JOHN T. REID MIDDLE SCHOOL
950 North Street, Pittsfield, MA 01201

2026-2027
STUDENT HANDBOOK



REID RAPTORS: SOARING TO SUCCESS

JOHN T. REID MIDDLE SCHOOL
Student Handbook

For a complete list of Pittsfield Public School student policies, please refer to the Policy Handbook for Parents and Students, or visit the district website at **http://www.pittsfield.net**

P.R.I.D.E

At John T. Reid Middle School, we support and practice PRIDE – Prepared Individual, **R**esponsible Person, **I**nquisitive thinker, **D**ependable Citizen and **E**ngaging Communicator. **These competencies are reinforced by staff, and are expected to be practiced by students in all areas of the building. This includes classrooms, hallways, cafeterias, buses, etc.**

IMPORTANT INFORMATION

SCHOOL OFFICE HOURS
The school office will be open from 7:30 A.M. until 3:00 P.M. daily

SCHOOL TELEPHONE NUMBERS

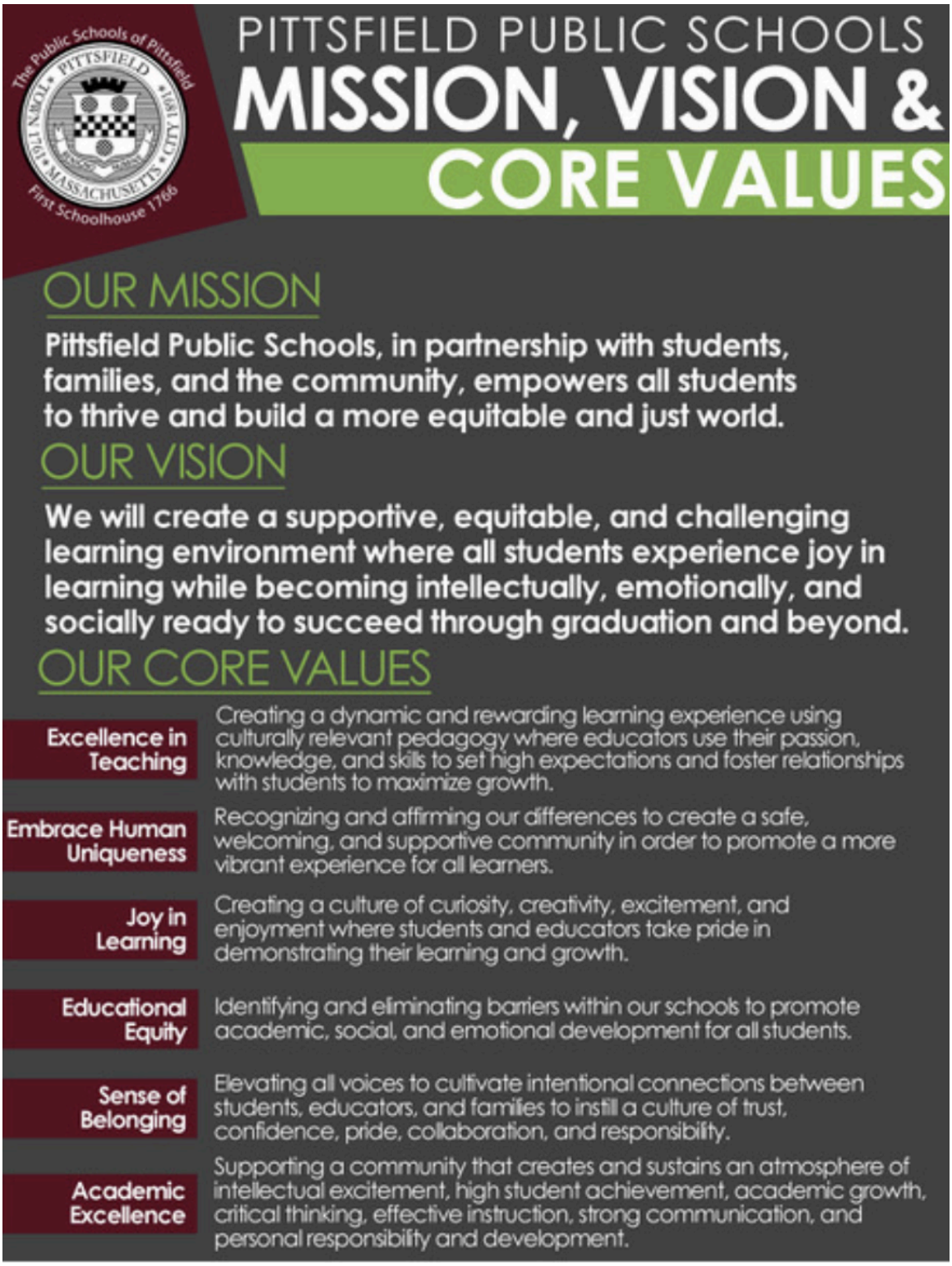
Fax Number	443-1587	Guidance	448-9628
Main Office	448-9620	Nurse	448-9629

REID MIDDLE SCHOOL ADMINISTRATIVE OFFICES

Debra Roloson, Principal
Dayne Poirot, Assistant Principal
Debra Guachione, Asst. Principal of Teaching and Learning
Joseph Dapson, Asst. Principal of Teaching and Learning
Kerri Carlson, Dean of Students
Heidi Riello, School Adjustment Counselor
Sidney Hamilton, School Adjustment Counselor
Melanie Robins, School Nurse
Christine Salvie, Guidance Counselor
Kristen Shepardson, Guidance Counselor
Carly Gaherty, Guidance Counselor
Michelle Moreau, Administrative Assistant to Principal

School Website: Visit **http://reid.pittsfield.net/** for information on school events, school calendar, policies & procedures, field trip forms and other news. Reid Middle School Facebook page is also updated regularly.

Pittsfield Public Schools
Mission, Vision and Core Values



Pittsfield Public Schools
Portrait of a Graduate



SCHOOL CLOSINGS

Extreme weather conditions such as heavy snow, ice, or flooding may result in the cancellation of classes at all schools. A localized emergency such as the loss of heat or a water main break may result in the cancellation of classes at a single school. In either situation, the superintendent or designee will notify local radio and television stations and post a notice on the Pittsfield Public Schools website by 6:00 a.m. The school department will initiate a ConnectEd phone call using the home phone number listed for your student. School closings will also be posted on the Pittsfield Public Schools website, http://www.pittsfield.net/

DISTRIBUTION OF REPORT CARDS

Report cards are accessible immediately through PowerSchool and will also be delivered via mail.

	Progress Reports	Close of Marks
1st Quarter	October 2, 2026	November 6, 2026
2nd Quarter	December 11, 2026	January 22, 2027
3rd Quarter	February 26, 2027	April 2, 2027
4th Quarter	May 14, 2027	June 17, 2027

*The above dates may be amended

SCHOOL HOURS FOR STUDENTS:

Breakfast	7:40 a.m
Students Report	7:55 a.m.
Start of Instructional Day	8:05 a.m.
Dismissal	2:45 p.m.
Half day dismissal	11:05 a.m.

ATTENDANCE POLICIES

As stated in the Pittsfield Public School Policy Handbook for Parents and Students, regular school attendance is essential to the total education of the student. Punctual arrival at school and at each classroom activity is essential to minimize disruptions, promote a positive class climate and maximize time on learning. It is a joint responsibility of the staff of the Pittsfield Public Schools and parents/guardians to encourage students to take school attendance seriously. In the interest of promoting school attendance, provisions shall be established for commending students for exemplary attendance.

Any student who is suspended on the day of a graduation or promotion ceremony will not be permitted to participate in the event. This policy ensures that disciplinary actions are consistently upheld, even during significant school events, emphasizing the importance of maintaining appropriate behavior at all times.

EXCUSED ABSENCES

Students must bring in a note *after* each day they are absent. The note must include the date absent, the reason for the absence, a phone number where a parent or guardian can be reached, and the parent or guardian's signature. Students will be given the opportunity to make up work for excused absences. Please see the *Policy Handbook for Parents and Students* for a list of excusable absences. Whenever possible, parents should check with the main office before allowing a child to miss school if they are not sure the absence will be excused.

CLASS ATTENDANCE & ABSENTEEISM POLICY
Good attendance and active participation are essential for learning. We rely on positive student contributions, through the sharing of ideas and completion of work to create a rigorous learning environment. Every student should have a goal to always be in school, on time and prepared to participate in every class.

PARENTS' LEGAL RESPONSIBILITIES FOR ENSURING STUDENTS' ATTENDANCE (M.G.L. c. 76 2)
Parents or legal guardians are required to see that their children attend school regularly. Failure to do so may result in the Attendance Officer filing a CRA petition (Child Requiring Assistance) with the Juvenile Court and Department of Children & Families or seeking juvenile court fines pursuant to M.G.L. 76 2 or criminal charges pursuant to M.G.L. c.119 63.

DISMISSALS
A parent/guardian requesting an early dismissal should contact the main office either by phone, email, or a written note with the reason, and date and time of the dismissal. The student must be picked up at the office and signed out by her/his parent/guardian. Dismissals during school hours must be kept to a minimum. No dismissals will take place after 2:15 p.m. On half days, the time is 10:30 a.m..

PHYSICAL EDUCATION MEDICAL EXCUSE
You must have a medical excuse from the doctor to be excused from physical education classes. Please bring the doctor's note to the main office during homeroom.

TARDINESS
You are tardy to school if you are not in homeroom by 8:00. If you arrive after 8:00, **report directly to the main office**.

TRUANCY
You are expected to be in school every day that school is in session, unless you are ill, it is a religious holiday, or there is a serious illness or death in the family. If you are absent for any other reason, you will be considered truant. Truancy could result in some form of disciplinary action and/or legal action.

EXPLANATION OF MARKS

A	Superior (90-100)
B	Good (80-89)
C	Average (70-79)
D	Below Average (60-69)
F	Unsatisfactory (Below)

PASSING GRADES IN COURSES

Teachers base the grades they give students on several factors, including:

- Scores on classroom tests and quizzes
- Completion of required products, for example, a book report or science project
- Participation in class discussion and activities
- Performance on homework assignments

The frequency and complexity of homework assignments is expected to increase with grade level and program level. However, it is expected that homework assignments will be a component of the student's education program commencing with grade one.

Use of Artificial Intelligence (AI) in Academic Work

Purpose: This policy aims to guide students on the appropriate use of Artificial Intelligence (AI) in their academic work, emphasizing the importance of ethical practices, proper citation, and the distinction between legitimate use and plagiarism.

Encouragement of AI as a Learning Tool: We recognize the potential of AI to enhance learning and support academic success. Students are encouraged to use AI tools to aid in research, improve writing, and develop critical thinking skills. These tools can provide valuable insights, generate ideas, and assist with language and grammar checks.

Proper Citation of AI Use: When using AI tools to generate content or assist in academic work, students must:

1. Clearly indicate the use of AI in their submissions. This includes specifying the AI tool used and the extent of its contribution.
2. Provide appropriate citations for AI-generated content, similar to how they would cite any other source. For example, "This essay was partially generated using [AI Tool Name]."
3. Ensure transparency by including a brief description of how the AI tool was utilized in their work.

Identifying AI-Generated Plagiarism: AI use is considered plagiarism under the following circumstances:

1. Failing to acknowledge or cite the use of AI tools in the creation of assignments or projects.
2. Submitting AI-generated content as one's own original work without proper attribution.
3. Relying excessively on AI-generated content to the extent that the student's own contributions are minimal or non-existent.

Academic Integrity: All students are expected to uphold the highest standards of academic integrity. Misuse of AI tools undermines the learning process and is subject to consequences outlined in the PPS Code of Conduct, Character, and Support and a violation of the school's plagiarism policy.

EXTRA HELP
We encourage all students to seek extra help from your teachers as needed. Middle School work can be challenging. If you have been absent and have missed assignments and class discussions seeking extra help is essential. Please arrange a conference with your teacher before or after school or at a time convenient to both of you during the day. A teacher will sometimes request a student to stay after school if it is apparent that the student is having difficulty with his work. This is not to be thought of as a punishment, but rather as the desire of the teacher to help you do your best.

ACADEMIC AWARDS
High honors and honors will be earned by students for outstanding academic work during each quarter. The parameters for students to earn placement on the honor rolls can be found on the Pittsfield Public School's website under Family & Community.

BUS TRANSPORTATION
Bus transportation is available for Reid students who reside one and one half miles from Reid. Bus transportation is dependent upon proper behavior. For safety reasons, students may only ride the bus to which they are assigned. Do not ask permission to ride home with a friend. Please see the Code of Conduct, Character and Support for rules and regulations concerning bus transportation.

DRESS CODE
Personal appearance is an individual matter. No one, however, has the privilege of disregarding the norms of reasonable dress. We are committed to enforcing the dress code as outlined in the PPS Policy Handbook for Parents and Students. Attire that could interfere with the learning process is not allowed. Students will be counseled on an individual basis if their attire is improper. **Parents will be contacted if there is a question regarding a student's attire.**

CELL PHONES AND ELECTRONIC DEVICES

PPS Policy STU-38: Portable Communications Devices

POLICY
The first responsibility of a school system is to ensure students and their parents of an orderly safe environment in which effective teaching and learning can take place. Toward this end, the following process is effective immediately.

Portable Communications Devices

The School Committee recognizes that cell phones and other kinds of portable communication devices (PCDs) may play an important part in the safety as well as the convenience of students. Cell phones and PCDs are defined here as products of current and emerging technology that are wireless, and that send or receive electronic communications, including pictures, text, graphics, and sound, by means of analog,

digital, or other format of data transmission. The School Committee establishes the following rules for students' use of cell phones and other kinds of PCDs.

A. Students may carry or otherwise possess cell phones and other kinds of PCDs on school grounds and at school-sponsored or school-related events or activities; except that students shall keep any such devices turned off and shall not use or operate any such device during the instructional day, or at any other time during any school-sponsored activity or program, or in any location, when their use would reasonably be expected to disrupt or interfere with instructional activities or the academic climate of the school or its programs or services.

B. The term "instructional day" as used in paragraph A, above, means the times established for regular academic instruction. The term "instructional day" shall also refer to activities or programs that occur outside the time when regular academic instruction is provided and when students are obliged to be in attendance, such as for Saturday detention, in which case the restriction on the use or operation of cell phones or other kinds of PCDs shall apply to the students involved in such activities or program.

C. No cell phone or other kind of PCD shall be used at any time during or in conjunction with any school-sponsored activity for the purpose of, or in a manner that facilitates cheating, sexual or other harassment or discrimination, bullying or demeaning acts, violation of any person's privacy, interference with or disruption of any Pittsfield Public Schools activity, violation of a criminal or other statute, or otherwise in a manner that violates a Pittsfield Public Schools policy or rule of conduct for students.

D. A student who violates the restrictions set forth in this policy on the use of cell phones or other kinds of PCDs may face disciplinary action. Absent a circumstance that exacerbates the offense, such as the use of a cell phone or other kind of PCD in violation of paragraph C, above, violation of the restrictions set forth in this policy shall be deemed insubordination under the student rules of conduct, and shall be treated as such in taking disciplinary action.

E. School officials, including classroom teachers, may confiscate a cell phone or other kind of PCD that is used by a student in violation of the restrictions set forth in this policy. The student's parent or guardian shall be notified of the infraction and advised that he/she may claim the confiscated device at the school.

F. Although the Pittsfield Public Schools shall make a reasonable effort to ensure the security of any cell phone or other kind of PCD confiscated pursuant to the

preceding paragraph, it shall be the responsibility of the student's parent or guardian to claim any such confiscated device in a timely way, thereby ensuring that the device is in the safekeeping of the parent or guardian as soon as possible.

G. Electronic devices lost or stolen while at school are not the responsibility of the Pittsfield Public Schools.

H. The principal or his/her designee may, at his/her sole discretion, grant exceptions to the prohibition on the use of cell phones and other kinds of PCDs. The principal or his/her designee may require suitable documentation of a critical need for such an exemption before granting the exemption.

Regulations

Infraction 1 - *Educator supported:* - Students are asked to place their phones in the classroom holder for the duration of the period. The educator documents the incident that day, notes it as a first infraction, and contacts the caregiver by phone or email to inform them.

Infraction 2 - *Educator and administrator supported*: The educator requests assistance, and the phone is held in the main office for the day. The educator completes the incident log and contacts the student's caregiver by phone or email. **The student may retrieve their phone at the end of the school day.**

Infraction 3 - *Administrator supported*: The educator requests assistance, and the phone is held in the main office for the day. The educator completes the incident log, and the school administrator contacts the caregiver by phone and email. The student is assigned a half day of RISE. **The student may retrieve their phone at the end of the school day.**

Infraction 4- *Administrator supported:* The educator requests assistance, and the phone is held in the main office for the day. The educator completes the incident log, and the school administrator contacts the caregiver by phone and email. The student is then assigned one day of RISE. **Parents or caregivers are required to pick up the cell phone.**

Continued Infractions - *Administrator supported:* An educator requests assistance, and the phone is brought to the main office. The student is assigned either RISE or OSS. **Parents or caregivers are required to pick up the cell phone.**

*Refusal to hand over the phone to an administrator would result in a full day in RISE and may include OSS for subsequent infractions.

*Students with sensory disabilities and/or medical needs may need to have cell phone access as an accommodation. For example, hearing-impaired students use phone-mediated Bluetooth listening devices, and visually impaired students listen to text read aloud.

Pittsfield Public Schools Cell Phone Regulations

1st Violation	2nd Violation	3rd Violation	4th Violation
Educator supported	*Educator & administrator supported*	*Administrator supported*	*Administrator supported*
Students are asked to place their phones in the classroom holder for the duration of the period. The educator documents the incident that day, notes it as a first infraction, and contacts the caregiver by phone or email to inform them.	The educator requests assistance, and the phone is held in the main office for the day. The educator completes the incident log and contacts the student's caregiver by phone or email. **The student may retrieve their phone at the end of the school day.**	The educator requests assistance, and the phone is held in the main office for the day. The educator completes the incident log, and the school administrator contacts the caregiver by phone and email. The student is assigned a half day of RISE. **The student may retrieve their phone at the end of the school day.**	The educator requests assistance, and the phone is held in the main office for the day. The educator completes the incident log, and the school administrator contacts the caregiver by phone and email. The student is then assigned one day of RISE. **Parents or caregivers are required to pick up the cell phone.**

Continued Infractions - *Administrator supported:* An educator requests assistance, and the phone is brought to the main office. The student is assigned either RISE or OSS. **Parents or caregivers are required to pick up the cell phone.**

*Refusal to hand over the phone to an administrator would result in a full day in RISE and may include OSS for subsequent infractions.

*Students with sensory disabilities and/or medical needs may need to have cell phone access as an accommodation. For example, hearing-impaired students use phone-mediated Bluetooth listening devices, and visually impaired students listen to text read aloud.

FIRE DRILL

When the fire alarm sounds, each student will follow his/her teacher's instructions in evacuating the building. Following the fire drill instructions posted in each room, students will form a line and quickly and silently leave the building. A fire drill is a serious exercise. Absolute silence must be observed by all.

- Proceed quietly and in an orderly, single-file line out of the building following your teacher's instruction.
- Act as a door monitor if instructed to do so by a teacher.
- Remain in line until directed by your teacher to re-enter the building.
- Return directly to your classroom

LOCKERS/SECURITY FOR YOUR VALUABLES

Each year we assign lockers for personal use. However, valuable items should not be brought to school. Do not leave money or valuables in your locker. For the safety of your possessions, keep your locker locked and do not give your locker combination to anyone.

The school cannot be responsible for your lost or stolen articles. Lockers are the property of the Pittsfield Public Schools and may be searched by the principal or his/her designee for reasons of building safety. Students should assume that their locker might be

periodically inspected. Writing on lockers is prohibited and will be treated as an act of vandalism.

STUDENT SERVICES

AFTER SCHOOL ACTIVITIES/CLUBS

We offer after school opportunities that we encourage all students to participate in. Late buses are available at 4:00 Tuesday, Wednesday and Thursday. The 21st Century program runs Mondays through Thursdays until 5:00 and students must pre-register for sessions. Busing is available for students who are eligible for busing during the school day.

FIELD TRIPS

Occasionally field trips will be offered as an enhancement to the curriculum. Parents/Guardians will be notified prior and students will be required to have signed parental permission to attend.

GUIDANCE SERVICES

A counselor is assigned to each Reid student. Consult your counselor about academic questions or concerns. Your counselor will also help you make your course selections as you prepare to enter high school.

HEALTH SERVICES

The School Nurse delivers services to promote optimal health and learning in students. The Health Room is located in the administrative wing of the school. If you feel ill during the day, tell your teacher. Your teacher will give you a pass to the health room. If you are unable to return to class within a reasonable length of time, home will be contacted. **Always report to your teacher first before coming to the health room. You must have an eHall pass to go to the health office.** In the event the nurse is not on duty, report directly to the main office.

All seventh graders will be tested for hearing and vision. Yearly screenings include postural screening and height and weight.

All medication given at school requires parental and doctor permission. Students with life threatening allergies should have Epipens in the health room.

INSTRUMENTAL MUSIC PROGRAM

The Reid Music Department welcomes beginners and advanced students who desire to play a musical instrument. Students who play a band instrument receive daily instrumental instruction.

LIBRARY

The Library is open to students, faculty, and classes daily during the school day. Students are expected to follow school rules and care for library materials responsibly. Students may borrow books and/or magazines for a two week period. Items may be renewed at the discretion of the librarian. Fines for overdue books will be forgiven when books are

returned. Students will be required to pay replacement cost of any lost or damaged materials.

BREAKFAST AND LUNCH
Reid Middle Schools will be participating in Community Eligibility Provision. Under Community Eligibility Provision only full meals can be considered as a no charge meal. School lunch menus can be found on the school and district website.

- Each student may receive one free breakfast and one free lunch per school day.
- Students who wish to buy 1 or 2 food items or an additional meal must have funds at hand: either cash or sufficient positive balance on their meal account.
- No charging of additional meals or food items will be allowed.
- Parents can access www.myschoolbucks.com to fund meal accounts.

If a child has a food allergy, a doctor's note is necessary. This must be updated annually. There is one designated table in the cafeteria for students with peanut/nut allergies.

MEDIATION WITH PEERS
Have a conflict with another student? Want to work it out? Try mediation. Mediation is voluntary, confidential, and is staffed by professional mediators who are trained to listen and help students come up with their own solutions to their problems. See the Assistant Principal, Dean of Students or School Adjustment Counselor to schedule a mediation.

SCHOOL PICTURES
Every student will be scheduled to have his/her picture taken for his/her student ID. Eighth grade photos will be used for the yearbook. Information on purchasing picture packages will be sent home about one week before Picture Day.

OFFICE DETENTION
Office detention begins at 2:55 p.m. and ends at 3:30 p.m. Students who are assigned an office detention and a teacher's detention, *are to report to the teacher's detention*. It will be the responsibility of the student to bring written verification to the Assistant Principal/Dean before the student leaves school that (s)he attended the teacher's detention.

ACCOUNTABLE & RESTORATIVE SCHOOL CODE OF CONDUCT

Please refer to the district "Code of Conduct Character and Support" policy.

DISCIPLINE OF SPECIAL NEEDS STUDENTS (Special Needs Includes both Special Education and Section 504 Students)

All students are expected to meet the requirements for behavior as set forth in this handbook.

Procedure: Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

1. 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.
2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine 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, except that the district must still offer:
    a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
    b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
    a. on its own authority if the behavior involves weapons or 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 case by case, unique circumstances; or
    b. 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.
    c. Characteristics In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. 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 time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

State Requirements Federal Requirements 34 CFR 300.530-537. For a discipline flow chart, see http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc.

POLICY ON SECURE SCHOOL ENVIRONMENT

The first responsibility of a school system is to insure students and their parents of an orderly safe environment in which effective teaching and learning can take place. Toward this end, the following procedures are effective immediately:

Organized Youth Groups

Principals shall deal firmly and decisively with incidents reflecting threats to students within the schools, or at school functions as well as en route between home and school that can be attributed to youth groups. If such incidents are attributed to concerted activities by youth groups however organized, they shall be considered most serious violations to our discipline policy subject to the maximum suspension permissible at the building level (9 days) and a recommendation for extension of suspension to the central administration. Law enforcement authorities are also to be notified. Where referrals to central administration reveal that membership in such a youth group was instrumental in the offense, the violator will be removed from the school setting for more than nine (9) days.

Smoking

State law and School Committee rules prohibit the use of tobacco (smokeless included) by anyone in the school building or on the school grounds. Because of health and fire hazards involved, the school will contact parents. The student may be placed on a suspension – either in school or out-of-school at the discretion of the principal

Weapons In School

Possession of a weapon in school, en route to and from school, or at school functions is prohibited. A student found to be in possession of a weapon while under school jurisdiction is subject to disciplinary as well as legal action. Use of an instrument as a weapon whether or not designed as such is also prohibited.

- Weapons shall include but not be limited to guns, knives, switchblades, and explosive devices.
- Any student in possession of a weapon as herein defined, is therefore in violation of this policy. The violator will be reported to the principal (or designee) who, in turn, will notify law enforcement officials. The weapon will be confiscated, parents notified, and appropriate disciplinary action taken.
- A pupil using a weapon in a fight or altercation will be administratively judged to be a danger to others and self and will be subjected to extended suspension or expulsion proceedings as well as possible legal action.

- A pupil whose use of a weapon has caused injury to another person, intended or unintended, will be subject to legal as well as disciplinary action.
- A pupil duly found to be responsible for his/her actions and in whole or in part for the presence of a loaded firearm at a Pittsfield Public School, on school property, or at a Pittsfield Public School function, shall be subject to expulsion proceedings.
- A principal may, upon good cause shown, grant written permission to students for actions otherwise at variance with the "Weapons in School" portion of this policy.

CHAPTER 766

Chapter 766 is a Massachusetts state law that applies to all people ages three to twenty-two who have not graduated from high school. It says that if students have special needs they should be given any help needed to allow them to stay in a regular school program as much as possible. Students who are determined to have special needs through testing and as a result of a Team recommendation can receive specialized assistance and instruction both within and outside of the regular educational setting.

BULLYING

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 directed at a victim that:

- Causes physical or emotional harm to the victim, or damage to the victim's property.
- Places the victim in reasonable fear of harm to himself or of damage to his property.
- Creates a hostile environment at school for the victim.
- Infringes on the rights of the victim at school.
- Materially and substantially disrupts the education process or the orderly operation of a school.

Incidents of bullying or other harassing behavior will not be tolerated. Any such incidents reported will be handled by the Principal, Vice Principal, Dean of Students, and/or School Resource Officer according to building and district policy and state law.

HAZING

Chapter 536 of the Massachusetts General Laws specifies that it is a crime to participate in or to organize hazing, and that it is obligatory for any person at the scene of the crime to report the incident to authorities. Individuals found guilty of hazing shall be punished by a fine of not more than $1000, or by imprisonment of not more than 100 days, or both. Whomever fails to report such a crime shall be punished by a fine of not more than $500.

DISCRIMINATION POLICY

Pittsfield schools prohibit discrimination in school admissions, participation in courses of study and extracurricular activities, the hiring and employment of staff and access to school facilities and activities based on race, color, sex, religion, national origin, sexual orientation, or handicapping condition. Any student, or any parent or guardian who believes that she/he has been discriminated against for any reason stated above should

make her/his complaint, either formally or informally, to the building principal or to the office of the Deputy Superintendent.

PRIVACY OF RECORDS
All parents or legal guardians of students who have not attained her/his eighteenth birthday and every student who has attained his/her eighteenth birthday has a right to inspect and review the student's educational records.

PITTSFIELD PUBLIC SCHOOLS PROHIBITION OF BULLYING, CYBER-BULLYING AND RETALIATION:

Bullying, including cyber-bullying, and retaliation as defined in this Bullying Prevention and Intervention Plan (BPIP), is not acceptable conduct and is prohibited within the Pittsfield Public Schools. Bullying of any type has no place in a school setting. The Pittsfield Public Schools leadership and staff will strive to maintain learning and working environments that support positive personal relationships between students and between students and staff and are free of bullying. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension or expulsion in accordance with state law, district policy and student handbooks. In addition to disciplinary consequences, a student engaging in bullying behavior will also receive other interventions intended to build increased competence in relationship-building and other necessary social emotional learning skills.

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

Any form of bullying is prohibited:

- *in any school building and on all school grounds*
- *in district provided virtual learning environments and learning management systems*
- *on property immediately adjacent to school grounds*
- *at a bus stop or on a school bus or any other school sanctioned transportation, such as another vehicle whether owned, leased, or used by the school district*
- *at a school-sponsored or school related activity, function or program whether it takes place on or off school grounds*
- *through the use of technology or an electronic device that is owned, leased or used by the school district or school*
- *at any program or location that is not school-related, or through the use of personal technology or electronic device that is not owned, leased or used by the school district, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school*

As the District's Anti-Bullying Policy (STU-80) states, it is not the District's intent to prohibit students from expressing their ideas, including ideas that may offend the

sensibilities of others, or from engaging in civil debate. However, the District does not condone and will take both disciplinary and remedial action in response to conduct that creates a hostile environment and interferes with students' opportunity to learn.

III. DEFINITIONS OF KEY TERMS:

The following language and definitions are applied throughout this BPIP and are to be used consistently within the Pittsfield Public Schools in relation to incidents of bullying/cyber-bullying:

***A. Bullying**: The repeated use by one or more students or a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to himself/herself or of damage to his/her property; creates a hostile environment at school for the target, infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying. (Reference M.G.L. c.71, s. 37O)*

***B. Cyber-bullying**: Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages and Internet postings, including, but not limited to blogs, websites, and social networking. (Reference M.G.L. c.71, s. 37O)*

***C. Retaliation:** Any form of intimidation, reprisal or harassment directed against a student or staff member who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying.*

***D. Aggressor**: A student or staff member who engages in bullying, cyber-bullying or retaliatory behavior. (The use of the term aggressor varies from the term "bully" in the Act to Prevent Bullying. It is being used in the plan under the guidance of the MA Department of Elementary and Secondary Education.)*

***E. Target**: A student against whom bullying, cyber-bullying or retaliation is directed.*

***F. Hostile Environment**: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. (Reference M.G.L. c.71, 37O)*

***G. Staff**: School staff is defined as including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.*

REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others and may be in oral or written form. Reports made by a staff member must be submitted in writing by the person making the report. Reports made by students, parents or guardians, or other individuals who are not school or district staff members can be written on the same reporting form or may be made anonymously. Oral or anonymous reports made by a parent and/or student shall be scribed by a staff member in circumstances where a written report was not submitted. Click here to access the Suspected Bullying Reporting and Determination Form.

Use of a "Suspected Bullying Reporting and Determination Form" (see Appendix B) is required as a condition of making a report. The school or district will:

- *Annually provide information on how to access the Suspected Bullying Reporting and Determination Form posted on the website or from their child's school building.*
- *The Suspected Bullying Reporting and Determination Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.*
- *Annually, the school or district will provide the school community, including administrators, educators and other staff, students and parents or guardians with written notice of its policies for reporting acts of bullying and retaliation as parts of district and school handbooks. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be included in these handbooks, on the school and district website, and in information made available to parents or guardians.*

B. Reporting by Staff

Every school or district staff member, including but not limited to, central office administrators, building principals and administrators, school adjustment counselors and school psychologists, teachers and related service providers, paraprofessional staff, school nurses, cafeteria workers, custodial staff, bus drivers, athletic coaches and extracurricular advisors is required to monitor and address student behavior and to intervene when unkind behavior occurs. This includes immediately ensuring that any need for student safety in the present moment is restored. Concern about any bullying or retaliatory conduct must also be reported as soon as possible to the principal or the administrator designated to investigate suspected bullying behavior.

In addition, if any adult suspects that a student is being targeted and bullied, they are required to fill out the district suspected bullying determination form and submit it to the building administrator. As the person who has witnessed the behavior it is most effective if that staff member makes contact with the family of the target and the aggressor to give the clearest description of the bullying behavior and the steps planned to take to promote respectful behavior in your classroom.

The requirement to report to the principal or designee does not limit the authority and the responsibility of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

C. Reporting by Students, Parents or Guardians and Others

The school or district asks students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or administrative designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Suspected Bullying Reporting and Determination Form. Students, parents or guardians, and others may request assistance from a staff member to complete a written report or may report orally. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member or with the principal or designee. A student who knowingly makes a false allegation of bullying or retaliation shall also be subject to disciplinary action.

D. Responding to a Report of Bullying or Retaliation

Safety First

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

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

Notification Requirements

Notice to Parents or Guardians: Upon investigation and determination that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor and will review response protocols. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Notice to Another School or District: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

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

In making this determination, the principal will, consistent with the Bullying Prevention and Intervention Plan and in compliance with school or district policies and procedures, consult with the school resource officer or another member of the Pittsfield Police Department in the absence of a school resource officer and/or other individuals the principal or designee deems appropriate.

Investigation

The following provides general guidelines for responding to a report of bullying or retaliation. Note that the guidelines should be modified as necessary to respond appropriately to the individual complaint.

Pre-Investigation: Before fully investigating allegations of bullying or retaliation, school personnel will assess the level of need and take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. If the initial report is to or by a staff member, the staff member will complete an initial review of the situation and intervene as necessary. The staff member will make a referral to the principal or administrative designee.

Investigation: The investigator will seek to determine the basis of the complaint, gather information from the complainant, including such matters as what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred and where the events occurred.

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

During the investigation the principal or designee will interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and could result in disciplinary and restorative actions in alignment with the Student Code of Conduct, Character, and Support.

To the extent practical, given their obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal, designee and any other interviewers will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for other investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations: The principal or designee will make a determination based upon the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps to prevent recurrence and to ensure that the target is not restricted from participating in school or from school activities. The principal or designee will, one, determine what remedial action is required, if any, and, two, determine what response and/or disciplinary and restorative actions are necessary as guided by the Code of Conduct, Character, and Support.

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

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

Responses to Bullying

Teaching Appropriate Behavior Through Skills-Building

Upon determining that bullying or retaliation has occurred, the school principal or designee will decide upon a range of responses that balance the need for accountability with the need to teach appropriate behavior and restore/repair relationships. M.G.L. c.

71, § 37O(d)(v). Some skill-building approaches that the principal or designee may consider include:

- *Offering individualized skill-building or restorative sessions;*
- *Providing relevant educational activities for individual students or groups of students in consultation with guidance and/or school adjustment counselors and other appropriate school personnel;*
- *Implementing a range of academic and nonacademic positive behavioral interventions and supports to help students understand prosocial ways to achieve their goals;*
- *Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;*
- *Developing individual behavior plans to include a focus on specific social skill development; and*
- *Making a referral for counseling or other mental health services for targets, aggressors and family members.*

<u>Taking Disciplinary Action</u>

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of information gathered through investigation by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the BPIP and with the district Code of Conduct, Character and Support. Discipline up to and including suspension and expulsion may be applied by the school principal. All suspensions or expulsions are subject to review by the Superintendent and their designee with the student and parents afforded full due process rights. Updated in 2022, amended G.L. c. 71, §37H¾ now requires, before suspension, that school officials consider alternatives to suspension and support disciplinary decisions with written documentation unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

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

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and state laws regarding student discipline. When warranted, a manifest determination will be completed to determine the connection between a student's bullying behavior and his/her disability. As necessary, a special education team will be reconvened to review the student's IEP.

Students with disabilities are known to be considered a vulnerable population for both being bullied and, in some disability categories, for engaging in bullying behavior. The

risk for this will be reviewed at all IEP initial, reevaluation and annual meetings as part of the IEP process to determine appropriate interventions, both universal for all students and individualized.

Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Supportive services will be assessed and offered to the target. These services may include safety planning, school adjustment counselor services and mental health referral, as well as, increased use of Tier 1 classroom strategies that promote safe and supportive learning environments.

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

Mahmoud v. Taylor

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Pittsfield Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

Pittsfield Public Schools

Title One Program Home School Compact

Reid Middle School

2026 - 2027

Reid Middle School and the families of the students participating in the activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESSA) agree that this compact outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families

will build and develop a partnership that will help children achieve the State's high standards.

The Reid Middle School will strive to:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
    - Core programs that are aligned with the Massachusetts Curriculum Framework
    - Through a formative assessment cycle process that provides both intervention and enrichment
- Hold parent/guardian conferences at least each November during which this compact will be discussed as it relates to the individual child's achievement.
- Provide families with frequent reports on their children's progress. Specifically, the school will provide report cards four times per year & progress reports when needed.
- Provide families with reasonable access to staff. Specifically, through in-person, email, or phone requests to arrange a meeting.
- Provide families opportunities to volunteer and participate in their child's learning experience, to observe classroom activities, and to volunteer as follows: parent/teacher organizations, School Council, academic celebrations, curriculum nights, and school dances to name a few.
- Respect and value the uniqueness of each child and his/her family.

We, as families, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Helping my child to read each day.
- Volunteering in the school.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school promptly.
- Reading all notices from the school or the district.
- Serving, to the extent possible, on policy advisory groups such as the School Council and district Curriculum Advisory Board.
- Assisting my child in the implementation of Reid's School-Wide expectations.

As a student, I will strive to:

- Show respect for myself, my school, and other people around me.
- Work cooperatively with other students and staff.
- Do my homework every day.

- Read at least 30 minutes every day outside of school time.
- Accept responsibility for my own actions and resolve conflicts peacefully.
- Comply with our School-Wide expectations by following the 4"P's. Prompt, Prepared, Polite and Participate.
- Seek assistance from my teacher(s), the School Principal, the Assistant Principal, the Dean of Students, the School Guidance Counselors, or the School Adjustment Counselors when I have a problem with school work.

Title I School-Level Family Engagement Policy
Reid Middle School
2026 - 2027

Reid Middle School has developed a written Title I parent/guardian engagement policy with input from Title I parents and guardians. Input was solicited during the first meeting of the School Council. Present were School Council members, Principal Roloson and faculty members who serve as members. Minutes are recorded, electronically. The electronic communication gave families the opportunity to provide input if they were not able to attend the above. It has distributed the policy to parents/guardians of Title I students electronically posted it on the school website, and hard copies are available in the School Office.

Involvement of Parents/Guardians in the Title I Program

To involve parents/guardians in the Title I program at Reid Middle School, the following practices have been established:

- The school convenes an annual meeting to inform parents/guardians of Title I students about Title I requirements and about the right of parents/guardians to be involved in the Title I program. This year the annual meeting will be held with the September School Council Meeting.
- The school offers a flexible number of meetings for Title I parents/guardians, such as meetings in the morning or evening. PTO and School Council Meetings are held monthly during the evening hours.
- The school involves parents/guardians of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent/guardian involvement policy through electronic communications, the school website, and School Council.
- The school provides parents/guardians of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Quarterly report cards and benchmark results are sent to families. Parent/guardian conferences are held two times per year. Periodic family events, such as a PIMS (Parent/Guardian Curriculum Meetings) focus on curriculum. Parents/guardians

have the opportunity to serve on the district Curriculum Advisory Committee which meets quarterly.
- If requested by parents /guardians of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Home/School Compact

Reid Middle School distributes to parents of Title I students a home/school compact. The compact, which has been jointly developed with parents/guardians, outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents/guardians will be responsible for supporting their children's learning
- The importance of ongoing communication between parents/guardians and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The compact draft was reviewed with the School Council.

Building Capacity for Involvement

Reid Middle School engages Title I parents/guardians in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents/guardians with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides Title I parents/guardians with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of Title I parents/guardians, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. All staff in the building receive cultural competency training each school year.
- The school coordinates and integrates the Title I parent/guardian involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents/guardians in a format and language that the parents understand.

Accessibility

Reid Middle School provides opportunities for the participation of all Title I parents/guardians, including parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory students. Information and school reports are provided in a format and language that parents/guardians understand.

ESSA and TITLE 1 "RIGHT TO KNOW" COMPLIANCE STATEMENT

The Pittsfield Public Schools, in accordance with Title I, hereby informs all parents/guardians that they have the right to know the following information regarding their child's classroom teacher(s):

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches
- Whether the teacher is teaching under emergency or provisional status because of special circumstances
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

The Pittsfield Public Schools, in compliance with federal law, will provide you with the above information in a timely manner, if you request it in writing.

For more information contact:
Reid Middle School
950 North Street
Pittsfield, Massachusetts 01201
Debra Roloson, Principal (413) 448 - 9620
Assistant Superintendent's Office

FURTHER INFORMATION ON LAWS AND POLICIES: COPIES OF SCHOOL POLICIES AND MASSACHUSETTS EDUCATIONAL LAWS ARE ON FILE IN REID MIDDLE SCHOOL'S MAIN OFFICE AND/OR IN THE OFFICE OF THE DEPUTY SUPERINTENDENT. Additionally, the Pittsfield Public Schools Code of Conduct, Character and Support provides further information on resources, policies and procedures.