proper use of resources and conducting routine network maintenance. Network storage areas will be treated like school lockers that may be inspected at any time. Where appropriate, communication including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.

A violation of the terms of the Internet Safety Policy may result in suspension or termination of network access privileges (other than directly supervised access during classroom instruction) and may also result in other disciplinary action consistent with the disciplinary policies of the Concord Public Schools and could also result in criminal prosecution where applicable.

In the event that there is a claim that a student has violated any of the guidelines in this policy, s/he will be provided with written notice of the suspected violation and an opportunity to be heard.

The Concord Public Schools will cooperate fully with local, state, and federal law enforcement officials in any investigation relating to any illegal activities conducted through the Concord Public Schools computer network.

## **Immunization Requirements**

The Massachusetts Department of Public Health requires that all school children be properly immunized. All students who are new to Massachusetts schools must also comply with this requirement. The only exceptions that can be made are for religious or medical reasons and a signed statement by the parent/guardian must be submitted annually. Exceptions for medical reasons must have a note from the doctor. The School Nurse will notify parents/guardians of students with incomplete records. Immunizations must be completed prior to entry into school. Incomplete immunizations will result in exclusion from school until the requirements are met. The Massachusetts Department of Public Health has established the following immunization requirements for school entry:

### **1. Varicella (Chicken Pox)**

All students at any point of entrance from kindergarten through fifth grade are required to have two doses of the Varicella vaccine or a physician certified history of chickenpox disease that includes the month and year of the illness.

2. **Measles, Mumps, Rubella Vaccine (MMR)**

All students at any point of entrance from kindergarten through fifth grade are required to have two doses of the MMR vaccine.

3. **Diphtheria, Tetanus, Pertussis Vaccine (DPT)**

All students at any point of entrance from kindergarten through fifth grade are required to have 5 doses of DTP/DTaP vaccine unless the fourth dose was given after the 4th birthday, then only 4 doses are required.

4. **Polio Vaccine**

All students at any point of entrance from kindergarten through fifth grade are required to have 4 doses of polio vaccine unless the 3rd dose was given after the 4th birthday, then only 3 doses are required.

5. **Hepatitis B Vaccine**

All students at any point of entrance from kindergarten through fifth grade are required to have 3 doses of hepatitis B vaccine.

6. **Lead Screening**

All students at entrance to kindergarten must present evidence of having been previously screened for lead poisoning.

[COVID Updated Protocols](#)

## **Physical Examinations**

Concord Public Schools, in compliance with regulations of the Massachusetts Department of Public Health, requires the following documents: a copy of a Physical Exam that contains documentation of a vision screening, TB risk assessment, and immunization record. The school nurse must receive these documents as follows: **one year prior to:**

- **Entry to the Concord Public Schools at any level**
- **Grades preschool, K, 4, 7, and 10**
- **Annually prior to participation in school sponsored athletics**

The Massachusetts Department of Public health requires physical examinations of students during the first year after entrance into the public school system. A student transferring from another school system shall be treated as an entering

student unless health records are transferred showing that there has been adequate health appraisal in the school of transfer.

If participating in competitive sports, physical exams are required annually. All middle school students who intend to participate in an interscholastic sport must submit a current physical exam. There are no exceptions. This requirement must be met before a student is eligible to try out for a sport. Physicals expire one year after the date that the exam was done.

## **Medication**

***All medication to be taken during the school day should be brought to the school nurse by a parent or designated adult (do not send with a child). Nurses will accept up to 30 days supply of medicine. Parent/Guardian permission and a physician order/ authorization must be in writing.*** In addition, the following requirements must be met.

1. ***Over the counter medications***

Physician authorization must be in writing for cough/cold remedies, throat lozenges. ***All medication must be in manufacturer labeled bottles.***

2. ***Prescription medications***

***All medications must be in a pharmacy labeled bottle*** (ask the pharmacist to dispense a duplicate bottle for use at school). For short-term antibiotics or medications to be given for less than two weeks, the parent signature and properly labeled bottle is sufficient authorization. If the medication is to be administered for a longer time, physician authorization must be in writing.

## **Health Screening**

In compliance with the Massachusetts Department of Public Health, height, weight, vision and hearing screenings are done annually on all Concord Public School students. Postural screening is done annually for all students in grades 5-9. Parents will be notified of any significant findings and appropriate referrals will be made.

## **School Attendance-Health Dismissal**

The following guidelines are used to determine dismissals and may be helpful for parents to determine appropriate attendance. Keep your child home from school if he or she:

1. has been vomiting during the night.
2. has a cold with sneezing and coughing and a persistent runny nose.
3. has diarrhea.
4. has an oral temperature of 100 degrees or higher.
5. has a severe sore throat.
6. does not eat breakfast because of a stomach ache.
7. has pink, blood shot eyes with yellow or green drainage.
8. is on an antibiotic for a contagious disease, i.e. strep throat – keep your child at home for the first 24 hours. They may return when energy and appetite have returned.

Please report all illnesses to the school nurse.

Please report injuries, including concussions and head lice to the school nurse.

Any student who becomes ill or is injured during the school day must report to the Health Office. The student will be dismissed, if necessary, by the nurse after examination and communication with the parent or designated emergency contact person.

## **Communicable Diseases**

Management of common communicable diseases shall be in accordance with Massachusetts Department of Public Health guidelines. A student, who is diagnosed with, or exposed to, a disease, as defined by law, that may be harmful to the health and welfare of other students and staff, may be excluded from school attendance. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. Concord Public Schools reserves the right to require a health care provider's statement authorizing the student's return to school.

The educational placement of a student diagnosed with a communicable disease, will be determined on an individual basis in accordance with this policy and administrative procedures. Those involved in the placement determination will include but not be limited to, administration, professional staff, and school

nurse. A regular review of the placement determination will be done to maintain an appropriate educational placement for the student.

As a public health measure, any student who exhibits the following, regardless of whether they harbor a known blood-borne infection, should be excluded from school until these conditions are resolved:

- Any weeping or bleeding lesion that cannot be covered or controlled with medication.
- Inappropriate behavior that increases the likelihood of transmission.
- Evidence of infection, and are too ill to be in school.

The school district may request written authorization for school attendance from the student's health care provider once the condition is resolved.

LEGAL REF.: M.G. L. 71:55; 111:6

REF: Massachusetts Department of Public Health, Comprehensive School Health Manual, 1995

### **Student Allergy Procedures**

Concord Public Schools is committed to fostering a sense of inclusiveness for all students. The number of students with life-threatening allergies, especially food allergies, had increased substantially in recent years. As with all students with special needs, it is important that students with allergies be able to access all school activities. Procedures were adapted from the Massachusetts Department of Education publication, *Managing Life Threatening Food Allergies in Schools* (May 2016) to provide accommodations in the school environment to minimize the health risk for students with life-threatening allergies. The implementation of these procedures requires a team approach and cooperation among administrators, school nurses, teachers, and other staff members, parents, and students.

#### Parent/Guardian Responsibility

1. Notify the school nurse of your child's allergies.
2. Provide current medical documentation of allergy from health care provider to school nurse.
3. Provide school nurse with written authorization to communicate with child's Health Care Provider regarding life threatening allergy management.
4. Provide a list of foods and/or ingredients to the school nurse that would potentially cause a life-threatening reaction.

5. Submit all required medical forms to school nurse prior to the start of school.
6. Deliver prescribed medications in original containers to school nurse on or before the first day of school.
7. Meet with the school nurse to develop an Individual Health Care Plan (IHCP), review Emergency Care Plan, and meet with classroom teacher as needed.
8. Educate student in the self-management of their allergy age appropriately, including safe and unsafe foods, strategies for avoiding the allergen, symptoms of an allergic reaction, how and when to tell an adult a reaction is starting, how to read food labels, and avoidance of sharing food.
9. Purchase a medical alert bracelet/necklace and encourage student to wear at all times.
10. Provide school with safe snacks to be used as stipulated in IHCP.
11. Investigate field trip destinations for potential issues (exhibits, activities) that may pose a risk.
12. Go on field trips with student, if possible. (Preschool-5)
13. Inform the bus or van driver and any substitute driver if possible about student's allergy.
14. Provide Student's IHCP/Emergency Care Plan and emergency epinephrine / EpiPen to persons responsible for before / after school activities located at the school or sponsored by the school.
15. Contact Food Service Manager with questions / concerns about cafeteria food / ingredients as needed.

### Student Responsibility

1. Take as much responsibility as possible for avoiding allergens.
2. Do not trade or share foods.
3. No eating on school bus.
4. Wash hands before and after eating.
5. Learn to recognize symptoms of an allergic reaction.
6. Promptly notify and adult as soon as accidental exposure occurs or symptoms appear.
7. Seek out adults if feeling unsafe or are being teased about allergy.
8. Take more responsibility for allergy management as age/maturity allows.
  - a. Wear a medic alert bracelet/necklace.
  - b. Share information about your allergy with your friends.
  - c. Tell the bus driver about your allergy.
  - d. When age appropriate, carry your EpiPen with you. Keep it readily available at all times.
  - e. Talk to the cafeteria staff about your allergy and review ingredient labels.
  - f. Read ingredient labels before eating any foods / drinking any liquids.

- g. Notify after school activity advisors/coaches of your allergy and location of EpiPen.
- h. Provide EpiPen to trained adults supervising after school activities / sports.

## **State Pupil Records Policy**

State law and regulations govern our policies on student records.

The regulations call for the securing of records and the protection of student privacy. Only authorized school personnel such as the principal, counselor or teacher has access to these records. Information cannot be seen by or sent to a third party without the written permission of the parent or in accordance with the School Committee's Policy on the release of certain student record information. A copy of that Policy is included in this section of the booklet. In addition, there is a provision for a process for review and removal of information which the student or parent feels should not be in the record.

The student's permanent school record (name, address, phone number, parent information, course titles, grades, transcript, grade level completed and year completed) is to be kept for 60 years. The temporary record (all other information) is to be destroyed no later than seven years after the student leaves or graduates. Parents and students 14 years of age or older, or in grade 9, (whichever is first) have the right to see appropriate records. Parents or eligible students who wish to see a record should contact the school principal and ask for an appointment. Parents and eligible students may obtain a copy of all or any portion of the student's record upon request.

When a student transfers to a new school from the Concord Public Schools, the entire student record will be released to the new school without prior consent of the parent. Notification of this policy is given in accordance with GL 71, § 37L and 603 CMR 23.10(1).

A non-custodial parent's access to student records is governed by G.L. c.71, §34H. Contact your school principal for information about this law.

## **Confidentiality of Records**

No individual or organization other than the parent, guardian, eligible student or school personnel working directly with the student is allowed access to a student's record without specific written consent of the parent, guardian or

eligible student except in limited instances as specified by federal and state statutes and regulations governing student records.

### **Amendment or Deletion of Records**

The parent, guardian or eligible student has the right to add relevant comments, information or other written material to the student's record. In addition, the parent, guardian or eligible student has the right to request that information contained in the record be amended or deleted except for information inserted in the record by a team evaluation. The parent, guardian, or eligible student has a right to a conference with the school principal for the purpose of objecting to information contained in the record. Within a week after such a conference, the principal must render a decision in writing on the objection. If the parent, guardian, or eligible student is not satisfied with the principal's decision, he or she may appeal such decision to the school Superintendent and ultimately, to the School Committee.

### **Notification of Rights under the Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over the age of 18 years of age ('eligible students') certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the School Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write to the school principal (or appropriate school official) clearly identifying the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them to their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except that to the extent that FERPA authorized disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with

legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the record request unless it states in its annual notification that it intends to forward such records on request.)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failure by the *School Districts* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

### **Notification of Rights under the Protection of Pupil Rights Amendment**

**PPRA affords parents certain rights** regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas ('protected information survey') if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) -
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- **Receive notice and an opportunity to opt a student out of:**
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information to others.
  - **Inspect**, upon request, before administration or use –
    1. Protected information surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the education curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

***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, DC 20202-5901

## **Physical Restraint Policy and Procedure**

### **I. OVERVIEW**

The Concord Public Schools (“the District”) seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 CMR 46.00. Physical restraint is an emergency measure of last resort. It may be utilized only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

## II. DEFINITIONS

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

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

*Physical Escort:* a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

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

*Principal:* instructional leader of a public school education program or his or her designee.

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

*Seclusion:* involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

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

### **III. PROHIBITIONS**

Medication restraint, mechanical restraint, and seclusion are prohibited in all Concord Public School education programs. Prone restraints shall be used only in accordance with 603 CMR 46.03.

### **IV. SPECIFIC RIGHTS**

Neither 603 C.M.R. 46.00 nor the district policy or procedures prohibit: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c.119 § 51A. 3

### **V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT**

DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:

*"Inclusionary time-out"*: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to

reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities.

"Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

*"Exclusionary time-out"*: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

**The following requirements apply to the use of "exclusionary time-out":**

- "Exclusionary time-out" may be used only for the purpose of calming;
- During "exclusionary time-out," the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for "exclusionary time-out" must be clean, safe, sanitary and appropriate for calming;
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. The door must have a window for observational purposes and must not have a lock. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- ***Students must never be locked in a room;***
- For students displaying self-injurious behavior, a staff member must be physically present in the same room with the student;
- An "exclusionary time-out" must be terminated as soon as the student has calmed; and
- An "exclusionary time-out" may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student's continuing agitation.

## **VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT**

### **Legal Standard for Use**

Physical restraint is considered an emergency procedure of last resort and shall be prohibited in the Concord Public School District except when a student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student's property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats unless the above harm standard is also met.

Brief physical contact to promote safety is not considered a restraint. DESE's *Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used*, issued on July 31, 2015, states that "brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, or breaking up a fight between students."

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior. Physical restraint is only to be used as a last resort.

### **Prone and Floor Restraints**

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are

staff who have received in-depth restraint training in accordance with 603 CMR 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 CMR 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

## **VII. REPORTING THE USE OF PHYSICAL RESTRAINT**

All physical restraints, regardless of duration, will be reported.

### **Report Contents**

The written report of any physical restraint shall include:

- Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
- A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.
- Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials and any other related matter.

### **Report to Building Principal:**

- Staff shall verbally inform the Principal of any physical restraint as soon as possible and by written report no later than the next school working day for review of the use of restraint.
- If the Principal administered the restraint, the report will be submitted to the Director of Student Services for review of the use of restraint.
- The Principal shall document the restraint in Aspen.
- The Principal shall maintain an ongoing record of all reported instances of physical restraint.

### **Report to Parent(s) and/or Guardian(s) of Physically Restrained Student:**

- The Principal shall make reasonable efforts to verbally inform the student's Parent(s) and/or Guardian(s) of the physical restraint within twenty-four (24) hours.
- The Principal shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent(s) and/or Guardian(s) has provided the District with an email, or by US mail postmarked no later than three school working days of the restraint.
- All written reports provided to parents will be in the parents' primary language if other than English.
- The Principal shall provide the student and the parent(s) and/or guardian(s) an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.
- The Parent/Guardian and/or student may also pursue the Grievance Procedure described in Section 10, below.

### **Methods to Engage Parents**

- Parents will be provided an opportunity to respond to the written incident report either in writing or in person. Parents should contact the Principal directly who can arrange this.
- Information on the District's restraint procedures will be shared with the Special Education Parent Advisory Council (SEPAC) and on the district website with an invitation for further discussion.
- Parents can always request to meet with the building Principal or the Director of Student Services if they have more questions regarding restraint prevention or the use of restraint.

### **Grievance Procedure**

This complaint procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing the following procedure:

- The complaint must be submitted in writing to the Principal.
- The Principal will meet with the complainant within ten (10) school days of receipt of the complaint.
- A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Director of Student Services and the Department of Elementary and Secondary Education.
- A written report will be developed by the Principal and provided to the complainant in the complainant's primary language if other than English.

**Report to Department of Elementary and Secondary Education (DESE):**

- The Director of Student Services will log all physical restraints in the DESE portal within three (3) school days.
- In the event that a physical restraint results in injury to the student or any school community member, the Principal must enter the log in the DESE portal within three (3) school days and send a copy of the written report along with a copy of the record of physical restraints maintained by the principal for the 30 day period prior to the date of the restraint to the department postmarked no later than three (3) school working days of the administration of the restraint.
- Concord Public Schools shall also certify reports of physical restraint annually to DESE, as directed by DESE.

**VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE**

Two types of administrative reviews will be conducted in regards to the use of physical restraint. The Principal will conduct a weekly individual student review and a monthly school-wide review.

**Weekly Individual Student Review**

A weekly individual student review will be conducted with respect to any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors, antecedents and patterns that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

If the principal directly participated in the restraint, the Director of Student Services will lead the team's discussion.

The principal will maintain a record of each individual student review which shall be made available to parent or DESE upon request.

### **Monthly School-Wide Review**

A monthly school-wide review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints by similarities in time of day, day of the week, or individuals involved, the number and duration of restraints school-wide, or individuals involved and the number of type of injuries caused by restraints. The Principal will assess whether the restraint prevention and management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

## **IX. TRAINING REQUIREMENTS**

### **General Training**

The Principal will ensure that all staff receive training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 CMR 46.04(2). All staff/faculty will receive training regarding the school's restraint policy and procedures within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment. The training will include:

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

### **In-Depth Training**

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

- Appropriate procedures for presenting the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- Demonstration by participants of proficiency in administering physical restraint; and,
- Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

### **X. SPECIFIC PROCEDURES**

The District has developed and implemented specific procedures regarding appropriate responses to student behavior that may require immediate intervention.

#### **Methods to prevent student violence, self-injurious behavior, and suicide**

The District strives to ensure all students' social, emotional and academic needs are met while in the school setting. All school buildings have the support of both a school psychologist and school counselor who are able to support individual students, consult with teachers and assist families. Additionally, subject to eligibility under the Individuals with Disabilities Education Act ("IDEA") and/or Section 504 of the Rehabilitation Act of 1973 ("Section 504") students individual needs can be addressed through the identification, evaluation and placement process, which provided for individual service and/or accommodations for eligible students.

Some of the interventions and supports used to prevent violent, self-injurious behavior and suicide include the following:

- Training provided to staff on de-escalation strategies
- Signs of Suicide Program
- District-developed risk and safety protocols
- Responsive Classroom Program
- Zones of Regulation
- Social Thinking
- Restorative Justice
- Documentation in the District Curriculum Accommodation Plan (DCAP)
- Individual/Group Counseling
- Dialectical Behavioral Therapy
- Care Solace
- Family Support Partnership Wraparound Services
- Referrals to other community resources and behavioral health supports
- Others???

### **Alternatives to Physical Restraint**

Physical restraint shall not be used unless the following less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- De-escalation techniques
- Opportunity for time-out
- Physical Prompts and Assists
- Physical Escort

### **Physical Restraints used in Emergency Situations**

Through the training provided to staff through Safety Care the following restraints may be used as an emergency procedure of last resort:

- 1-Person Stability Hold
- 2-Person Stability Hold
- Forward Escort
- Reverse Escort
- Seated Stability Hold
- 1-Person Seated Stability Hold
- 2-Person Seated Stability Hold
- Chair Stability Hold
- Leg Wrap

## **Proper Administration of Physical Restraint**

- Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
- A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.
- A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.043(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.
- All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

For more information please see the Safety Care Training Manual located in each school building.

## **Safety**

To ensure student safety, staff will review and consider a student's medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color, and respiration, and make certain that the student is able to breathe and to communicate. Staff will use the safest physical restraint method available and appropriate for the situation and will use

only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

The School Nurse will assess the student following a physical restraint.

### **Duration**

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. **For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval.** This approval must be based on the student's continued agitation justifying the need for continued restraint.

### **Student and Staff Debrief**

Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

### **Early Childhood**

All children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. At the early childhood level, social emotional learning is a priority with an emphasis on self-awareness, self-management, relationship skills, social awareness, and responsible decision-making. The nurturance and development of these competencies and skills serve as the foundation for these children to develop their emotional health and well-being. It is a rare occasion that early childhood staff must protect anyone from imminent, serious, physical harm and use non-violent physical crisis intervention/restraint according to the regulations 603 CMR 46.00. However, to be prepared, Safety Care training specific to the early childhood environment will be provided and all restraint procedures set forth above will be followed as needed.

### **Declaration of Compliance**

All Concord Public School operations and procedures comply with applicable state and federal legislation. All programs, activities, and employment

opportunities are offered without regard to race, color, sex, religion, homelessness, national origin, sexual orientation, and disability. Provided below are those statutes that are particularly relevant. Any questions about the legislation, school policies, and practices referenced in this section and/or other legislation or school policies and practices may be directed to the Principal or Kristen Herbert, Director of Teaching and Learning at 120 Meriam Road, Concord, MA 01742, or 978-341-2490.

**1. Section 504 of the Rehabilitation Act of 1973 (Federal)**

No otherwise qualified, handicapped individual...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance.

**2. Chapter 282 of the Acts of 1993, General Laws Chapter 76**

(§5 amends Chapter 622 discrimination prohibition in the public schools of the Commonwealth of Massachusetts). No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

**3. Title I of the Americans with Disabilities Act of 1990**

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

**4. Title II of the Americans with Disabilities Act of 1990**

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

**5. Title VI of the Civil Rights Act of 1964**

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin.

**6. Title IX of the Educational Amendments of 1972**

(Prohibition of discrimination on the basis of sex). No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

## **Be a Good Digital Citizen: Student Computer Use Guidelines**

**My teachers will supervise my use of computers at school.  
In order to use computers, I need to follow these rules.**

### **1. Respect Yourself**

- ★ I will show respect for myself through my actions when using the computer.
- ★ I will think before I click.
- ★ I will only use websites that are related to my schoolwork.
- ★ I will ask a teacher before using an educational game site. (educational games only)
- ★ I will only use school-appropriate language and images on the computer.

### **2. Respect Others**

- ★ I will use words that are respectful and kind.
- ★ I will not bully, threaten, or harass other people online.
- ★ I will let my teacher know if I see something inappropriate.
- ★ I will only change or modify others' work with permission.

### **3. Protect Yourself**

- ★ I will keep my personal information to myself
- ★ I will be careful that anything I post online does not put me at risk.
- ★ I will not share my account or password with anyone.
- ★ I will report any bullying or inappropriate behavior directed to me to a trusted adult.

### **4. Protect Others**

- ★ I will be an ally to others and report any bullying or inappropriate behavior to a trusted adult.
- ★ I will not change settings and preferences on the computer.
- ★ I will not forward inappropriate content.
- ★ I will not create or forward false comments.

### **5. Respect Copyright**

- ★ I will give credit to other authors and respect their intellectual property.
- ★ I will not steal words, pictures, software, or media (including music) from the Internet.

### **6. Protect School Property**

- ★ I will take good care of school computers and equipment (clean hands, gentle keyboarding, two hand carry, etc.)
-

# IT'S OKAY TO ASK FOR HELP



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Please note: Care Solace is not an emergency response service or mental health services provider. In the event of a life threatening emergency, call 9-1-1 or the National Suicide Hotline 1-800-273-8255.

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