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August 2018

Dear Rowe School families,

Summer is a quiet time at the school and busy in its own way, but we miss the sights and sounds of students and staff learning together. This summer, teaching staff have been receiving Professional Development to enhance their work with students, and everyone is excited to begin the school year. It's hard to believe that in a few days the halls of our new school will be filled with the happy sounds of children talking, laughing, playing...and learning.

Here is your copy of the 2018-2019 Family Handbook for the Rowe Elementary School. I hope the enclosed information on school policies, regulations, services, programs and school dates will be helpful to you. We also hope that you will better understand the place where your child will be spending an important part of the day. I understand that everyone is busy, and if you do not have time to read this handbook in its entirety at the beginning of the year, please take a moment to review the table of contents and the sections on homework, discipline, attendance, and transportation now. It is important that you understand our expectations and procedures in these areas from the start. Also included is a map of our parking lot. Please note the traffic flow pattern, where parking is allowed for visitors to the building, and where families can stop briefly to drop their students off if they are not planning to come into the building.

Over the course of the year, if questions or problems relating to your child's school experience do come up, please check this handbook first. It will save time in trying to resolve the issue. In general, it is best to approach the staff member most directly involved with the problem first, usually your child's classroom teacher. If that does not resolve the issue, please speak with me. If you are unhappy with what I am able to do for you, the Superintendent of Schools and the School Committee are the next places to turn. It is a good idea to put the nature of your problem or concern in writing: this helps everyone track the progress made in resolving the issue. As the year progresses, it is our hope that the partnership existing between school and home will also progress. We encourage open communication and hope that when questions and concerns arise throughout the year, you will take the opportunity to share them with us. We will do the same with you. We also encourage your involvement. Come and see what your child is doing. Volunteer in a classroom if you have the time. It is our hope that through our combined efforts, your child will have a rewarding and successful year.

Sincerely,

Bill Knittle  
Principal

## ROWE SCHOOL STAFF LIST 2018 – 2019

The Rowe School Phone Number is: (413) 512-5100, and the fax is (413) 339-8621.

Our website: [www.roweschool.org](http://www.roweschool.org) - General email: [contact@roweschool.org](mailto:contact@roweschool.org)

Baker, Roberta	Preschool	<a href="mailto:rbaker@roweschool.org">rbaker@roweschool.org</a>	ext.104
Barnes, Traci	Instructional Assistant	<a href="mailto:tbarnes@roweschool.org">tbarnes@roweschool.org</a>	ext.118
Beebe, Dwight	5/6 Classroom	<a href="mailto:dbeebe@roweschool.org">dbeebe@roweschool.org</a>	ext.110
Blatt, Beverly	Speech Language Pathologist	<a href="mailto:bblatt@roweschool.org">bblatt@roweschool.org</a>	ext.108
Bragdon, Phil	Spanish	<a href="mailto:pbragdon@roweschool.org">pbragdon@roweschool.org</a>	
Celli, Kimberly	Instructional Assistant	<a href="mailto:kcelli@roweschool.org">kcelli@roweschool.org</a>	ext.123
Crean, Thomas	Music, Instruments	<a href="mailto:tcrean@roweschool.org">tcrean@roweschool.org</a>	ext.126
French, Hannah	3/4 Classroom	<a href="mailto:hfrench@roweschool.org">hfrench@roweschool.org</a>	ext. 109
Gokey, Melanie	Instructional Assistant	<a href="mailto:mgokey@roweschool.org">mgokey@roweschool.org</a>	ext. 109
Killough, Jay	School Psychologist	<a href="mailto:jkillough@roweschool.org">jkillough@roweschool.org</a>	ext. 107
Kitchen, Kara	Art, PE, PBL, Gr. 5 Math	<a href="mailto:kkitchen@roweschool.org">kkitchen@roweschool.org</a>	ext.120
Knittle, Bill	Principal	<a href="mailto:wknittle@roweschool.org">wknittle@roweschool.org</a>	ext.101
Laffond, Laurie	Secretary	<a href="mailto:llaffond@roweschool.org">llaffond@roweschool.org</a>	ext. 102
Lapointe, Janice	Primary Classroom Head Teacher, Mediation Supervisor	<a href="mailto:jlapointe@roweschool.org">jlapointe@roweschool.org</a>	ext. 122
Lively, Carol	Cafeteria Manager	<a href="mailto:clively@roweschool.org">clively@roweschool.org</a>	ext. 115
McLatchy, Kerri	Special Ed., Gr. 2 Math	<a href="mailto:kmclatchy@roweschool.org">kmclatchy@roweschool.org</a>	ext.106
Norcross, Wendy	Instructional Assistant	<a href="mailto:wnorcross@roweschool.org">wnorcross@roweschool.org</a>	ext.124
Paige, Isaac	Custodian	<a href="mailto:ipaige@roweschool.org">ipaige@roweschool.org</a>	ext. 113
Poplawski, Claudine	3/4 Classroom	<a href="mailto:cpoplawski@roweschool.org">cpoplawski@roweschool.org</a>	ext.109
Smith, Kate	Nurse	<a href="mailto:ksmith@roweschool.org">ksmith@roweschool.org</a>	ext. 103
Tierney, Patricia	Primary Classroom	<a href="mailto:ptierney@roweschool.org">ptierney@roweschool.org</a>	ext.105
Wentworth, Doug	Adjustment Counselor	<a href="mailto:dwentworth@roweschool.org">dwentworth@roweschool.org</a>	ext. 107

## Mr. Knittle's Daily Schedule

While I will make every attempt to maintain this schedule, some days it may change due to unforeseen circumstances. If you would like to speak with me, please try to call my direct line 413-512-5101 during the listed times, and if that's not possible, I will return your call as soon as possible. If you wish to make an appointment, please email me at [wknittle@roweschool.org](mailto:wknittle@roweschool.org) or call Laurie Laffond, school secretary, at 413-512-5100, and choose from the available times. We will do our best to accommodate your schedule.

7:30 – 7:50	In Office: Available for parent phone calls or meetings.
7:50 – 8:30	On playground, meet buses, in cafeteria
8:50 – 9:50	Teaching Math
9:50 – 10:30	In Classrooms, meet with students
10:30 – 11:00	In Office: Appointments, return phone calls, meetings
11:00 – 11:30	In Classrooms, meet with students
11:30 - 12:45	Lunch and Recess Supervision
1:00 – 2:00	In Office: Appointments, return phone calls, meetings
2:00 - 3:00	In Classrooms
3:10 – 3:30	Dismissal
3:30 – 5:00	In Office: Appointments, return phone calls, meetings

# 2018-2019 School Year

## ROWE SCHOOL COMMITTEE

The three members of the Rowe School Committee are responsible for the overall direction of the school and meet monthly. All meetings are open to the public and notices are posted at the school and Rowe Town Hall. Your attendance and input at these meetings is always welcome and necessary.

Members of the committee are:

Mrs. Susie Zavotka - Chairperson

Mrs. Ellen Miller

Mr. Matt Crowningshield

## ROWE SCHOOL CENTRAL OFFICE

Rowe shares its central school administration with the North Berkshire School Union. The following administrators are in the Superintendent's Office located at 98 Church St., North Adams, MA. The phone number is 413-664-9292.

Superintendent of Schools	John Franzoni	jfranzoni@nbsunion.com
Business Manager	Carrie Burnett	cburnett@nbsunion.com
Director of Pupil Services	Deb Rosselli	drosselli@nbsunion.com
Technology Coordinator	Josh Arico	jarico@nbsunion.com
Superintendent's Secretary	Ronna Brandt	rbrandt@nbsunion.com

## ROWE SCHOOL PARENT TEACHER PARTNERSHIP/LOCAL EDUCATION COUNCIL

The Rowe School Parent Teacher Partnership/Local Education Council (PTP/LEC) is a vital component of our school. It is a support system for the Rowe School family as well as an advisory group of parents, teachers and community members who meet with the principal to prepare an annual School Improvement Plan, for adoption by the School Committee, and address the needs of the school community. The PTP/LEC helps sponsor part of the cost of field trips and the ski program, purchases equipment and supports the teachers in various ways, helps bring the community and the school together, is the primary fund-raising group for the school, and a source of communication and feedback between the staff, families and the community.

Specific Goals of the Rowe School PTP/LEC include but are not limited to:

- Fundraising for enrichment programs
- Researching areas for enrichment (people and activities) to enhance the curriculum.
- Taking advantage of programs run by area businesses.
- Showing appreciation to staff and students at appropriate times during the year.
- Involving at least one staff member at all meetings.

### SCHOOL HOURS

Preschool	8:20-3:00	MONDAY - THURSDAY
Grades K – 6	8:20-3:20	MONDAY – FRIDAY

Please note the morning schedule for students: students are welcome anytime after 7:30, breakfast is served 8:05-8:20, the school day will begin at 8:20 with the Pledge in the cafeteria, and students will be in classrooms by 8:25. **Students who arrive after 8:25 will be marked tardy.** Students benefit from being in the classroom on time, with their fellow students. A lot of important academic learning and social interaction happens in the first few minutes in the classroom, and students who arrive late struggle to get settled and catch up to their peers. Please do everything you can to have your students at the school so they can be in the cafeteria by 8:20, or at the very least, in the classroom by 8:25.

On early release days all students will be dismissed at 12:30pm. On Professional Learning days all students will be dismissed at 1:50pm. Please consult the school calendar for these specific days and times. Free after-school child care will be available on most early release and Professional Learning days. Please let the school know if your child will be staying on those days.

## **GENERAL INFORMATION**

The school is conventionally structured with grades pre-kindergarten through sixth grade but in a multi-grade setting. We have four classrooms: a preschool, a primary classroom for kindergarten through second grade, and two upper classroom groups: one for third and fourth grade and one for fifth and sixth grade. The arrangement of grades within a classroom may vary with population shifts.

A Readiness Program is also available between kindergarten and first grade offered when the need arises. The Readiness Program is designed to meet the needs of children who do not need another year in kindergarten, yet are not ready to cope with the demands of first grade. The same teacher as first grade teaches in the same room for this “transitional” class. It is based on a developmental philosophy with the goal of providing children who need it with more time. It is a program that presents challenging materials and experiences to match what is appropriate for each child’s developmental level.

Rowe School is a school of choice. Admission is open on a seat available basis advertised in May and August of each year.

Preschool admissions may only occur when a child’s third birthday occurs by September 1 for the upcoming school year. Students are expected to be toilet trained (except for some special education students), screened by the preschool teacher and/or early childhood director for the district. Kindergarten enrollment for the fall shall occur when a child’s fifth birthday occurs by September 1 for the upcoming school year. Special education and other services, Speech and Language services, Physical Therapy, and Counseling services, are provided to children as needed.

## **MISSION STATEMENT**

Through a program of academic excellence, students will acquire the knowledge and skills to become lifelong learners, successful communicators, and effective citizens, developing a respect for the rights, dignity, and opinions of others.

## **STATEMENT OF PHILOSOPHY**

We believe that all students have an innate desire to learn, given that the environment is supportive and stimulating. We view school staff as resources who nurture this desire, and provide feedback and support, a wide scope of experiences and opportunities, social and emotional strategies for coping, and the tools to become continuous learners.

We will strive to create an educationally positive environment in which children are challenged to think for themselves, accept responsibility for their learning, and be involved in decision making. We will work to help students become self-disciplined, self-directed, and creative learners with a positive and realistic self-concept.

We will work with the student and families of the Rowe School to help our students develop a respect for the rights, dignity, and the opinions of others as well as an ability to function effectively and productively in society.

## OUR GOALS

Our students will:

- Read, and learn to listen, with understanding
- Make intelligent decisions
- Respect individual differences and the rights of others
- Assume responsibility and independence
- Develop communication skills necessary to express themselves clearly and correctly in both speaking and writing
- Develop competent mathematic skills
- Develop skills and attitudes that promote physical health
- Develop an understanding and appreciation of the arts
- Acquire a basic knowledge of scientific concepts and apply it to their environment
- Appreciate people and their cultures, past and present

Our staff will:

- Foster an appreciation of literature and reading for enjoyment
- Recognize the individual needs of students and provide strategies for coping in their environment
- Provide an environment that requires the student to take an active learning role
- Provide role models and daily practice in communication skills
- Help students learn basic mathematical skills as well as problem solving skills
- Provide multiple opportunities for students to discover and develop talents, skills, and experiences in all subject areas to establish a foundation for later learning

## COURSES OF STUDY

### Language Arts

The Rowe Elementary School is committed to meeting the individual reading and writing needs of each child. Our programs use the Fountas and Pinnell Guided Reading approach, using children's literature at each child's instructional level, in addition to a variety of approaches to teaching reading and writing, allowing us to focus on each child as a student with a unique set of likes and dislikes as well as educational needs. We use different methods to help individual students achieve a critical set of objectives. Our aim is to guide students into becoming competent readers who are capable of producing clear written language. **Our overall goal is to make reading a pleasurable and meaningful activity and to make writing a rich means of communication and expression.** Parents are asked to encourage their children's' participation in school-wide reading for enjoyment programs.

### Mathematics

We use the Everyday Mathematics program in Grades K-6. The three aims of the program are:

1. Students must master math facts. However, at the same time, they must understand math concepts and processes so that the facts are not learned in a rote, isolated way.
2. Students will be able to apply concepts, processes, and facts to their everyday life.
3. Students will understand math as a process of logical thinking, and, in particular, one of problem solving. We define problem solving in the following way: The learner decides what the problem is; identifies which information available is essential or non-essential to the solving of the problem; finally, the learner decides what math procedures are needed to solve the problem.

Our teaching approach is to help students understand patterns in the procedures they are using and the relationship of one procedure to another (such as the relation of addition to subtraction, or that of division to multiplication.) The instructional methods used to carry out the three major aims of the program are the following:

- A spiral curriculum in which major topics are introduced and reappear at higher levels in more difficult and complex ways
- Cooperative learning
- The use of concrete and manipulative materials for guided discovery
- A stress on place value and estimating as key skills
- Encouragement of students to be able to explain the math processes that they are learning
- Homework, to form a home-school connection in students' everyday lives
- A commitment to identify and teach to individual math learning styles.

### Science

It is our belief at Rowe Elementary School that science education will help children to take risks without fear, think divergently and explore cooperatively, thereby enhancing their sense of self-esteem.

This personal strength coupled with the knowledge of the role of science as an interpretive tool in our everyday lives will broaden our children's horizons and enable them to see the world beyond themselves. In turn, they will learn to see themselves as responsible stewards for a planet whose fragile balance is more and more difficult to maintain in the face of increasing industrialization and rapid technological advances.

These goals, however, are only fully realizable when we foster an environment that has the capacity to generate excitement, wonder, and ultimately reverence for the beauty and diversity of life.

The Rowe Science program consists of a curriculum designed to introduce students to three major areas at ever increasing complexity. The three major areas are as follows:

- Life Science – Living systems and their interactions
- Earth and Planetary Science – Physical features of the earth and universe
- Physical Science – Nature of Matter, Light, Sound, Energy, Simple Machines, Magnetism, and Electricity

### Social Studies

Our social studies curriculum continues to prepare children to be understanding and participating citizens in our world. We have established six general goals that are guidelines for our curriculum:

- Each year the entire school, as a unit, will explore a different area of the world using an interdisciplinary approach. The culture to be studied will be related to each grade's social studies curriculum, and serve as a vehicle with which to compare and contrast our own culture. **This year, the school will be studying Canada.**
- Teachers will seek to relate local area culture to all disciplines within the social studies curriculum.
- Children will develop an understanding of their global environment and a personal and expanding awareness of humanity's impact on earth.
- Children will be encouraged to gain an awareness of social, economic and political change through current events.
- Children will learn appropriate map skills, geography, and social studies concepts as essential tools and a foundation for understanding social studies concepts and world geography.
- Our social studies curriculum will emphasize an appreciation and respect for cultural diversity, and an understanding of the struggle of all people for equality throughout history.

### Art

Art classes at Rowe use hands-on activities to help children build an awareness of the visual environment, how it affects us, and how we use it. Children begin to develop an appreciation for the characteristics of different materials and techniques, and to understand how ideas and feelings are communicated visually. Since art often expresses cultural values, some lessons will be coordinated with social studies, language arts, or other curriculum areas. Emphasis is placed on creative problem solving, planning, and completing projects.

### Library

We are excited to watch our library continue to grow. Students will enjoy a weekly story time, and in addition, will visit the library weekly with their class to explore the library, check out and read books, as well as learn library science. Students may check out one book at a time. Books are due back two weeks from the time of check out. Families' cooperation is requested

to help with the return of library materials. Families will be responsible for replacement costs for lost library materials.

### **Music**

The overall aim of the vocal and instrumental music program is to help children gain an appreciation of music. Another objective is for children to learn the importance and pleasure of group cooperation through choral singing and ensemble playing. The program introduces students to the basic elements of music notation, to beginning performance, and the variety of music throughout the world. Students further develop these skills by way of participation in chorus and instrumental experiences.

### **Spanish**

At Rowe, learning Spanish reflects the natural language acquisition of one's first language. That is, rather than formally taught, it is absorbed naturally, through repetition, in the context of a variety of interesting, comprehensible activities. In the Preschool and Primary Classes students sing, chant, dance, listen to, tell and act out stories, play games, and incorporate math, science, culture and literature strands, as well as themes studied in the regular classroom curriculum. In grades 3-6, the students bring their growing literacy skills in English to their learning of Spanish and there is a larger reading and writing component.

### **Physical Education**

The lower elementary classes work on the continuing development of body awareness, fine and gross motor control. Different types of gym apparatus, music and games are used to achieve these goals. The upper elementary classes work on team and individual sports. Priority is placed on skill development and good sportsmanship. Throughout the program, emphasis is also placed on group and individual cooperation in a recreational situation.

### **Special Pupil Services**

Rowe School offers special support services to students who have needs that cannot be met in the regular classroom alone. Four specific programs address these needs:

#### **Special Education**

The purpose of this program, operated under state and federal laws, is to provide special help for students whose need go beyond remediation. These needs may be specifically identified learning disabilities, physical handicaps or behavioral disorders of a serious nature, which prevent the child from making progress.

State guidelines for entrance into special education are quite specific. Once a child is screened and accepted into this program, an education plan is developed for each child who is involved in the program by the appropriate members of a special education team. The team includes the special education teacher, school psychologist, the classroom teacher, the principal, any other specialists that are deemed necessary, and the parents.

If the school feels that your child could benefit from this program, you will be contacted for permission before any testing is done. Parents may request a pre-referral if they see a serious need. If you think your child may have a special need, please contact the school principal. You

may also wish to consult our Director of Pupil and Personnel Services, Debbie Rosselli, at 413-664-9292.

### Leveled Literacy Intervention

Leveled Literacy Intervention is a research-based system this is designed to prevent literacy difficulties rather than correct long-term failure. It is designed to bring students in grade K-5 to grade level performance through short-term intervention, an average of fourteen to sixteen weeks. It is designed to supplement, not substitute for, small-group instruction that our students receive, and is also designed to work with our Guided Reading program. It focuses on deep comprehension of text, fluency, and early writing strategies.

### Psychological Services

Students are referred by teachers or parents for these services. Our school psychologist is available to meet with children who are experiencing adjustment problems at school for academic, emotional or behavioral reasons. The policy may also establish short or long-term group meetings for students who share a common problem or concern. These services are available to all students, with parental consent.

### Speech and Language

All kindergarten children are screened for speech, language and hearing problems. If appropriate, children are recommended for oral communication or language assistance with a speech and language specialist, either as part of class activities, or as a separate program.

### Child Support Team

Each week, members of the the teaching staff, the school nurse, the Special Education Teacher, the Principal, the Speech Pathologist and the school Psychologist meet in a group called The Child Support Team. The goal of this team is to assist children who are showing signs of academics, social or emotional difficulty in school as reported by teachers, families or any other staff member at school. Concerns are shared, and if necessary a plan of action is formulated. Follow up meetings are also scheduled. Families are encouraged to initiate a meeting by contacting the Principal or Classroom Teacher if they have concerns about their child and would like to share these concerns with the members of this support team.

### Homework Policy

Rowe School educators' philosophy is that homework should enhances what a child learns day-to-day in school. Homework should be useful and meaningful to a child, and a continuation of what is learned in class. It is important to practice outside the school setting what is learned in school. All Rowe School children should be involved in some type of review, remediation, and reinforcement or enrichment activity provided by the school at home. The assignments given to students should be challenging, but never damaging to a child's self-esteem. Homework assignments should be completed by the student with minimal assistance from parents or guardians. If you feel the homework is too challenging, please contact your student's teacher. Families are an important part of the homework process and can help by

providing a good setting and regular time for their child to complete their work. Homework assignments offer an additional lesson of responsibility to the child. We hope that the time for homework is a shared time for parents and children so parents can reinforce the sense of accomplishment in their children when assignments are completed.

**Kindergarten and First Grade** - Children should be involved in nightly reading and sharing for at least **15 MINUTES**. Our school and town libraries are full of well-written books for young children. In addition, children should be encouraged to talk about their experiences at school. Talk and listen to children about their “best” and “worst” times of the day. Both reading and listening greatly enhance language development. There should also be frequent practice of math skills and the math home links.

**Second Grade** - Children should be encouraged to continue reading and sharing at home. Additionally, second graders should spend up to **20 MINUTES** studying spelling words nightly and practicing their math skills. Parents/Guardians may also want to listen to their children read. Children are proud of themselves when they begin to read and love to “show off” their new talent. We recommend students read for at least 20 minutes each day.

**Third Grade** - Children should spend up to **30 MINUTES** each evening on their homework. Assignments will consist of math worksheets (called Homelinks), studying for weekly spelling tests, and memorizing math facts. In addition, time spent reading for pleasure should be encouraged. Sharing in the reading experience can be a meaningful time for children and parents. We recommend students read for at least 30 minutes each day.

**Fourth Grade** - Children should study spelling, and continue reinforcement of math and other skills at home for up to **30 MINUTES** each night. Fourth graders also begin writing research reports and may need to spend some time paraphrasing information from an encyclopedia or other sources. We recommend students read for at least 30 minutes each day.

**Fifth Grade** - Children should also spend up to **30 MINUTES** each night on assignments such as studying weekly spelling words, reviewing math concepts from the day, writing research reports and reading Social Studies and Science materials. We recommend students read for at least 30 minutes each day.

**Sixth Grade** - Children should spend up to **45 MINUTES** each night on their homework. Assignments consist of keeping up journals for reading and writing, completing math exercises, research reports and other long-term projects. Children in sixth grade will also be asked to read Social Studies and science materials. It is hoped that by the time a sixth grader graduate from Rowe School, they are ready and prepared to face the rigors of the middle school curriculum. We recommend students read for at least 30 minutes each day.

The educators at Rowe School will recognize, in a positive way, the completed homework assignments of the children in their classroom. We also want to reinforce the sense of accomplishment and responsibility in our children. We believe that good homework habits should begin early. That is why we suggest all children should be involved each night in some sort of structured activity. The time limits that are given are guidelines for parents. Please note that should your child spend the requested amount of time on homework and becomes frustrated or is unable to complete an assignment please send a note back to the teacher. We also want to reinforce that ALL children, no matter how old, enjoy having someone read to them. Please continue reading to your children even if they are independent readers. We are

willing and able to recommend appropriate books, which parents may read, to their students on a nightly basis.

### Standardized Testing

Rowe students in grades 3-6 will take the Massachusetts Comprehensive Assessment System testing for Math, ELA. Students in 5<sup>th</sup> grade will take the MCAS for Science and Technology. Students in grades K-6 are administered the Benchmark Assessment System test three times per school year. This assists teachers in determining each student's instructional and independent reading levels, making sure they receive small group reading instruction directly at their tested level. Students in grades 2-6 are also administered the Track My Progress assessments three times per year in ELA and Math, to better help teachers understand students, academic strengths and weaknesses, and provide the individualized instruction they need to be successful.

All new students are given an informal reading and math inventory to aid in their placement. The information from these tests is used with the child's past record to assist the teacher in planning a youngster's program.

### Reporting Student Progress

The Rowe School reports on student progress two times each year, in early January and at the end of the school year. In addition, there are two parent/guardian-teacher conferences: in November and in March. Please check the school calendar for this year's conference dates.

Do not hesitate to call your child's teacher whenever you have a question about his/her progress. Teachers are best contacted before 8:30 and after 3:20. If you cannot call at those times, please leave a message at the office asking for a return call.

### Retention Policy

The classroom teacher, the Principal, the Child Support Team, or a parent may recommend a student for retention. The recommendation may be made based on deficiencies in one or more of the following areas:

- Academic achievement assessed through testing;
- Social skills;
- Physical development affecting school achievement;
- Low academic achievement due to excessive absence or a history of transience;
- When applicable, status as a special needs student.

A child being considered for retention will be carefully monitored in the fall and winter. During the winter Parent/Teacher Conference, the teacher will discuss the situation with the parents. A final recommendation will be made in writing by April 15<sup>th</sup>.

A student will not normally be retained more than once. Under special circumstances, however, a full evaluation should precede any consideration for a second retention. Retention should also occur as early in the child's schooling history as possible.

An alternative to traditional retention is our Readiness (or "transitional") program in the primary classroom is offered when the need arises. The Readiness program is specifically designed to meet the needs of children who need another year based on developmental needs. It is based on a developmental philosophy with the goal of providing children who need more time. It is a program that presents challenging materials and experiences to match what is appropriate for each child's developmental level.

## Student Education Records

A cumulative record folder is maintained for each student who attends Rowe School. This file contains the student's registration forms, copies of report cards, standardized test results, and other information relating to the progress of the student. Parents who wish to review their child's records may do so by calling the school and making an appointment. A copy of the "Massachusetts Regulation Pertaining to Student Records and Standardized Testing" is available from the office, or can be accessed from the Massachusetts Department of Education's website: <http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html?section=summary>, or the Federal Government's laws with The Family Education Rights and Privacy Act (FERPA) website: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

If a parent requests an amendment be made to education records it should be done so in writing to the attention of the principal. A meeting with the student's teacher, the parents and the principal will determine if any change to the record will be made.

There is more information on the US DOE website regarding the Protection of Pupil Rights Amendment (PPRA) at: <http://www.ed.gov/policy/gen/guid/fpco/ppra/index.html?exp=0>

## Behavior Code

In order to maintain a productive, orderly and safe environment, which is conducive to learning, the Rowe staff has developed a behavioral code with specific consequences for misbehavior. This code is explained to the children at the beginning of each year and periodically throughout the year as the need arises. It consists of five basic expectations:

- Show respect for others in what you say and what you do.
- Show respect for the work of teachers and students.
- Treat your own property with care; and treat the property of others, including school property, as though you were responsible for keeping it safe.
- Clean up after yourself; and help keep your classroom and the whole school neat and clean.
- Work and play safely.

The Rowe staff reserves the right to make exceptions to the code if the school or the child's welfare warrants such a change. Individual Classroom Rules may build on this code.

Inappropriate actions will be met with a reminder, a "time out", or a referral to the principal. During lunch and recess, designated areas for a "time out" will be provided. Upon referral to the principal, the student may write a letter or explain what the inappropriate action was, what more appropriate action would have been better, and a concrete plan for changing the behavior in question. This letter may go home to the parents for discussion, and if so, a signed copy should be returned to school. We strive to provide children's misbehavior with logical consequences, ones that are appropriate to the misbehavior, and instruct, rather than shame, the child.

Students, who demonstrate a pattern of misbehavior that could put their safety or that of others at risk, may be excluded from some or all field trips by the principal. Parents will be notified in writing in advance should this become necessary.

There is a district-wide policy in place for special education students. The Individual Education Plan or 504 Plan for every student with special needs will indicate whether the student can be expected to meet the regular discipline code of the school or if a modification is required. If a modified discipline code is required it will be written into the plan.

## Mediation Program

To help students engage in working out their difficulties in a constructive and non-punitive manner, Rowe School provides a Student Mediation program. The mediators are typically sixth grade students. They are provided with training in mediation: the work of non-judgmentally listening to two aggrieved parties, restating facts and feelings, and helping the parties listen to each other. Mediators are available in pairs on a rotating basis.

Student disputes are taken to mediation only if both parties agree. If a dispute is successfully mediated, and no serious physical harm has been done to persons or property, no further disciplinary action is usually taken. Should either party, for whatever reason, refuse mediation, the normal behavior code takes effect. Mediators meet weekly with their faculty supervisor, to review their work and enhance their skills.

## Suspension Policy

If the principal determines that a violation of a rule is serious enough, a student may be suspended from class or school. Suspension or ISS (in-school suspension) from class is treated as a serious issue and generally results from (but is not limited to) infractions of the following kind:

- Physical violence, fighting, vandalism;
- Repeated insubordinate and/or rude behavior directed at a staff member, or systematic harassment of another student;
- Possession of a controlled substance or weapon;
- Repeated disruptive classroom behavior.

Law guarantees students who are to be temporarily suspended from school guaranteed certain rights as follows:

- An oral or written notice of the charges against him/her;
- An explanation of the evidence against him/her;
- The opportunity to present his/her side of the story to an impartial decision-maker (who may be a school administrator).

Notice of the suspension and the hearing (as outlined above) must occur before the student is asked to leave school, except when a student presents an immediate threat to school officials, other students, him/herself, or clearly endangers the school environment. In this case, the hearing may be delayed, but must be held within a 24-hour period.

Suspension from class (ISS or in-school suspension) will be held in the office or designated area. Schoolwork will be assigned and completed by the end of the day. Every attempt will be made to contact the parents regarding the details of the infractions.

If the severity of the student's misbehavior warrants a more serious consequence, out of school suspension will result. The principal will immediately notify parents/guardians by phone and by letter of the details. All attempts will be made to arrange a meeting between all parties concerned; to include the parents/guardians, the principal, the student, and the staff member involved. The purpose of the meeting will be to resolve any issues that may have contributed to the student's misbehavior.

By law any student possessing a dangerous weapon at school must be reported to the superintendent of schools, the local police and the Department of Social Services. These agencies are required to take action in concert with the school to provide counseling and to determine if any other steps are appropriate. The Massachusetts courts have established a broad interpretation of what constitutes a dangerous weapon. Please remember that we have many young children here at school: don't send your child to school with a toy or tool that could be seen as a dangerous weapon! The Individual Education Plan for every student with special needs will indicate whether the student can be expected to meet the regular discipline code of the school or if a modification is required. If a modified discipline code is required it will be written into the I.E.P. or 504 Plan.

When it is known that the suspension(s) of a special needs student will accumulate to 10 days in a school year, a review meeting – to which parents are invited – will be held to determine whether or not the student's misconduct is related to his/her disability. If it is related, an amendment will be written to change the I.E.P or 504 Plan to better meet the student's needs.

If it is decided that the misbehavior is not related, an amendment will be written to provide special education services during the period of the exclusion. This amendment will go into effect only after the 10-day limit has been reached. As with all amendments a parent or guardian must sign before it can be implemented. In suspension/exclusion cases the Massachusetts Department of Education must also approve the plan.

### Absences and Dismissal

According to state law, student absences must be excused by a note or call from home. Children who have been out for three consecutive days must have a doctor's note upon return to school. It is important that students be in school for as many instructional days as possible. If it is absolutely necessary for children to be out of school during regularly scheduled times, parents or guardians will let child's teacher know so s/he can arrange appropriate class assignments or homework. Parents and guardians are urged to make medical and other appointments after school hours, or on early release days.

The Rowe School District has established the following guidelines for excessive student absences, totaling more than seven full or fourteen half days in a six month period, based on Massachusetts General Laws, Chapter 76, Section 2:

- After seven absences in a six month period, excused and/or unexcused, a letter of notification will be sent home to the parents/guardians.
- After ten absences, excused and/or unexcused, a 2nd letter will be sent requiring the parents to meet with the Principal, with a copy of the letter sent to the office of the Superintendent, Rowe School District. Another copy of the letter may be sent to the designated Rowe School District Attendance Officer.
- After fifteen absences, a 3rd letter will be sent home and a referral of the situation may be sent to the designated Rowe School District Attendance Officer and copy to the office of the Superintendent, Rowe School District.
- After twenty absences, a 4th letter will be sent home and a referral may be sent to the Massachusetts Department of Children and Families for investigation, with a copy sent to the office of the Superintendent, Rowe School District.

### Bus Transportation

All Town of Rowe school children attending the Rowe School have the opportunity to ride publicly financed bus transportation. This is a service that is now provided by Kuzmeskus Bus Co. located on the Mohawk Trail in Shelburne (413-489-3194). New families should contact the Bus Company as to the time when the children will be picked up in the morning, and bus routes, listing stops and times, will be sent home and be published in local media and on the school website.

From roughly Thanksgiving to the end of March, weather conditions can disrupt bus routes and schedules. While all buses have two-way radios on board, our hilly terrain may keep a bus out of direct contact with central dispatch for periods of time, keeping us from knowing immediately when problems do arise. We will do our best to notify families on affected routes of significant delays in service. You can help by contacting the school at once if you know of or suspect a delay.

Parents should be aware that ridership on these buses is contingent on good behavior and observance of safety rules. Children who violate rules and cause disruption will be denied the privilege of riding, since their misbehavior threatens the safety of all the children on the bus. These rules are reviewed yearly with the children and copies will be sent to new families. We ask that parents also discuss and review these rules with their children regularly.

We would like to remind parents that if they wish their child to go to a home, other than at their usual stop or which requires getting off or boarding another bus, they need to **provide the school with a note** stating the change. **Parents are requested not to call the school to make these changes. Students are not allowed to attempt a change in transportation during the day.** Please help us provide for the safety of your children.

### School Cancellation

In severe weather, school may be cancelled. This decision is usually made by 5:30 AM by the Superintendent of Schools. This announcement is then made over local radio and television stations, posted on the school's website and a system wide phone call will be made. Please be sure we have your current home, cell and work phone numbers as well as a current email address to receive such information.

If conditions are bad but improving, the decision may be made to delay all bus routes by one or two hours. Note that in this situation preschool will still be starting one or two hours later as well.

At any time if parents believe the road and/or weather conditions not to be safe for the transportation of their children to school they should remain at home and call the school to report their decision. The decision will result in an approved absence.

### Emergency Release

When weather or other conditions are such that it is necessary to close school after school has begun, the school will notify parents or guardians. The school will make calls to each parent or guardian. Please review with your children the procedures they should follow if school is dismissed early due to poor weather or other conditions.

This announcement may also be made over local radio and television stations, posted on the school's website and over the system wide phone call network.

### Front Door Policy

All doors in the Rowe School building will be locked during the normal school day from 8:45 – 2:45. Should the door be locked, an intercom system has been provided and a staff member will

answer as soon as possible. All visitors entering the building must sign in and out and have visitors pass assigned while in the building.

### Telephone Policy

The main school number is 413-512-5100. We ask for parents' cooperation in helping to make sure that their children after school plans are completed at home **before** they come to school.

We shall always deliver phone messages from parents to their children, but we will not page children to come directly to the phone. We will not deliver messages to children from people unknown to us without parental permission.

Teachers are always happy to speak with parents on the phone but it is not always convenient to do so during school hours. Ordinarily, if a parent calls a teacher, we will take the message, and the teacher will return the call at their earliest convenience. Teachers are usually available between 8:15 and 8:30AM and/or 3:20-3:30PM.

### School Breakfast, Lunch

It is our policy to provide a free breakfast, morning snack, and lunch to all students in the school to those who wish to receive it. A breakfast is provided each morning between 8:05 – 8:20. Please note the time, breakfast **ENDS** at 8:20. Lunch is scheduled at 12:05 for Preschool and 12:15 for all other students. The lunch menu is published weekly in the newsletter and monthly on the school's website. Adults and children who visit the school and wish to eat lunch with us should contact the school office in advance when possible. The cost of breakfast is \$1.75 and lunch is \$3.25 for all visitors.

It is school policy that any food brought from home not be shared with other students. In regard to an all class or school snack we will attempt to notify parents of children with special food requirements. If a student wishes to bring in food to share, please notify the classroom teacher in advance.

### Pupil Photographs

The school arranges an inexpensive school photograph session for all preschool and school age children. Information on these photographs is available at the school at the beginning of each school year.

From time to time photographs of students in school are used in the weekly newsletter that goes home on Thursday. Please let us know if you would prefer that your child not have their picture shown here. We will not utilize any photographs of students on the school web site without specific written permission.

### Computer Policy

The Rowe Elementary School District Internet Use Policy is sent out at the start of each school year to ensure that parents are aware of, and give their permission for, their children to use computer resources such as email and the Internet for classroom assignments.

### Problems and Complaints

Over the course of the year, if questions or problems relating to your child's school experience come up, please check this handbook first, it will save us all time in trying to resolve the issue. In general, it's best to approach the staff member most directly involved with the problem first. If this does not resolve the issue, you should speak with the principal. If you are unhappy with what s/he is able to do for you, the superintendent should be contacted next, followed by the School Committee. It's a good idea to put the nature of your problem or concern in writing. This helps everyone track the progress made in resolving the issue.

### After School Hours

It is important for parents to understand that when school is not in session, especially during special events such as Parent-Teacher Conferences, plays, sporting and other special events – **the school rules still apply**. We require your assistance in monitoring your children's behavior to ensure a safe and comfortable place for everyone in attendance. It is not the duty of the school staff during these times to monitor your children.

### Parent, Guardian and Community Volunteers

Parents or guardians are always welcome to visit classes. Please call your child's teacher to discuss when you would like to come in and visit. All visitors must sign in at the office and pick up a visitor's badge when first entering the building so that we can comply with fire laws and to ensure everyone's safety.

Parents, Guardians and Community Members who would like to volunteer on a regular basis are encouraged to contact the principal by phone or by email at [wknittle@roweschool.org](mailto:wknittle@roweschool.org).

## SAFE SCHOOL POLICY

### A. Statement Of Purpose and Compliance

1. The Rowe School District is committed to ensuring a safe school environment for all Students, Parents, Staff and community members. The Rowe School District has safety standards and procedures that conform with the standards of classroom safety adopted by the Massachusetts Board of Education pursuant to the M.G.L. c. 69, 1B and meet the requirements set forth by M.G.L. c. 71, 37H. These standards and procedures address such events as building emergencies, intruders, bomb threats and natural disasters.

### B. Standard Of Safety

1. The School Committees, Administration and Staff of the Rowe School District shall encourage the creation of and maintenance of a safe, secure learning environment in our school building and at school sponsored events. The creation of a safe learning environment will be enhanced by the provision of sufficient resources, expert consultation, adequate staff training, established policies and procedures, and ongoing support for the procurement and maintenance of appropriate safety devices.
2. Administration, Staff and students shall strive to create an educational environment that is safe and secure in order to facilitate learning and teaching. The school plan will include strategies for the prevention of injuries and violence.

## C. Procedures To Meet Standards

### 1. Administrative Action

- a. The Superintendent will assess current safety standards and procedures not less than once every three years.
- b. The assessment of current standards and procedures will be accomplished by the Superintendent, the Principal and other District personnel who shall review and update current practices with representatives of the police and fire departments in each town, the District's' insurance carrier, and the District's' counsel, in addition to other parties whom the Superintendent and Principal determine to be critical to the process.
- c. The Superintendent or his/her designee shall collect, review and disseminate the assessment report to the District Safety Committee, building-based safety committees and the School Committee.
- d. Those groups and individuals receiving the assessment report will promptly review it. The District Safety Committee and each building-based safety committee will subsequently meet and make recommendations to the Superintendent and the School Committees for the purpose of making the necessary improvements to the existing safety and security practices.
- e. The Superintendent and Principal shall annually, as part of the budget process, identify safety and security needs and request appropriations for security personnel, devices, equipment and updated training for all Staff.
- f. The Principal in consultation with the Superintendent will provide pertinent safety information to Parents/Guardians based upon a careful review of each circumstance.

### 2. School Committees Action

- a. The School Committees shall review the Superintendent's final report and discuss its contents with the Superintendent and other district Administration prior to making any changes to existing policies or procedures.
- b. Prior to adopting recommendations for changes to the existing policies, the Committees shall receive from the Superintendent estimated costs associated with the implementation of any recommendations.

- c. Upon adoption of amended or new safety policies, the School Committees shall forward a copy of the policies and standards to the Massachusetts Board of Education and local law enforcement and safety officials.

## BULLYING PREVENTION PROCEDURE

### Bullying, Cyberbullying, and Retaliation Policy

- A. Bullying, cyberbullying, and retaliation are prohibited. The Department of Elementary and Secondary Education, in accordance with M.G.L. c. 71, § 370 and Chapter 92 of the Acts of 2010, defines these terms as:

1. **Definitions:**

- a. **Bullying** is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to her/himself or of damage to her/his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.
- b. **Cyberbullying** is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.
- c. **Retaliation** is any action taken against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

## **B. INCIDENT REPORTING**

1. Students are expected to report all incidents or suspicions of bullying, cyberbullying or retaliation to the Principal or a member of the school staff in a timely manner. Verbal reports will need to be documented on the form contained within the student handbook, which will also be available on the School website and at the school office.
2. Confidential/anonymous reports can be emailed to: contact [@roweschool.org](mailto:contact@roweschool.org)
  - a. (Note: No disciplinary action will be taken against a student based solely on an anonymous report.)

## **C. ADMINISTRATIVE RESPONSE**

1. Principal interviews alleged victim and completes Bullying Incident Report, which opens an investigation.
2. Principal interviews the alleged perpetrator and any witnesses.
3. Principal creates preliminary Student Safety Plans for the alleged victim and the alleged perpetrator and informs the students' families.
4. Principal completes the investigation and makes a determination.
5. If a determination is made that bullying has occurred, the Principal shall take appropriate disciplinary action with the student, inform the involved families, and, as appropriate, notify the local law enforcement agency if criminal charges may be pursued against the perpetrator.
6. If the Principal determines that a student has knowingly made a false bullying accusation, appropriate disciplinary action may be initiated.
7. Principal, in consultation with the classroom teacher and Psychologist, creates a more permanent student Safety Plan subject to review and revision as needed.

## **D. RANGE OF DISCIPLINE**

1. Based on the particular circumstances of the bullying determination, the Principal shall impose reasonable, respectful and realistic consequences up to and including expulsion.

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ROWE SCHOOL DISTRICT  
**Incident Report for Bullying, Cyber Bullying, or Harassment**

Date of Report: \_\_\_\_\_ Reporter: Student Staff Parent/Community

Student/s being targeted:

Student/s participating in the bullying, cyberbullying, or harassment: (Please provide as much descriptive information as possible.)

Provide a detailed summary of your concerns: (Please consider these questions: What happened? When did it happen? Where? How often? Who else knows? Has it happened before?)

\*Confidential Reports can also be submitted via e-mail to: [contact@roweschool.org](mailto:contact@roweschool.org)

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## **HEALTH SERVICES**

- A. The Health Office is staffed daily by a Registered Nurse. The school nurse is available to do the following:
1. Provide first aid and illness assessment.
  2. Provide initial emergency care.
  3. Administer medications.
  4. Perform treatments and procedures.
  5. Administer the fluoride mouth-rinse program.
  6. Perform mandated screenings.
  7. Provide immunizations.
  8. Act as a health resource for students, Parents, and Staff.
  9. Maintain the health records, which include at a minimum medical history, immunizations, physical examinations, screening results, and emergency information.
- B. The school nurse also helps to identify health care and social needs, makes appropriate referrals, attends IEP and 504 meetings if a health issue is involved, and serves on committees.
- C. When Should Your Child Stay Home From School?**
1. If your child has a fever of 100 degrees or higher, please keep your child home for 24 hours after the fever is down.
  2. If your child is experiencing vomiting and/or diarrhea he/she should be kept at home until symptoms have resolved for at least 12 hours and he/she is able to keep down food and liquid.
  3. If the white part of your child's eye appears red and you notice a green or yellow discharge from the eye, call your healthcare provider. Your child may have conjunctivitis ("pink eye"), a common but contagious eye infection. Your child may need antibiotic eye ointment which will need to be used for 24 hours before he/she can return to school.
  4. If your child has an unusual rash or a rash associated with a fever, have your child evaluated by your healthcare provider. A rash may be a sign of a bacterial or viral illness, an allergic reaction to a medication, food, or something in the environment (plants, chemicals, detergents).
  5. If your child has a contagious illness such as strep throat, flu, or chickenpox.
  6. If your child has head lice or nits. In this case the child needs to be treated at home and seen by the school nurse before returning to class.

7. If your child has a persistent cough, which is not improving, we recommend that he/she be evaluated by your healthcare provider.

**D. Immunization Requirements:**

**Massachusetts School Immunization Requirements 2012 - 2013**

	Pre-school	Kindergarten	Grades 1-6
<b>DtaP/DTP/DT/Td</b>	4 or more doses of DTap/DTP	5 doses of DTap/DTP	4 or more doses of DTap/DTP or 3 or more doses of TD
<b>Hepatitis B</b>	3 doses	3 doses	3doses
<b>Hib</b>	1-4 doses	N/A	N/A
<b>MMR</b>	1 dose	2 doses	2 doses
<b>Polio</b>	3 or more doses	4 doses	3 or more doses
<b>Varicella</b>	1 dose	2 doses	1 dose
	<b>Grade 7-12</b>		
<b>Hepatitis B</b>	3 doses		
<b>DTap/DTP/DT/TD/Tdap</b>	4 doses DTap/DTP or 3 or more dosesTD;plus 1 dose of Tdap		
<b>Polio</b>	3 or more doses		
<b>MMR</b>	2 doses		
<b>Varicella</b>	2 doses(starting for grade 7)		

## **E. Immunization Requirements**

1. Immunization exemptions are granted if documentation is provided that states that immunizations conflict with religious beliefs or that there is a medical contraindication. The school nurse can provide you with the appropriate forms to complete.

## **F. Parent/Guardian Responsibilities:**

1. If your child is sick or has an accident of sufficient seriousness to warrant it, the school will get in touch with the Parent/Guardian to take the child home and arrange for needed medical attention.
2. If your child will be absent, it is required by law that you call the school.
3. Please notify the school nurse if there are any changes in your child's health, if your child will be out of school for an extended period of time, or if your child has a contagious disease (we may need to take precautions to protect the health of others).
4. Please complete and return the Annual Medical Update/Emergency form that is sent home at the beginning of each school year. It is extremely important that this form be completed fully and returned to the school nurse. This information is essential to the nurse so that she has an accurate and current picture of your child's health status and so that she can also contact you or your designee in the event that your child is ill or injured.

## **G. Medication Policy**

1. Prescription medications can be given during school hours if the school nurse has a health care provider's order and a signed parental permission form. Please ask the school nurse for the appropriate forms.
2. Medication must be delivered to the school in a pharmacy- or manufacturer-labeled container by a Parent, Guardian, or a responsible adult. Students are not allowed to bring medication to school.
3. All medications are to be kept in the nurse's office unless a student is authorized to "self-administer" and carry medication on his person.
4. In order for a student to "self-administer" medication at school the following conditions must be met:
  - a. The health care provider provides written permission.
  - b. The Parent/Guardian signs a consent form.
  - c. The nurse agrees that it is safe for the student to self-administer. The final decision rests with the nurse.

### **Student Health Exams**

In accordance with M.G.L. c.71, s. 57 and regulations thereunder, every student in the Rowe School District will be screened to identify potential health concerns, as below. Evidence or certifications required under these provisions shall be provided by parents or guardians to the child's school Principal or the Principal's designee.

### **Physical Examinations**

The parent or guardian of each child enrolled in the District shall present certification that the child has passed a physical examination performed by a licensed physician or primary care provider. Such examinations must be performed not more than 12 months prior to the child's entrance into the following grades:

- Pre-school (annually)
- Kindergarten
- Grade 4

In addition, physical examinations are required:

- For transfer students who do not have an adequate medical transcript from their previous school.
- For children referred to the School Nurse because of frequent absences because of unexplained illnesses.
- For children referred to the School Nurse because of known physical conditions that require repeated appraisal.
- For children referred to the School Nurse as a result of a teacher/nurse conference because the child is not making expected progress in school or because of signs of illness noted by the teacher or nurse.

Parents/guardians are encouraged to have the required physical exams performed by the child's primary care provider. For students who do not have access to a private primary care provider, examinations may be made by the school physician who is appointed on an annual basis by the School Committee.

### **Vision and Hearing Screenings**

The vision of each student shall be tested by the appropriate Rowe Nurse using the Massachusetts Vision Test or other comparable method approved by the Massachusetts Department of Public Health. Such screenings shall occur:

- In the year of preschool entry
- Annually in grades K – 6

In addition, a stereopsis screening will be conducted annually for students in Grades PK-3, if not completed by the student's primary care physician.

The hearing of each student shall be tested by the Rowe Nurse using some form of discrete frequency hearing test, such as the Massachusetts Hearing Test or comparable method approved by the Massachusetts Department of Public Health. Such screenings shall occur:

- In the year of school entry, including preschool and kindergarten
- Annually through grade 6

With respect to any student who does not pass a vision or hearing screening, a referral letter will be sent to that student's parent or guardian for appropriate follow-up. With consent of the parent or legal guardian, the student's primary care physician may be furnished with a copy of the record of screening tests performed in the school. It is the responsibility of the District School Nurse to obtain the referral information from the student's parents.

### **Growth and Development Screenings**

The height and weight of each student will be ascertained by the Rowe School Nurse in accordance with guidelines of the Massachusetts Department of Public Health:

- In the year of school entry, including preschool and kindergarten
- Annually through grade 6

Every reasonable effort will be made to provide prior notice of the screening and information regarding the benefits of such screening to each child's parent or legal guardian.

The appropriate District School Nurse will calculate each student's BMI (Body Mass Index) in the following grades:

- Grade 1
- Grade 4

Every reasonable effort will be made to provide prior notice of the screening to each child's parent or legal guardian, who may request, in writing, that their child not participate in this screening.

The BMI and comparison percentile will be reported directly and confidentially to each student's parent or legal guardian, along with informational and explanatory materials provided or approved by the Massachusetts Department of Public Health on BMI and the importance of healthy eating and adequate physical activity. A copy of the student's BMI score shall be maintained in the student's school health record. With the consent of the parent or legal guardian, a copy shall be provided to the student's primary care provider. It is the responsibility of the District School Nurse to obtain the referral information from the student's parents. The Massachusetts Department of Public Health shall be provided annually with student BMI by the District Nurse Leader as specified in guidelines of the Department.

### **LEGAL REF: M.G.L. c. 71, s. 57**

1. Physical exam forms are available from the school nurse.
2. **Students without complete documentation of the required immunizations and physical exam will be excluded from school.**

## **SAFE STUDENT TRANSPORTATION POLICY AND PROCEDURES**

### **A. Routing and Location of Bus Stops**

1. Bus routes will be established with consideration given to the concentration of students, the road conditions, location of schools, safety and economy of operation, and so that students are transported in the most efficient manner. Elementary students will ride the bus no longer than one hour. All bus routes will follow public roads.
2. The Districts will comply with all applicable state laws for minimal standards of service. Students in Rowe living more than one and one-half miles from a schoolhouse, as measured by commonly traveled roads, will be provided service. The District has the right to establish bus stops up to 1 mile from a student's residence.
3. In some cases, Parents/Guardians may be contracted with to provide transportation.
4. Students will ride their assigned bus unless they provide parental/guardian permission slips to the school office to ride a different bus. They may only ride another bus when seats are available. Students may not stand on the bus.

### **B. Due Process**

1. Parents/Guardians dissatisfied with transportation service may appeal to the Principal. If still dissatisfied, Parents/Guardians may appeal to the Superintendent of Schools. Finally, if the concern stems from school district policy, further appeal may be made to the School Committee. Or, if the concern stems from the three-district policy, further appeal may be made to the Three-District Transportation Subcommittee.

### **C. Student Conduct**

1. Parents and students will sign an annual agreement regarding rules for bus riding, which will be kept on file in the schools. The text of this agreement also will be provided in the student handbook.

### **D. Special Needs Transportation**

1. Children with special needs will be transported on separate vehicles in accordance with their Individualized Education Plan when special transportation requirements are specified in the IEP.

#### **E. Service on Major Highways**

1. When embarking or disembarking from a bus on a state highway or other heavily traveled road, elementary students will be not required to cross the road.

#### **F. Time of Arrival**

1. Bus transportation will be arranged so that students arrive in time for breakfast before school. The district has the right to establish time of arrivals and/or start times of school as long as any changes do not adversely impact the other two districts without prior approval from the affected district(s). However, supervision is not provided for students until fifty-five minutes before the start of school. Elementary students should not arrive earlier than 7:30 a.m. unless enrolled in a before school program.

#### **G. Transportation of Students Off-Campus**

1. Students participating in off campus curricular and extracurricular activities under the direction and supervision of school personnel shall be transported to and from such activities by vehicles operating under contract with School Committee or by volunteers.

#### **H. Transportation of Choice Students**

1. The School Committee is responsible for formulating and administering a policy regarding access of transportation to choice students. Consideration will be given with the following provisions:
  - a. there must be sufficient room
  - b. it will not cause a bus to deviate from its existing route
  - c. it does not result in additional cost to the District.

LEGAL REFS.: M.G.L. 71:7A  
Adopted: August 1994  
Revised: July 31, 2013 - Rowe

#### **I. School Bus Regulations**

1. Bus operators are in charge of the bus and the passengers. They are responsible for the safety of the pupils and for their conduct on the bus. Riding the bus is a privilege that can be denied temporarily or permanently, if a pupil's behavior warrants it. The operator reports to the bus company all violations of rules, and a pupil may become ineligible for transportation if his/her behavior creates a problem on the school bus. It is necessary for students to observe the following rules:
  - a. Be at the stopping places on time and ready to get into the bus with the least possible delay, in order to keep the bus on schedule.

- b. Do not stand or play in the roadway while waiting for the bus.
- c. Remain at least five feet from the bus when it stops to pick up, and move toward the bus only when the door opens.
- d. Students having to cross the road when boarding or leaving are to cross in front of the bus, NOT IN THE REAR, upon the driver's signal. All students are to use extreme caution by looking at traffic both ways before crossing the road.
- e. After boarding the bus, take a seat as quickly as possible. The driver may assign you a specific seat.
- f. No students will be allowed to board or leave the bus at any other place other than their regular stop without written consent from their Parent(s)/Guardian(s).
- g. All Elementary school students must provide the driver with written authorization in order to ride any bus other than that to which regularly assigned.
- h. Obey the bus driver at all times while under his/her supervision.
- i. Do not bring animals, firearms, explosives or any dangerous objects on the bus.
- j. Maintain an acceptable manner of conduct at all times. Vulgarity, and loud, boisterous or other improper conduct will not be permitted.
- k. Remain seated while the bus is in motion.
- l. Do not extend arms or head out of the bus windows at any time.
- m. Keep aisles clear of lunch boxes, musical instruments, books, etc.
- n. Assist the bus driver in keeping the bus clean by not eating or drinking while on the bus.
- o. Remain absolutely quiet when approaching a railroad crossing.
- p. Do not play any electronic devices without headphones while on the bus.
- q. Do not tamper with operating mechanisms on the emergency door.
- r. Do not operate the service (front) door; this is the responsibility of the driver.
- s. Do not damage or deface any part of the bus. Parents can be held responsible for the cost of the repairs.

#### J. School Bus Safety Rules and Procedures

1. Use crosswalks if they are available.
2. When walking on the road, walk on the left side of the road (so that you will face the oncoming traffic).
3. Remain seated if the bus is delayed on the road.
4. Use emergency door only if there is an emergency.
5. Be helpful and of assistance to children who are smaller than you.
6. When you leave the bus, do not stop in the roadway, and NEVER try to pick up anything that is under the bus.
7. Go home promptly after you leave the bus.

**K. Warning Ticket System (Note: This system is in addition to any other disciplinary consequences contained in the student handbook.)**

1. 1st Ticket – Warning
2. 2nd Ticket – Riding privilege suspended for three school days.
3. 3rd Ticket – Riding privilege suspended for five school days.
4. 4th Ticket – Riding privilege suspended indefinitely.
5. If it is deemed necessary by the Principal or Superintendent of Schools, riding privileges may be suspended without using the above system.
6. If a ticket is issued, the student must do the following in order to ride on the bus:
  - a. Have the ticket signed by the Parent(s)/Guardian(s).
  - b. Give the signed ticket to the bus driver.
    - 1) If a warning, the next morning
    - 2) If a suspension, on the morning riding privileges are reinstated (note date on the ticket)
  - c. If the ticket has not been signed, the student's first attempt to ride the bus will be allowed, however, the student will be brought to the Principal's office for Parent/Guardian notification. If the student does not return the signed ticket the following school day, the student will not be allowed to ride the bus.
  - d. If a student refuses a ticket(s) she/he must report to the Principal or the bus company for a new one before she/he will be allowed to ride the bus again.

- e. If a student rips up, loses, or in any way destroys a ticket issued to him/her, she/he must report to the Principal or the bus company for a new one before she/he will be allowed to ride the bus again.
- f. A Parent/Guardian or student may appeal to the school Administration for a hearing if they have any questions.

### **SPECIAL EDUCATION: IDEA**

**A. The Individuals with Disabilities Education Act (IDEA).** The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities. Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B. The Rowe School has programs for children ranging from those who need a minimum of support services to those who require the full-time service of a special needs teacher. For further information, please contact the school Principal or the school system's Director of Pupil Services.

**B. Discipline for Students with an Individual Education Plan (IEP) or 504 Plan**

- 1. The Individual Education Plan (IEP) OR 504 Plan for every student with special needs will indicate whether the student can be expected to meet the regular discipline code or if a modification is required. If a modified discipline code is required, it will be written into the IEP.

**C. Suspension of Special Education Students**

- 1. Students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws requires that additional provisions be made for students who have been found by an evaluation team to have special needs and those whose program described in an Individual Education Plan (IEP) or a 504 Plan of accommodations.
- 2. The following additional requirements apply to the discipline of special needs students:
  - a. A suspension of longer than 10 consecutive days, or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern, are considered to represent a change in placement.
  - b. The IEP or 504 Plan for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires modification. Any modification will be described in the IEP or 504 Plan.

The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.

- c. When a suspension constitutes a change in placement of a student with special needs, the team will convene a meeting to review the IEP or 504 Plan, and all relevant information in the student's file, including teacher observations, information from the parent and all formal evaluations that have already been completed, within 10 days of the decision to suspend, and determine the appropriateness of the Student's placement or program, and whether the behavior is a manifestation of his or her disability.

The team will consist of the Principal, the Director of Pupil Services, the Parent(s) or Guardian(s), the Special Education Teacher, the Classroom Teacher, the School Nurse, and other members deemed relevant, (such as the school psychologist, parent invitees). The team will make a finding, a "Manifestation Determination", as to the relationship between the Student's misconduct and his/her handicapping condition.

If the team determines that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities. The district must still offer services to enable the student to participate in the general education curriculum, and as appropriate, complete a Functional Behavioral Assessment (FBA) and behavioral intervention services and modifications to address the behavior to so that it does not recur.

If the Team determines that the behavior IS a manifestation of the disability, the team will complete an FBA and behavioral intervention plan if it has not already been done. The Team will then recommend to:

- 1) Design a modified program for the student, and/or;
  - 2) Write an amendment to provide for the delivery of special education services during the suspension and any needed modification of the IEP or 504 Plan, relative to discipline code expectations.
- d. Except when the student has been placed in an Interim Alternative Educational Setting (IAES) in the following instances, the student returns to the original placement unless the parents and district agree otherwise, or the hearing officer orders a new placement.

Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (IAES), as determined by the team, for up to 45 school days:

- 1) on its own authority if the behavior involves weapons, illegal drugs or another controlled substance, or the infliction of serious bodily injury on another person

while at school or a school function, or considered cas by case for unique circumstances; or

2) on the authority of a hearing officer. If the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.

- e. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the period for the disciplinary action whichever comes first, unless the parent and the school district agree otherwise.
- f. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
  - 1) The parent had expressed concern in writing; or
  - 2) The parent had requested an evaluation;
  - 3) District staff had expressed directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.The district may not be considered to have had prior knowledge if the parents had not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
- g. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district will conduct an, expedited evaluation to determine eligibility.
- h. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

**LEGAL REF: Federal Requirements 34 CFR 300.530-537**

### **NON-DISCRIMINATION POLICY**

A. Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. The School Committee is committed to the following:

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

B. The School Committee's policy of non-discrimination will extend to students, Staff, the general public and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered (using the attached form) with the Title IX compliance officer in the office of the Director of Pupil Personnel Services.

**ROWE SCHOOL DISTRICT  
Discrimination Report Form**

Discrimination Type: (check all that apply)

Race	Color	Sex	Gender Identity	Religion
National origin		Sexual Orientation		Disability

Complainant \_\_\_\_\_

Person filing report (if other than complainant) \_\_\_\_\_

Date of report \_\_\_\_\_ Date of Incident \_\_\_\_\_

Location of incident \_\_\_\_\_

Time of incident \_\_\_\_\_

Home contact information of complainant \_\_\_\_\_

**Description of Discrimination: (attach other pages as necessary)**

Witness(es) \_\_\_\_\_

What was your response to the incident?

Who have you contacted regarding this case? Please list name, position, and date contacted.

This complaint is filed on my honest belief that an incident of discrimination occurred. I certify that the information I have provided in this complaint form is true, correct, and complete to the best of my knowledge.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Received by \_\_\_\_\_ Date \_\_\_\_\_

## **NONDISCRIMINATION ON THE BASIS OF SEX**

The School Committee, in accordance with Title IX of the Education Amendments of 1972, is committed to safeguarding the right of all persons associated with the District, including students, employees, School Committee members and volunteers to work in an educational environment that is free from all forms of sex discrimination. The School District does not and will not discriminate on the basis of sex and condemns and prohibits all forms of sex discrimination on its premises, or in connection with any educational programs wherever they may occur.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee shall designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

## **POLICY ON SEXUAL HARASSMENT FOR STUDENTS**

### **A. PURPOSE**

To create for all students of the Rowe School District a study environment free of sexual harassment.

The Rowe School District is committed to safeguarding the right of all persons associated with the District's' schools, including students, employees, School Committee members and volunteers to a work and educational environment that is free from all forms of sexual harassment. Therefore, Rowe School District condemn and prohibit all sexual harassment on its premises.

All individuals associated with the District, but not necessarily limited to the School Committees, the Administration, the Staff, students and members of the public while on campus, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on school property will be in violation of this policy.

Appropriate disciplinary action, up to and including dismissal, will be taken in any instance where an employee violates this policy. Sexual harassment by a student will result in disciplinary action up to and including expulsion. Sexual harassment by others will result in their being excluded from School premises or if it is required that they enter the premises, they will be accompanied by a School District representative at all times.

If the sexual harassment is criminal in nature, the offense shall be reported to the police department as well as the Title IX Coordinator. If the sexual harassment requires the intervention of State social service or protective agencies, the proper authorities will be contacted. In these circumstances, the School's attorney will be immediately contacted to give advice and guidance on how to process these actions with the appropriate authorities.

Any student who believes that he or she has been subjected to sexual harassment should make a complaint to any administrator, the Title IX Coordinator, or directly to the Superintendent, so that appropriate action may be taken at once.

Management representatives are charged with the responsibility of discouraging any sexually harassing behaviors within or outside of their areas of supervision. This includes directly confronting the harasser when a management representative observes harassing behavior, and immediately reporting the activity to the Title IX Coordinator.

The Title IX Coordinator will investigate complaints promptly, and corrective action will be taken where appropriate. No person will suffer retaliation or intimidation as a result of using the internal complaint procedure.

A copy of this policy and its accompanying regulations are posted in appropriate places, and made available to individuals upon request.

The Title IX Coordinator for the Rowe School Districts is:

Debbie Rosselli  
98 Church Street  
North Adams, MA 01247  
(413) 664-4655

Legal References: Title VII, Section 703, Civil Rights Act 1964 as amended  
45 Federal Regulations 746776 issued by Chapter 622/EEOC Title IX of  
1972 Education Amendments

## **B. SEXUAL HARASSMENT DEFINITION**

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is either explicitly or implicitly made a term or condition of a student's education; or
2. Submission to or rejection of such conduct is used as a basis for education decisions affecting such student; or
3. Such conduct has the purpose or effect of substantially interfering with a student's educational performance, or creating an intimidating, hostile or offensive educational environment.

Sexual harassment may include, but is not limited to:

1. Assault, inappropriate touching, intentionally impeding movement, comments, gestures, or written communications of a suggestive or derogatory nature.
2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
3. Implying or actually withholding grades earned or deserved, suggesting that a poor performance evaluation will be prepared, or suggesting that a scholarship recommendation or college application will be denied.
4. Coercive sexual behavior used to control, influence or affect the educational opportunities, grades and/or the learning environment of a student.
5. Offering or granting favors or educational benefits, such as grades or recommendations, in exchange for sexual favors.

Other sexual harassing behavior directed towards students, whether committed by management, Staff, or students, is also prohibited. Such conduct includes but is not limited to:

1. Unwelcome sexual flirtations, advances or propositions;
2. Sexually explicit language or gestures;
3. Touching that an individual interprets as sexual in nature;
4. Any unwelcome physical contact;
5. The presence of sexually provocative photographs, pictures or other material, and the telling of sexual stories or jokes;
6. Verbal or nonverbal behavior about an individual's body that is interpreted as sexual in nature.

## **C. COMPLAINT PROCEDURE**

### **1. INFORMAL PROCESS FOR STUDENTS**

In determining whether an alleged incident constitutes sexual harassment, the Title IX Coordinator will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure outlined below, unless the Title IX Coordinator is the subject of the complaint.

- a. Any student of the District who believes that he/she has been subjected to sexual harassment is to report the incident(s) to any administrator, Title IX Coordinator, or

directly to the Superintendent. The administrator and/or Superintendent are to immediately contact the Title IX Coordinator. A written record of the complaint will be made by the party receiving the complaint. A separate file system will be maintained, apart from the student's personal record, regarding these complaints and as to all matters relating to the complaints.

- b. If the alleged harassment involves the Title IX Coordinator, the Superintendent of Schools will act as the Title IX Coordinator.
- c. If the alleged harassment involves the Superintendent of Schools, the Secretary of the School Committee will act as the Title IX Coordinator.
- d. The Superintendent and the Title IX Coordinator will look at the totality of the circumstances and the context in which the alleged incidents occurred. They will attempt to resolve the problem by conferring with both parties in order to obtain a clear understanding of the facts. All matters involving sexual harassment complaints will remain confidential to the extent possible.
- e. Students may be accompanied, at any phase of this process or subsequent hearing before the Committee, by a Parent, Guardian or representative of their choosing. Parents will be immediately notified by the Title IX Coordinator of the existence of a student's report of sexual harassment.
- f. The Title IX Coordinator will explain each phase of the Informal and Formal Complaint Process to a student who wishes to file a complaint and will assist the student in the processing of the complaint. In addition, the Title IX Coordinator will inform the student of additional forums for resolution of the complaint such as the Office of Civil Rights (O.C.R.) and the Massachusetts Commission Against Discrimination (M.C.A.D.).
- g. Under normal circumstances, the Title IX Coordinator's investigation will be completed within five working days of the initial complaint. Upon completion of the investigation, the Title IX Coordinator shall issue his/her findings in writing to the student and the alleged harasser.

#### **D. COMPLAINT PROCEDURE**

##### **1. FORMAL PROCESS FOR STUDENTS**

- a. A complainant may file a formal complaint immediately or may do so after the Superintendent's and the Title IX Coordinator's efforts to reach a settlement under the informal process have proven unsuccessful.
- b. The complaint will state clearly and concisely the complainant's description of the incident and it will also indicate any remedy sought. The complaint must be signed by the complainant. The Superintendent's office will send the respondent a copy of the complaint within five working days after it is received. A separate file system

shall be maintained as to all matters relating to the complaint. Confidentiality shall be maintained to the extent possible.

- c. The respondent will have ten working days to respond in writing. This statement will contain full and specific references to each claim in the complaint, admitting, denying or explaining the complainant's allegations. The respondent must sign his or her statement which will then be appended to the original complaint. Within three working days, the Superintendent's office will forward both statements to the complainant and the respondent.
- d. There will be two modes of resolution for formal complaints. A complaint may be settled through mediation or through a hearing. If the complainant and respondent agree to pursue mediation, a date mutually acceptable to both parties will be set within ten working days. If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to both parties. If the mediation does not result in an agreement, the case will be forwarded to the Superintendent for a hearing unless the Superintendent is the alleged harasser in which case the hearing will be before the Pittsfield School Committee.
- e. When a hearing is requested, the Title IX Coordinator will inform the Superintendent or the School Committee, as the case may be, and the case will be heard at the next regularly scheduled meeting of the School Committee pursuant to the provisions of the Commonwealth's Open Meeting Law and/or before the Superintendent pursuant to M.G.L., c. 71, § 42.

#### **E. FORMAL HEARING**

1. The purpose of the Superintendent or School Committee Hearing is to determine whether the school system's policy on sexual harassment has been violated, and, if so, to determine the appropriate consequences for the violation.
2. Both parties will be given a full and fair hearing. The proceeding, although formal, is not a court proceeding and the Superintendent or School Committee is not bound by the procedures and rules of evidence of a court of law. In most instances, complainants and respondents will be expected to speak for themselves, although, if desired, each party may be accompanied by counsel or an advocate.
3. The presiding officer of the hearing may have counsel present for purposes of assisting in the orderly conduct of the hearing and the questioning of witnesses. The complainant and the respondent will be asked to clarify the issues and to define the areas of disagreement. To encourage a fair and focused hearing, at the start of the proceedings the points of agreement and disagreement will be reviewed. The Superintendent or the Committee, as the case may be, will hear testimony and consider whether the School Committee Policy on Sexual Harassment has been violated, and, if so, will recommend appropriate consequences.
4. The presiding officer will:

- a. ensure an orderly presentation of all evidence;
  - b. ensure that the proceedings are accurately recorded by means of a tape or stenographic recording; and
  - c. see that a decision is issued no later than ten working days after the conclusion of the hearing or, when written arguments are submitted, ten working days after their submission.
5. The Superintendent or the Committee, as the case may be, will:
- a. conduct a fair and impartial hearing which ensures the rights of all parties involved;
  - b. define issues of contention;
  - c. receive and consider all relevant evidence which reasonable people customarily rely upon in the conduct of serious business;
  - d. ask relevant questions of the complainant, respondent, and any witnesses if needed to elicit information which may be of assistance in making a decision; and
  - e. ensure that the complainant and respondent have full opportunity to present their claims orally or in writing, and to present witnesses and evidence which may establish their claims.

#### **F. DECISION OF THE SUPERINTENDENT OR THE COMMITTEE**

1. After all the evidence, testimony, and written arguments have been presented, the committee will convene for deliberations to determine whether the school system's policy on sexual harassment has been violated. If the Committee finds after a roll call vote that the policy has not been violated, that fact will be registered in the records of the hearing, and the written decision will be forwarded to the complainant and the respondent no later than fifteen working days after completion of the hearing.

In hearings before the Superintendent, if the Superintendent finds that the policy has not been violated, the Superintendent will issue a written decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.

2. If the Committee finds after a roll call vote that the charge of violating the school system's policy on sexual harassment has been substantiated, the hearing Committee will prepare findings and will determine a penalty for the respondent and relief for the complainant. The Committee will issue such decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.

In hearings before the Superintendent, if the Superintendent finds that the charge of violating the school system's policy on sexual harassment has been substantiated, the Superintendent will prepare findings and will determine a penalty for the respondent and relief for the complainant. The Superintendent will issue such decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.

The findings of fact as well as the penalty and relief will be based solely on the testimony and evidence presented at the hearing.

3. The penalty should reflect the severity of the harassment. The penalties may include, but will not be limited to, any one or combination of the following: verbal admonition, written warning placed in the respondent's personnel file or student record, probation, suspension without pay, dismissal, demotion, or removal from administrative duties within a department; students may be subject to suspension or expulsion proceedings following a finding that the policy has been violated. The Committee or Superintendent may also make appropriate recommendations, such as professional counseling, and may recommend relief for the complainant which reinstates and restores, as much as possible, the aggrieved party.

#### **PROHIBITION OF TOBACCO ON SCHOOL PROPERTY**

- A. Smoking and the use of tobacco products by students, Staff, volunteers and visitors are prohibited on all school property at all times in accordance with Massachusetts General Laws Chapter 71, section 37H, effective June 4, 1993. District policy prohibits student possession of tobacco products or paraphernalia on school property and at school sponsored trips or events. School property includes school buildings, school facilities, school grounds, school parking lots and school buses, any property controlled by the School Committees.

#### **DANGEROUS WEAPONS ON SCHOOL PROPERTY**

- A. In accordance with M.G.L. Chapter 71, Section 37H of the Education Reform Act of 1993, it is the policy of the Rowe School District to prohibit the possession of or use of firearms on school property including school buses or at school sponsored or school related events, including athletic games, at any time.
- B. Any student who is determined to have brought a firearm to school will automatically be expelled for a minimum of one year subject to modification by the Superintendent on a case by case basis. The student will also be referred to the Police Department for further action.
- C. Other dangerous weapons such as knives or other objects that can be construed as a weapon are not permitted. Any dangerous weapon found in the possession of a student will be confiscated.

- D. Any student who in the judgment of the Principal, as verified by due process, is determined to be in violation of this policy shall be suspended from attendance (out of school) and in the discretion of the Principal, may be referred for an expulsion hearing according to M.G.L. Chapter 71, Section 37H.

## **INTERNET USE POLICY**

### **A. Acceptable Use Policy**

1. The following explains Rowe School District policy for acceptable use of the schools' and districts' technology. Use of computer networks and the Internet, including wireless access, are revocable privileges dependent upon compliance with school/district policy and these procedures.
2. A user's failure to comply with the policy shall result in limited network/Internet access, suspension of access, and/or other disciplinary action up to and including suspension or expulsion.

### **B. Students, Administrators, Staff and Faculty shall not:**

1. Use the network to access and/or transmit material in violation of any U.S. or Commonwealth law, including copyrighted material.
2. Access, download, display, transmit, produce, generate, copy or propagate any material that is obscene or pornographic; advocates illegal acts; contains ethnic slurs or racial epithets; or discriminates on the basis of gender, national origin, sexual orientation, race, color, ancestry, religion, handicap or age.
3. Degrade, damage or disrupt equipment or system / network performance (for example excessive bandwidth use that disrupts the network for other users).
4. Gain unauthorized access to network resources.
5. Permit or authorize any other person to use their name or login password.
6. Use an account of any other person or vandalize another user's data.
7. Waste electronic storage space by saving unnecessary files or programs.
8. Download, install, load or use programs without written permission of the technology coordinator/administrator.
9. Use the Internet for personal commercial purposes or for political lobbying.
10. Use inappropriate, offensive, foul or abusive language.
11. Harass or annoy any other party with obscene, libelous, threatening or anonymous messages, objectionable information, images or language.

12. Forward chain letters.
13. Forward email messages of broad interest—including virus alerts and jokes—to the entire school community
14. Knowingly make use of pirated software or violate software licensing agreements.
15. Engage in the practice of “hacking” or knowingly engage in any other illegal activity using the network.
16. Engage in any other inappropriate use of the system.

**C. Students, Staff and Faculty must:**

1. Use the Internet and other electronic resources only for legitimate educational purposes.
2. Respect commonly accepted practices of Internet etiquette including, but not limited to, use of appropriate language.
3. Be aware of potential security risks at all times and take all reasonable steps to minimize risks by, at minimum, logging off the network when a computer is unattended and reporting all unauthorized use of one’s account to a technology administrator.
4. Avoid bulk e-mailing
5. Forward all e-mails of broad interest, such as virus alerts, to a technology administrator for appropriate distribution to the entire school community.
6. Treat all computer areas and equipment with the utmost care and respect

**NON-CUSTODIAL PARENT POLICY**

- A. A non-custodial Parent who wishes to receive information concerning his/her child, including but not limited to progress reports, the results of testing, notification of a referral for a special needs assessment, notification of enrollment in a transitional bilingual program, absences, illnesses, detentions, suspensions, expulsions, withdrawal from school, must submit a written request to the school Principal.

Upon receipt of the above, the school shall immediately notify the custodial Parent of the request by registered and first class mail. The notice shall inform the custodial Parent that the information requested shall be provided to the non-custodial Parent after 21 days unless the school receives evidence that the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or the parent has been denied visitation, or the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

- B. At any time the school is presented with a court order which prohibits the distribution of information to the non-custodial Parent, the school shall notify the non-custodial Parent that provisions of the information shall cease.
- C. The information provided to the non-custodial Parent shall be marked to indicate that it may not be used to support admission of the child to another school.
- D. The above information shall be provided in a timely and appropriate manner to all Parents of children enrolled in school.

M.G.L. c. 71, Sec. 34H

#### **POLICY ON PUBLIC COMPLAINTS**

- A. Although no member of the community will be denied the right to bring complaints to the School Committee, they will be referred through the proper administrative channels for solution before investigation or action by the committee. Exceptions will be made when the complaints concern School Committee actions or School Committee operations only. The School Committee believes that the complaints are best handled and resolved as close to their origin as possible, and that the professional Staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:
  - 1. Teacher
  - 2. School Principal
  - 3. Superintendent
  - 4. School Committee

- B. Any complaint having to do with the condition of the school facilities will be first presented to the Principal.
- C. If a complaint, which was presented to the School Committee and referred back through the proper channels, is resolved, a report of the disposition of the matter will be made to the School Committee and then placed in the official files.
- D. Matters referred to the Superintendent and/or School Committees must be in writing and should be specific in terms of action desired.
- E. The School Committees expects the professional Staff to receive complaints courteously and to make a proper reply to the complainant. No employee of the School Committee shall take any retaliatory action or allow any such action to be taken in response to complaints or concerns raised by parents.

### **PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL**

- A. Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant should submit his/her complaint in writing.
- B. Whenever a complaint is made directly to the School Committee as a whole or to a committee member as an individual, it will be referred to the school Administration for review and possible resolution.
- C. The Superintendent will develop procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that an employee who is the object of a complaint be informed within a reasonable time period and be afforded the opportunity to present the facts as (s)he sees them.
- D. If it appears necessary, the Administration, the person who made the complaint, or the employee involved may request an executive session of the School Committee for a formal hearing. Statutory restrictions on executive session will be observed.
- E. The School Committee may hear the complaint, however, under the Education Reform Act of 1993, personnel actions may only be taken by school administration unless the position is directly hired by the School Committee.

CROSS REF.: BEC, Executive Session

### **COMMUNITY USE OF SCHOOL FACILITIES**

- A. The policy of the Rowe School District is to make its facilities and resources available to the Rowe School families and members of the Rowe community. Community groups will make application for use of facilities to the School Principal. The APPLICATION FOR USE OF FACILITIES form is available in the school office or on the school's website. In scheduling use of facilities, school-sponsored activities have priority over non-school-sponsored functions.
- B. Groups using school facilities must comply with the use regulations (KF-R) and pay any applicable rental fees. Groups wishing to use school facilities on a regular and sustained basis may negotiate a separate agreement with the Principal or Superintendent.

#### **STUDENT RECORDS**

- A. Parents and students are guaranteed the right to inspect, as well as, seek addition to or deletion from all records, which are kept or requested to be kept by the School Department, concerning individual students. The records include the student's transcript and any other recorded information, which is identified by the student's name. A signed log is kept in each cumulative record for all students.
- B. Pursuant to M.G.L. c.71, §§ 34D & 34F, and the regulations promulgated there under, no third party, other than authorized school or Department of Elementary and Secondary Education personnel, shall have access to information in or from a student record without the specific informed written consent of the eligible student or the Parent.
- C. Upon receipt of a court order or lawfully issued subpoena, or upon receipt of a request from a Court or the Department of Youth Services for information regarding a student, the school, prior to compliance, shall notify the eligible student or Parent of the order, subpoena or request in such reasonable time that he/she may seek to have the process quashed.

- D. Except for certain limited and specifically defined individuals, i.e., certain court officers, health officials and authorized school personnel, no individual or agency may have access to school records of the student(s) without “the specific informed written consent” of the student or his/her Parent. This means that if a Parent or student wishes transcripts or records forwarded to school, colleges, or prospective employers, a written release must be delivered to the Principal of the school or appropriate custodian of the student’s school records.
- E. Schools may release for publication a student’s name, class, information about participation in officially recognized activities and sports, honors, and awards.
- F. Complete copies of the state regulations concerning Parents’ and students’ rights to records may be obtained in the building Principal’s office.

### **NO IDLING POLICY (MOTOR VEHICLE IDLING ON SCHOOL GROUNDS)**

- A. No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons:
  - 1. traffic conditions
  - 2. queuing at a school for the purpose of picking up or discharging students
  - 3. turbo-charged diesel engine cool down or warm up
  - 4. maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles
  - 5. for circumstances involving safety or emergencies and for servicing or repairing motor vehicles
  - 6. and as these exceptions are more completely described in the below referenced regulations.
- B. The term “school grounds” shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground.
- C. Reasonable efforts shall be made by the District to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle.
- D. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Rowe School District have determined that alternative locations block traffic, impair student safety or are not cost effective.

LEGAL REF: M.G.L. 41:35

## **DRUG AND ALCOHOL POLICY**

- A. The Rowe School District is committed to providing safe and healthy school environments in which our students can learn. The use of drugs and alcohol can negatively impact a student physically, emotionally, socially, academically, and legally. Scientific studies have shown that drugs and alcohol have particularly harmful effects on developing adolescent brains. Therefore, the district provides drug and alcohol education as part of their comprehensive health curriculum and has created this policy to define the district's position on drugs and alcohol use on school grounds and at school-sponsored activities. The regulations of the drug and alcohol policy provide written guidelines for handling incidents of consumption, possession, and/or distribution of alcohol and drugs.
- B. In accordance with M.G.L. c.71, Section 37H and c. 272, Section 40A, drug and alcohol use by students, staff and visitors is prohibited on all school properties at all times. District policy prohibits any person from ingesting, possessing, being under the influence of or distributing drugs and alcohol on school grounds or at school sponsored functions at any time. Possession or distribution of drug paraphernalia is also prohibited. School property includes school buildings, school facilities, school grounds, school parking lots and school buses and any property controlled by the school committee.
- C. Definitions:
1. Ingestion - Ingestion is the eating, drinking, inhaling or absorbing of drugs or alcohol into the body. Ingestion may or may not have occurred on school property or at a school sponsored function.
  2. Possession - Possession is the unlawful custody of alcohol or a controlled substance.
  3. Distribution - Distribution is the unlawful transfer of alcohol or a controlled substance from one person to another. The transfer does not require the knowledge of the receiver nor does it require a transaction by sale.
  4. Drugs - The term "drug(s)" as used in this policy includes any narcotic substance, hallucinogen substance, any substance taken for the purpose of "getting high" or becoming intoxicated, and all chemical and controlled substances as defined by state or Federal law, including, but not limited to substances commonly known as marijuana, LSD, cocaine, crack, heroin, amphetamine and methamphetamine, and barbiturates. The term "drug(s)" also includes all prescription medicines, except when used or possessed in accordance with the school medication administration policy.

## **FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)**

- A. The Family Educational Rights and Privacy Act (FERPA), a Federal Law, requires that Rowe School, with certain exceptions, obtain your written consent prior to the disclosure of personal identifiable information from your child's education records. However, the Rowe School may disclose appropriately designated "directory information" without written

consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of this directory information is to allow the Rowe District to include this type of information from your child's education records in certain publications. Examples include:

1. A playbill, showing your student's role in a drama production;
  2. The annual yearbook;
  3. Honor roll or other recognition lists;
  4. Graduation programs; and
  5. Sports activity sheets, such as wrestling, showing weight and height of team members
- B. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965(ESEA) to provide military recruiters, upon request, with three information categories-names, addresses and telephone listings-unless parents have advised the LEA that they do not want their student's information disclosed without prior written consent.

## **ROWE ELEMENTARY SCHOOL DISTRICT**

### **Acknowledgment and Permission Form**

**Student(s) Name(s) (please print):**

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**Student(s) Grade(s):**

**Parent or Guardian's Name (please print):**

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**Please complete and sign this form. Please return to school by Friday, September 7, 2018**

\_\_\_\_\_ We have received, read and reviewed this Handbook.

\_\_\_\_\_ We have received, read and reviewed the Bullying Prevention and Intervention Plan contained in this Handbook.

- \_\_\_\_\_ We have received, read and reviewed the Transportation Policy contained in this Handbook.
- \_\_\_\_\_ We have received, read and reviewed the Internet Acceptable Use and Safety Policy contained in this Handbook.
- \_\_\_\_\_ We have received, read and reviewed the information regarding Manifestation Hearings contained in this Handbook.
- \_\_\_\_\_ We have received, read and reviewed the Sexual Harassment Policy contained in this Handbook.
- \_\_\_\_\_ We have received, read and reviewed the Drug and Alcohol Policy contained in this Handbook.
- \_\_\_\_\_ We have received, read and reviewed the Drop-off and Pick-up procedures.

\_\_\_\_\_ Yes \_\_\_\_\_ No I give permission for my child(ren) to use the Internet at School.

\_\_\_\_\_ Yes \_\_\_\_\_ No I give permission for my child(ren)'s picture(s) and first name(s) only to be posted on school web pages.

\_\_\_\_\_ Yes \_\_\_\_\_ No I give permission for samples of my child(ren)'s school work and first name(s) only to be posted on school web pages.

\_\_\_\_\_ Yes \_\_\_\_\_ No I give permission for my child(ren)'s picture(s) and first name(s) only to be included in press releases.

\_\_\_\_\_ Yes \_\_\_\_\_ No I give permission for my family's telephone number and email address to be included in a School Directory.

Parent or Guardian's Signature

\_\_\_\_\_

Date \_\_\_\_\_