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South Hadley, MA 01075
TEL: 413.538.5063
FAX: 413.532.6538

Dear Students and Caregivers:

On behalf of Administration, Faculty and Staff, we would like to welcome you to South Hadley High School.

As a student at South Hadley High School, you are a member of a great community of people. To function effectively, there must be clear norms and guidelines to define how we work together. The **South Hadley High School Student Handbook** has been developed in an effort to outline our expectations, rules and procedures. Please read it carefully and keep it available for future reference. We want our high school to be safe, productive, and pleasant for everyone.

Students should be prepared to enter a structured educational environment, which provides challenging academic work and a rich variety of co-curricular and social activities. We hope that you will make good use of our programs, participate fully in the life of this school, and set high goals for yourself.

These years in high school are critical to your intellectual, emotional, social, and physical development. When you leave our high school, you should have a clear picture of your strengths and interests and be capable of matching them to make sound decisions concerning the future. The Staff who work here are prepared to support your efforts.

We sincerely hope you will feel at home here and take pride in being a student in this school. We have an outstanding faculty dedicated to providing each of you with the best education possible, and support staff that will work hard on your behalf.

During the year you are certain to have questions, conflicts, and concerns. Please do not hesitate to come and discuss them with any member of the school staff.

Our best wishes for a productive and satisfying year.

Ms. Elizabeth Wood
Principal

Ms. Mary Bonavita
Assistant Principal

Mr. Patrick Lemieux
Assistant Principal

All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness, have equal access to the general education program and the full range of any occupational and vocational education programs offered by the South Hadley Public Schools.

School Committee, Administration and Staff

School Committee

Eric Friesner, Chairperson
Danielle Cooke, Vice Chairperson
Jack Witkowski

Superintendent of Schools
Ms. Jennifer Voyik 538-5060

Assistant Superintendent
Ms Lyn Jacques 538-5057

Director of Pupil Services
Ms. Elizabeth Cooke 538-5072, ext. 2614

Assistant Director of Pupil Services
Ms. Leah Lockwood 538-5072, ext. 2615

Principal
Ms. Elizabeth Wood 538-5063, ext. 3701

Assistant Principals
Ms. Mary Bonavita 538-5063, ext. 3703
Mr. Patrick Lemieux 538-5063, ext. 3702

Administrative Assistants 538-5063
Ms. Deb Pronovost (Guidance) ext. 3727
Ms. Paula-Jean Provost (Principal) ext. 3704
Ms. Theresa Sarrazin (Main Office) ext. 3721

Adjustment Counselor 538-5063
Ms. Anne Scully Ext. 3726
Ms. Alex Mazzulli Ext. 3732
Ms. Jessie Pion Ext. 3717

Guidance Department 538-5063
Ms. Jessica Austin ext. 3724
Mr. Andy Meeker ext. 3712
Ms. Karen Eempio ext. 3722

Nurse
Ms. Brittany O'Neill 538-5063, ext. 3705

School Resource Officer
Officer Josh Helems 538-5063, ext. 3713

Section I: General Information

MISSION STATEMENT

At South Hadley High School we cultivate a student-centered community that offers varied academic and vocational experiences in a safe and supportive environment. SHHS strives for all learners to demonstrate perseverance, reflection, creativity, and resourcefulness. We encourage our students to explore all educational opportunities to become informed citizens and responsible participants in society.

LEARNING EXPECTATIONS:

South Hadley High School fosters students' ability to:

- Read, write, listen, and speak effectively;
- Think critically and creatively; solve problems independently and collaboratively
- Demonstrate practical application of knowledge and utilize technological tools and skills when necessary

CIVIC AND SOCIAL EXPECTATIONS:

South Hadley High School fosters students' ability to:

- Demonstrate civility and respect for self and others
- Demonstrate global awareness
- Accept personal responsibility for their own actions

Section II: Attendance

Hours of Operation

Classes are in session from 7:23 am to 2:01 pm with the Main Office being open from 7:00am to 3:30pm. The Guidance Office is open from 7:00am to 3:00pm.

Students must procure all required items from their lockers at the end of the school day, and prior to leaving for home. Students who remain on school grounds after school hours must have a valid educational or extra-curricular purpose. The absence of a reason will be grounds for removal from school property.

Attendance Policy

South Hadley High School strives to prepare each student to be a productive and successful contributor to our community, and prompt, consistent attendance is an attribute high institution and the 21st century workforce demand. Regular and punctual school attendance is essential for success in school. Learning is a multi-faceted process optimized by a variety of classroom activities. Attendance is the cornerstone of this process. It is the responsibility of this school and student's caregiver(s) to nurture and encourage strong work habits to prepare students to be responsible adults. Caregiver(s) and guardians pursuant with state law have the legal responsibility to ensure that their children are in attendance each day school is in session. Please make every effort to schedule appointments, vacations, and other activities outside of school hours.

Chronic absenteeism may lead to academic failure for the year, potential loss of credit as well as the need to complete credit recovery.

Students who are absent from school whose caregiver has called in will be marked as absent verified(PPC). Students who are absent without a caregiver call will be marked as absence unverified(UAB). **Please note that absent verification only verifies that the caregiver acknowledges that their student is not in school and in fact is not truant. Absent verified does not excuse or waive the absence that is related to the attendance policy.**

Attendance will be taken in every class and teachers will record each absence. It is the responsibility of the student to make up for class work missed during any absence. The following procedure will be followed:

1. caregiver(s)/guardians will contact the school to report a student absent so that school officials know that the caregiver(s) is aware of a student's absence from school.
2. caregiver(s)/guardians and students should keep pertinent documentation regarding student absences.
3. Students who exceed **10% (9 absences in a semester course or 18 in a full year course)** will lose credits for that course.

4. Students who are absent from school will not be allowed to participate in any after school activity on the day of absence. Students who miss school on the Friday before Saturday's prom or cotillion will not be allowed to attend the function. Students are expected to be in school for the entire day.
5. Students who are tardy to school on the day of a field trip will not be permitted to attend the field trip.
6. Students whose tardiness causes them to miss more than half ($\frac{1}{2}$) of a class will be considered absent from class for the purpose of the Attendance Policy.
7. Students who are tardy to school will be considered absent every 3rd time they are tardy to a specific class (3 tardies = 1 absence).

Students will not be penalized for being absent from school for religious reasons. Caregiver(s)/guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school.

Reasonable accommodations to the above policy will be made for students who are absent due to a disability in accordance with Section 504 of the Rehabilitation Act of 1973.

South Hadley High School has an Attendance Committee that meets monthly. Communication is sent to caregivers and students who are in danger of losing credit due to unexcused absences. Students who exceed the unexcused absence allotment, lose credit in their course and will be required to complete a credit recovery program.

Tardiness to School

Being prompt to school represents an important part of a student's education. Consistent tardiness to school results in the loss of valuable class time that cannot be made up. Second, consistent tardiness develops a poor record of attendance, which is detrimental to future employment and college application. Third, excessive tardiness represents a poor presentation for the reality of life as a responsible adult. The school must take the matter of attendance very seriously. Toward this end, our policy is as follows:

If a student is late to their first period class (after the 7:23 a.m. bell), they must go directly to the vestibule and sign in. Every 3rd time a student is signed in tardy to a particular class, they will be charged with an absence in that class. As per the attendance policy, a student will lose credit if they accumulate **10% (9 absences in a semester long class or 18 in a yearlong class).**

If any student has extenuating circumstances that would properly justify an exception to this policy, they should speak directly with the Principal or the Assistant Principal.

Students who fail to sign into school and are present in the building will be subject to the consequences defined by truancy in our Discipline Code.

Tardiness to school resulting in missed classes will represent a "0" for each missed class. This grade will change when assignments are completed to teacher satisfaction. When tardiness results in missing a test or quiz, students are expected to report for a makeup test or quiz that day unless other arrangements are made with the teacher. Failure to do so will result in a "0" grade for that test or quiz.

Tardiness and Early Dismissal

Tardiness and early dismissals from school impact student learning. Therefore, we ask that students be on time for school and remain at school the entire day. If a student will be late, please call the absentee number to report them as tardy. Students who arrive in the 1st period after 7:23am will be considered tardy and must go directly to the vestibule and sign in. Tardiness due to school delay via school buses will be excused by the front office after they are signed in. Repeated tardiness may result in disciplinary action.

Early Dismissal from School

When it is necessary to leave school early, students would bring a note from their caregiver(s) stating the date and time of the dismissal. The note must also include a phone number where the caregiver(s) may be reached during that day. All notes for dismissal are to be turned into the main office by 7:25a.m. each day. If, by chance, a student forgets to bring a dismissal note from home, caregiver(s) may contact the main office and request a dismissal for their student.

Should a student become ill or have some emergency, they must have the approval of an administrator or the school nurse prior to school dismissal. If the student is under the age of 18 the administrator must have contact with a caregiver or adult relative. Phone calls requesting dismissal of a student must be confirmed before we release the student.

Any student who leaves school without being properly dismissed is subject to the consequences in the Code of Conduct. As a general rule, written notes will not be accepted the day after a student has left school early without permission. Failure to bring a note on the day of dismissal can only be resolved by an administrator.

Students who are dismissed and return to school later in the day must check in with an office staff member upon their return. Students who miss an announced quiz, test, writing assignment, etc. due to dismissal are who return to school must report to the teacher immediately after school for make-up. If there are extenuating circumstances that prevent this make-up, the student must see the teacher before leaving school.

Re-Entry

Students returning to school after a hospitalization, prolonged illness or crisis intervention referral are required to notify the school nurse, school counselor or an administrator as soon as possible. At least one school day prior to the student's return to school, a re-entry meeting will be held with the student, caregiver(s), school counselor, nurse, and any other appropriate staff to determine what accommodations may need to be implemented in order to ensure a successful return to school. At this re-entry meeting we will require a Hospital Discharge Summary or a letter from the student's treating physician indicating that the student is mentally and physically well to safely return to school.

The student's well-being is paramount to the South Hadley High School staff, and we encourage you to contact us with any questions or concerns regarding this process. All information shared with the re-entry team is confidential and will be shared with appropriate staff only with student/caregiver(s) permission.

Study and Lunch Privilege

The ability to leave school during lunch is only granted to juniors and seniors who have a signed permission slip on file. Students must be in compliance with the attendance policy in order to participate in this privilege. Administration reserves the right to revoke permission if guidelines are not followed.

Vacations

Caregivers and students are reminded that Massachusetts Law requires compulsory attendance for students. We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process of each course in ways that make-up work cannot reverse. Teachers will try but are not required to give out assignments prior to a vacation. Please see the make up work policy for guidelines on completing missed assignments. Caregiver(s) must notify the principal in advance. Absences for family vacations count towards the allotted **10%** 9/18 days and are not considered "excused".

Chronic absenteeism may lead to academic failure for the year, potential loss of credit as well as the need to complete credit recovery.

Attendance and Participation in Athletics and Extra-Curricular Activities to include Prom and Dances

Students must be in school all day (7:23 am to 2:01pm) in order to attend or to participate in any school activity, on or off campus. **Unless permission is granted by the Principal or Assistant Principal, students who are tardy, dismissed, or absent unexcused, or have been suspended from school, may not be on school property and not attend or participate in any after school activity.** If the tardy, absence, dismissal, or suspension occurs on a Friday, students may not participate in or attend any school activity, on or off campus, until the next school day that the student is present for the entire day. Students found violating this policy will be subject to disciplinary action. The caregivers of students who are absent from school will be notified of such status each day via the automated calling system.

No School Announcements (School Cancellation)

On days when storms, poor traveling conditions, or building emergencies exist, the superintendent of schools, at their discretion, may decide that school will be delayed or canceled. Announcements to that effect will be given at a reasonable hour, usually by 6:15 a.m. to local radio stations, such as WHYN, WAQY and TV stations 22 and 40. Additionally, caregiver(s) and students will receive an "all call" from the Superintendent's Office. Caregiver(s) should use their judgment any time they believe that the weather poses a threat to the health or safety of their children.

Section III: Arrival and Departure

School Bus Regulations

All students riding school buses must pay the Transportation Fee as determined by the South Hadley School Committee. Bus passes will be issued and must be displayed to board the bus. All students riding school buses must practice good safety and conduct. Infractions of the rules are reported to the Principal with the following consequences:

1. Range of consequences:
 - a. Notice of warning sent home.
 - b. Notice of warning sent home, caregiver(s) informed by school and one-day suspension of bus privilege.
 - c. Notice of warning issues, caregiver(s) conference held, and three-day suspension of bus privilege.
 - d. Notice of warning issues, caregiver(s) conference held, and five-day suspension of bus privilege.
 - e. Notice of warning issued, caregiver(s) conference held, and additional suspension or permanent expulsion of bus privilege depending on the nature of the offenses.
2. Repetitive acts may result in:
 - a. Loss of bus privileges (transportation fee is non-refundable).
 - b. Suspension.
 - c. caregiver(s) conference.
 - d. Removal from the classroom.

Depending on the nature of the infraction, the Principal may use administrative discretion to determine the appropriate consequence of an offense.

State laws do not require transportation if the student's conduct jeopardizes the health and safety of others. In case of expulsion from the bus, the caregiver is responsible for the child's transportation to and from school. Failure to do so could result in legal proceedings in accordance with the attendance statutes of the General Laws of the Commonwealth of Massachusetts.

Parking / Student Driver Regulations

All students who park in the student lots must have paid the appropriate Transportation Fee, have the appropriate "Student Hang Tag" visibly displayed, and must be parked in the assigned lot. Student parking at South Hadley High School is a privilege. To maintain the right to this privilege, students must not jeopardize the safety of others, and must park cars in legally marked parking spaces designated for students. Parking in unauthorized areas can result in towing without warning, and school disciplinary action. Students may lose their parking privileges on school property if they:

1. Use their cars to leave school without authorization.
2. Loiter or litter the parking lot.
3. Jeopardize the safety of others by unsafe driving.
4. Park in unauthorized areas.
5. Falsifying that a parking pass was lost or stolen.

Parking permits for the lower parking lot are \$180. Parking in the upper lot does not require a tag, and is first come first serve. Parking in the lower lot requires a hang tag that matches the numbered spot in which a car is parked. There are 95 spots available in the lower lot.

Parking pass sales will be a lottery drawing and open for grade 12 students first on a date to be determined by the Principal or Designee. Grade 12 sales will be open for 3 days only before closing and evaluating the number of applicants. If 95 applications are not received in the three day window, sales will then be opened for any other student at South Hadley High School for an additional 3 days. Any student applying for a paid parking pass must be eligible to be licensed by the first day of school. There will be a public lottery drawing following the closing of sales. Parking tags are non-transferable

If you arrive at school and a vehicle is in your spot, please park in the visitor spots and report it to the main office. Transportation fees will not be refunded if a student loses their parking privileges. Caregiver(s) and students should also be aware that parking is "At Your Own Risk". The High School does not have the means to monitor the parking lot on a continuous basis. As a general rule, students will not be allowed to go to their cars during the school day. If a student must go to their car during the day, the student must obtain permission from an Administrator.

Section IV: Academics

Equal Educational Opportunities

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. South Hadley High School will also

implore sympathetic understanding of each student’s personal feelings, particularly with reference to their race, color, sex, gender identity, homeless status, religion, national origin, sexual orientation, pregnancy or pregnancy related conditions, or physical and intellectual differences.

To accomplish this, the Committee and staff will make every effort to comply with the letter and the spirit of the Massachusetts Equal Educational Opportunities Law, which prohibits discrimination in public school admissions and programs. The law reads as follows:

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 course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related conditions, or homelessness.

This means that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities. All implementing provisions issued by the Board of Education in compliance with this law will be followed.

School Counseling

The main objective of the Counseling Offices in the South Hadley Public Schools is to provide support and related services to meet the varied needs of the students, school, and community. Each student is considered as a whole individual and is assisted in becoming as self-directed as possible in relation to their total environment. Each student, as needed, will be assisted in the decision-making process and in the understanding of self, thereby initiating successful modification of behavior to meet the demand of the environment.

Course selection and planning for the future, whether it means going to college or seeking a job, are among the most important decisions that a young person makes during their high school years. Counseling personnel offer aid in selecting appropriate courses for either purpose and are available to help the student to match their ability, occupational or educational goals, and personal interests to the academic program.

Progress Reports

South Hadley High School will move to Running Grades. Progress Reports will continue to be issued at the end of each “quarter” to all students. However, a student’s yearlong grade will no longer be separated into quarters. Thus, students have a chance to turn in work, and progress towards a final grade in a year-long class that is made up of 10% mid-term, 10% final and 80% of the students work throughout the academic school year. Please note that a Progress Report may also be issued at other times during the year to keep caregiver(s) informed.

Progress Report Dates	
1 st Progress Report	Friday Oct 3, 2025
2 nd Progress Report	Friday Oct 31, 2025
3 rd Progress Report	Friday Dec 5, 2025
4 th Progress Report	Friday, January 23, 2026
5 th Progress Report	Friday March 6, 2026
6 th Progress Report	Friday April 3, 2026
7 th Progress Report	Friday May 8, 2026

Mid-Term Assessments Attendance Rules **ALL STUDENTS MUST SIT FOR MIDTERMS**

Attendance will be taken as usual on exam days; students are expected to be here from 7:23 AM to 11:01 AM. If a student arrives late to school, they are required to go directly to class and will be marked tardy by the teacher. If a student is to be dismissed early, they must have a caregiver note dismissing them and turn it into the main office first thing in the morning.

All tardies and dismissals WILL COUNT in a student’s attendance record and are not considered excused just because a caregiver gave their student permission. Students must be aware of their attendance limits (below 18 absences for full year course and below 9 absences for a semester course) and the classroom expectations.

Final Assessments

All students are required to take final assessments. Final assessments for semester courses are 20% of a student’s final grade. For year-long courses, midterms are 10% and final exams are 10% of a student’s final grade. As a senior privilege, seniors can leave once

midterms and final exam blocks are finished. Any **Senior** who has a year-end grade of 93 or above is exempt from taking a final exam for that course. **Seniors** who are exempt from a final exam can come in late (without a note) or leave early (with a note provided) but need to sign in and out at the main office. There are no midterm exemptions. If a student is unable to take a final assessment at the scheduled time, they need to meet with the Principal prior to the scheduled assessment. The Principal will review the reason(s) with the student and can grant a waiver for the students to take the exam at a different time. If a student fails to complete any of the final obligations in any course (term papers, final exams, final projects, etc.), they will receive a zero for the assessment.

Exempt Seniors

If a Senior student is exempt from their January FINAL exam for a semester class because they have a 93 or higher, students can report to the library during the second exam period (B, D, F) or they can come in tardy after the first exam (A, C, E or G).

Incomplete Quarter or Course Grades

Incomplete course grades are given only for work missed due to legitimate absences from class. Incomplete grades are issued at the discretion of the teacher and must be approved by administration. All work must be made up within two weeks of the issuance of the report card except in extenuating circumstances where the Principal has approved a waiver. The student will not receive credit for the course if these conditions are not met. Students with two or more Incompletes will not be academically eligible for athletics until grades are issued. MIAA recognizes incompletes as F's.

Make-Up Work

The intention of the make up policy is to create a consistent and well defined practice to be understood amongst faculty, students, and caregivers. As long as a student is within the boundaries of the attendance policy, they can make up work as per the outlined policy.

- Students with 9 or less absences in one semester and 18 or less in a full year course, are allowed to make up missed assignments.
- To receive full credit - any assignments that were due prior to a student's absence must be turned in upon the day of return to school/class.
- If a student does not turn in missed assignments upon return, the student will have 5 school days to complete the work for partial credit. Late assignments will lose 10% a day –no less than 50% credit- if turned in within 5 school days, unless other arrangements with the teacher have been made.
- Teachers can have discretion to extend time beyond the school policy, but not to offer less time than the school policy.
- If a student misses a scheduled assessment due to an absence, the student must be prepared to sit for the assessment immediately upon their return or within two weeks at teacher discretion.
- Extended absences due to chronic illness or other significant circumstances will require a formal plan approved by administration, their education team, or student assistance team.
- There are certain graded classwork assignments that cannot be made up (class participation, group work, etc.). For classwork that cannot be made up, the student can have up to three exempt assignments at the teacher's discretion, in a semester due to an unexcused absence, after that, the student may be given 0's for non-written work missed due to an unexcused absence..
- If there are extenuating circumstances and arrangements have been made– students can receive full credit at teacher discretion or with attendance team/administrator approval.

Because we expect students to attend school 100% of the time, we strongly encourage families to take vacation outside of school time. However, if there is a special circumstance where a family must take a vacation during scheduled school days, students are strongly urged to request make-up work and create a make-up schedule with the teacher prior to the vacation period. All missed assignments incurred during a vacation must follow the above procedures.

Retake Policy

When researching possible solutions and ideas for the policy, the Ideas Committee of the Student Council decided that the mastery of content must be the reason for retakes, not just grades. The Ideas Committee has created a policy that ensures students' mastery of content on subject matter that they may need more time and assistance in order to fully understand. The committee has made a policy that establishes clear expectations for retakes and allows students to retake assessments to master content and gain a better understanding of the content, rather than just to get a better grade.

The Ideas Committee of the Student Council is proposing the following to be used as a school- wide retake policy:

- Students are allowed two retakes per grading semesters
- Students are allowed to retake an assessment if they get a 79% or below on that assessment.
- A retake must be completed within 10 days after the assessment has been graded and handed back

- It is up to the teacher as to whether the student must attend extra help before retaking an assessment in order to ensure they are improving their understanding of the material.
- The student can only get up to an 80%.
- In order to be eligible to retake an assessment, the original assessment must be turned in or completed on the day it is due.
- To be eligible for a retake, a student must have completed all of the practice assignments leading up to the assessment in a reasonable amount of time as decided by the teacher.
- If there is plagiarism on the first assessment the student cannot retake it.
- If the class average is low, the teacher can decide whether or not the whole class can have the opportunity to retake the assessment
- This retake would not count towards the 2 retakes a semester.
- If the student takes the retake, but scores worse on the second assessment, the higher grade will count.

****If a student has not performed well on an assessment, but they have already used their two retakes a semester, they can meet with the teacher to discuss a plan of action on how to improve their understanding of the subject matter.****

****This policy does not include teachers' policy on test corrections.****

Extra Help

Teachers are available for additional support and assistance **after school one day per week from 2:11-2:41pm.** Students should speak with their teachers to arrange this support.

Homework

In selecting courses, students should be aware of expectations regarding daily work outside of class. Most subjects will require 30 to 40 minutes of homework each day, with greater demands in accelerated courses. Since every student has their own individual needs and learning styles, these times will vary. Students are to be prepared for all classes each and every day.

Directed Study Expectations and Procedures

The expectations for Directed Study are the same as they are for any other academic class, with the exception that students are expected to bring their own academic work. All school rules apply as they would to any other class. Directed Study students may get a signed permission slip to leave school grounds during their Directed Study. All students, even those that are 18 or older, need a signed caregiver permission slip. Here are the guidelines for leaving during a directed study:

1. Students must sign into the library daily BEFORE signing out in the main office. Failure to do so will result in disciplinary consequences.
2. The permission slip ONLY applies to Directed Study classes, NOT lunches, Academic Tutoring classes, Connections (Work Based Learning Program), or On-Line classes.
3. If a student is consistently tardy back to their next class, administration will revoke an individual's privilege.
4. Caregiver(s), guardians, and students understand that once they leave the building, the school is not liable for their actions. We do not support students carpooling during the day; however, we cannot prevent this from occurring during Directed Study classes. Administration will not watch the parking lot to determine who is carpooling and who has the legal right to drive with a minor. If you do not want your student to carpool, please raise that topic with your student and/or don't sign the permission slip.
5. If a student leaves the building without proper written permission, disciplinary consequences will follow.

Classroom Concerns

There may be a time when a caregiver or student questions a grade, classroom procedure, curriculum choice, or teacher's actions. The protocol that we follow is:

1. Contact the teacher directly either through voicemail or email and express concern
2. Meet with a teacher and student
3. If there is still an issue, contact the department chair and express your concern
4. Meet with the department chair
5. If there is still an issue, call the Assistant Principal and express your concern
6. Meet with the Assistant Principal
7. If there is still an issue, contact the Principal and express your concern
8. Meet with the Principal
9. If there is still an issue, contact the Superintendent and express your concern

If a caregiver has a concern involving their student athlete, the caregiver should first contact the coach before reaching out to the Athletic Director.

Section V: Health Services

Student Health Services

Our experienced registered nurse staffs the health office. Health services center on emergency care and assisting those who become ill while at school. Ill students are dismissed. There are no provisions to allow ill students to remain in school. Your private physician must deal with injuries and illnesses that occur at home. The health office is prepared only to deal with “in school” needs.

All prescription and non-prescription medication must be brought to school by a caregiver(s) in the original container, be clearly labeled with the student’s name, name of medication, daily dosage, time during the school day when the medication is to be taken, side effects, if any, which could be expected, and other pertinent information. A written doctor’s order and signed consent from the caregiver(s) must accompany the medication. (Forms are available from the nurse.)

Students who need to see the nurse during a scheduled class must report to the nurse with a pass from the teacher. In cases of emergencies, students should go directly to the nurse.

Students who need to see the nurse during passing times must get a pass from their upcoming classroom teacher first and then go see the nurse. Students will not be admitted to the nurse without a pass except in extreme emergencies.

School Immunization Law

Chapter 76, Section 15 of the General Law of Massachusetts

Section 15:

“No child shall, except as hereinafter provided, be admitted to school except upon presentation of a physician’s certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles, and poliomyelitis, and such other communicable diseases may be specified from time to time by the Department of Public Health”

Beginning on September 1, 2011 the Department of Public Health Regulation 105 CMR 220.50 added:

1. Requirement of a single dose of Tdap vaccine for student’s attendance in seventh grade or 12 years of age or older.
2. Requirement of two doses of live measles, mumps, and rubella vaccine for students attending grades K-12.
3. Requirement of three doses of hepatitis B vaccine for students in grade K-12 and all ungraded classrooms.
4. Requirement of two doses of varicella vaccine for students in grades kindergarten and seven. By September 1, 2017, this requirement will apply to all students attending grades K-12.

According to the above Massachusetts Immunization Laws, South Hadley Public Schools **MUST** require proof of the required immunizations before a child can be admitted to school. If you do not provide this documentation, your child will be **DENIED ADMITTANCE** to school until proof is presented. The Commonwealth of Massachusetts does not allow the school any leeway in this matter.

South Hadley Public Schools are required to keep an immunization record on file for each student enrolled in the school.

1. The record must contain as a minimum, the month and year of each immunization and be signed by the health care provider.
2. Immunization histories must be up to date for each child.
3. A history of disease – specific diagnosis by a physician will be accepted in lieu of immunization except rubella.

The documentation may take the following form:

- * May be a copy of the current school immunization record.
- * May be a doctor’s certificate stating the type and date of immunization.
- * Copy of any document stating type and date of immunization.

We respectfully ask you to comply with these requirements, as we have no wish to see your child miss any schooling because of a lack of proof of immunization.

Section VI: Student Records

General Provisions

The student record contains all information concerning a student that is kept by the school. Each student and caregiver(s) with physical custody has the right to see their own student records. Copies of any information in the records may be obtained upon request.

The student's record is available to school contracted personnel who work directly with the student, including administrators, teachers, counselors, administrative office, staff and clerical personnel. They do not need permission to see student records. No information in the student's record is available to anyone outside the school system without written permission from the students and/or caregiver and/or guardian. Exceptions to this would be a probation officer, court order or upon transfer to another school district. However, students and caregiver(s) will be notified before these records are released. A written release must be signed to have any part of the school record sent outside of the school. This includes, but is not limited to prospective employers, other technical schools, colleges, and military services.

A caregiver, or student who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the caregiver or student no later than two days after the request, unless the caregiver or student consents to a delay.

The caregiver and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials. Finally, the caregiver and student may request to have parts of the record interpreted by a qualified professional of the school or may invite anyone else of their choosing to inspect or interpret the record with them.

The student and caregiver(s) have the right to request to add relevant information to the student's record as well as the right to request removal of information believed to be untrue or incorrect.

Student Names and Pronouns

Massachusetts' law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on their birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required. Hence, when requested, South Hadley High School accurately documents the student's chosen name on all records, whether or not the student, caregiver, or guardian provides the school with a court order formalizing a name change.

In sum, school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For those students who have been attending a school and undergo medical or social gender transition while attending the same school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity.

Directory Information Notice

The South Hadley Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of member of athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose at the discretion of the school system, without the consent of a caregiver of a student or an eligible student. Caregiver(s) of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a caregiver or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq.

Any caregiver or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the Principal on or before the 15th day of each September.

In the event that a refusal is not filed, it is assumed that neither a caregiver of a student or eligible student objects to the release of the directory information designated.

Rights of Caregiver(s) with No Physical Custody

It is necessary for a divorced caregiver(s) to submit a copy of the custody agreement or order so that the school system may identify which of the caregiver(s) has physical custody of the child.

Access Procedures for Non-Custodial caregiver(s): As required by M.G.L. c. 71, § 34H, a non-custodial caregiver may have access to the student record in accordance with the following provisions:

1. A non-custodial caregiver is eligible to obtain access to the student record unless:

- a. The caregiver has been denied legal custody based on a threat to the safety of the student or to the custodial caregiver, or
 - b. The caregiver has been denied visitation or has been ordered to supervised visitation, or
 - c. The caregiver's access to the student or to the custodial caregiver 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.
2. The school shall place in the student's record documents indicating that a non-custodial caregiver's access to the student's record is limited or restricted pursuant to 603 CMR 23.07 (5)(a).
 3. In order to obtain access, the non-custodial caregiver must submit a written request for the student record to the school Principal.
 4. Upon receipt of the request the school must immediately notify the custodial caregiver by certified and first class mail, in English and the primary language of the custodial caregiver(s), that it will provide the non-custodial caregiver with access after 21 days, unless the custodial caregiver provides the Principal with documentation that the non-custodial caregiver is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
 5. The school must delete the electronic and postal address and telephone number of the student and custodial caregiver from student records provided to non-custodial caregiver(s). In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
 6. Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, § 34H, the school shall notify the non-custodial caregiver that it shall cease to provide access to the student record to the non-custodial caregiver.

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34F

Amending Your Child's Record

1. A caregiver has the right to add information, comments, data, or any other relevant written material to the student's record. The caregiver should submit the additional information in writing to the Principal with a written request that the information be added to the student record.
2. A caregiver has the right to request in writing deletion or correction of any information contained in the student's record, except for information, which was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - a. If a caregiver is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's records, the caregiver shall present the objection in writing and/or have the right to have a conference with the Principal or designee to make the objections known.
 - b. The Principal or designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such caregiver a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the caregiver, the Principal or designee shall promptly take such steps as may be necessary to put the decision into effect.
 - c. If the Principal's decision is not satisfactory to the caregiver, the caregiver may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (%) business days of receipt of the Principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
 - d. If the Superintendent's decision is not satisfactory to the caregiver, the caregiver may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR § 23.09 (4).

Notice on Transfer to Other Schools

Pursuant to 603 CMR 23.07 (g), notice is hereby given to caregiver(s) and eligible students that the South Hadley Public Schools forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the caregiver or eligible student.

Destruction of Records

1. Notice is hereby given that the temporary record of a student will be destroyed no later than five (5) years after that student transfers, graduates or withdraws from the school system. When the student transfers, graduates or withdraws from school, and if the eligible student of the caregiver(s) wants the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than this notice in the handbook, will be provided to the student or caregiver(s) of such destruction.

2. In addition, each year, the Principal and/or teacher and/or other service providers may destroy the following documents that are considered part of the student's temporary records: discipline records (other than documentation of suspensions / expulsions / exclusions), any notes from the caregiver(s) or other documents concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the caregiver(s) want those records, they must request, in writing, prior to the last day of school that the documents be provided to them.

Access to Student Work

During the course of the school year, personally identifiable student work may be seen and reviewed by third parties. For example, personally identifiable student work may be displayed on bulletin boards, at fairs/shows, during Open House and caregiver teacher conferences, and thus, will be seen by many different people, not just the student, the caregiver and the teacher. In addition, as an instructional technique, students may be asked to edit, grade, review and/or comment on another student's work. All of this activity is part of the regular educational process and serves to benefit students. By signing the acknowledgement form (or meeting the terms of the acknowledgment form) with this handbook, the student and/or the caregiver and/or the guardian is hereby agreeing to the disclosure of student work as outlined in this paragraph.

Information to Military

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001. This act grants Armed Forces recruiters' access to students and student recruiting information. South Hadley High School is required to provide a copy of our student directory to the Armed Forces in conjunction with the No Child Left Behind Act of 2001. South Hadley High School shall provide military recruiters the same access to secondary school students as is provided generally to post-secondary education institutions or to prospective employers of those students.

A secondary school student or the caregiver of the student may request that the student's name, address, and telephone listing not be released without prior caregiver consent.

You can request that the school not make your student's information available by filling out the designated form and returning it to the Principal's office no later than October 1. If you have any questions or concerns, please call the Principal's office at 538-5063.

Caregiver(s) who believe their rights have been violated under these regulations may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8920

Title IX / Chapter 622 and 504 Regulations

In accordance with Title IX regulations of the Educational Amendments of 1972 and Chapter 622 of the General Laws of Massachusetts, Act of 1971, the South Hadley School District asserts its compliance to the following policies:

Title IX states, "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under the program or activity receiving Federal funds".

Chapter 622 of the General Laws states, "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantage, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness."

In addition, Section 504 of the Federal Rehabilitation Act of 1973 states, "No otherwise qualified handicapped individual, shall, solely by reason of their handicap, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal Funds".

Information on grievance procedures for any of the above regulations is available as is any information relative to the regulations. For information please contact:

Ms. Jen Voyik
538-5072
jvoyik@shschools.com

Section VII: Cafeteria

Breakfast & Lunch

Students are expected to eat breakfast and lunch in the cafeteria. With advance permission, sStudents may eat in the nurse's office, guidance suite, or, an individual teacher's room. Students who are eating breakfast at school may enter the school at 7:00am and report to Cafeteria 1 for breakfast. Students who are not eating breakfast may enter the building at 7:17am. Seniors and Juniors may earn the privilege of leaving school grounds during lunch. All juniors and seniors, even those that are 18 or older, need a signed caregiver permission slip. Since lunch is only 25 minutes long, students must be mindful to return to school in a timely manner or lunch privileges will be revoked.

Meal Charge Policy

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on schoolwork, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to the caregiver(s) of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The caregiver(s) is responsible for any meal charges incurred. If there is a financial hardship, a caregiver(s) should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Caregiver(s)/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to caregiver(s)/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If caregiver(s)/guardians have issues with student purchases they should contact food services for assistance.

Caregiver(s)/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to caregiver(s) by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Caregiver(s) will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, caregiver(s) will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure to maintain up-to-date accounts may result in a delay of a student's extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation related activities.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, caregiver(s) and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for caregiver assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

Approved: March 5, 2018

Food and Drink

Students are permitted to have food and drink in the classroom setting. Students with medical dietary needs must make them known to the school nurse. Students with religious dietary needs must make them known to their guidance counselor or the school administration. At no time during the school day are students allowed to leave the building to acquire food and drink (except those with signed Directed Study permission slips or seniors who have earned lunch privileges), nor are they allowed to accept deliveries. Deliveries of any kind will be confiscated.

Junior/Senior Lunch Privileges

All juniors and seniors are eligible to apply for lunch privileges, allowing them to leave school grounds during their lunch period. However, certain conditions must be met in order to earn this privilege: no D's or F's on the last report card and adherence to the attendance policy. Students who do not meet these criteria can speak with the administration about earning these privileges with marked improvements. Tardies will be monitored, and anyone who is tardy returning from lunch three or more times will have their lunch privileges suspended. Anyone who drives someone who does not have this privilege will automatically lose their privileges.

Section VIII: Public Safety

We have a serious responsibility to ensure the safety and well-being of the student body in emergency situations. Practice drills will be held in accordance with our emergency management plans. Since drills, to be effective, are not announced in advance, no drill should be treated lightly. Always assume a real emergency does exist.

Building Evacuation

In the event that the school needs to be evacuated, Evacuation will be announced, or Fire Alarms will be sounded. An Evacuation may be used for fires, chemical spills, etc.

Student Responsibilities

1. Remain calm and quiet and listen to teacher/staff member instructions.
2. Exit the building via the closest accessible door, staying with your classroom teacher or the nearest adult.
3. If the area is barricaded, use the next nearest exit.
4. Remain with your classroom teacher or nearest adult and move to the appropriate designated area.
5. Check to see that everyone who was in the class has made it outside.
6. If outside of your classroom for any reason and a code is announced, go immediately to the nearest exit and report to the appropriate designated area for that area. Inform a teacher/staff member where you are supposed to be and which teacher you are supposed to be with.
7. The Principal will give the "all clear" to return to the building after all areas have been reported safe.

A decision will be made among administration, the police and fire departments to determine if a safety threat continues and if it is necessary to move to the designated off-site location (St. Patrick's Church or Henry J. Skala Elementary School). **CAREGIVER SIGNATURE CONFIRMING THAT THEY HAVE READ AND UNDERSTAND THE STUDENT HANDBOOK / CODE OF CONDUCT ALSO GRANTS PERMISSION TO EVACUATE TO THE OFF-SITE LOCATION.**

Lockdown

In the event a student observes or becomes aware of a possible unwanted visitor, they should report this immediately to the nearest teacher or staff member.

Student Responsibilities

1. Remain in class or other occupied areas.
2. Remain calm and quiet and listen to teacher/staff instructions on what to do. Sit quietly on the floor away from the door or any windows.
3. If outside of your classroom or other area for any reason and a code is announced, go immediately to the nearest occupied classroom or secure area. Inform that teacher/staff member where you are supposed to be and which teacher you are supposed to be with.
4. No one should be in the halls and no passes are allowed until the code is announced "all clear" by the Principal/designee.
5. Principal/designee will give the "all clear" announcement when it is safe to return to normal functions.

Shelter In-Place – Medical Emergency

In the event a student observes or becomes aware of a medical emergency, they should report this immediately to the nearest teacher/staff member.

Student Responsibilities

1. Remain calm and quiet and listen to teacher/staff instructions on what to do.
2. Everyone remains seated in the classroom unless instructed to move to another area by a teacher/staff member.
3. If outside of your classroom or other area for any reason and a code is announced, go immediately to the nearest occupied classroom or secure area. Inform that teacher/staff member where you are supposed to be and who you are supposed to be with.
4. No one should be in the halls and no passes are allowed until the code is announced "all clear" from the Principal/designee.
5. Principal/designee will give the "all clear" announcement when it is safe to return to normal functions.

Shelter In-Place – Disturbance

In the event a student observes or becomes aware of a disturbance, they should immediately report this to the nearest teacher/staff member.

Student Responsibilities

1. Remain calm and quiet and listen to teacher/staff instructions on what to do.
2. Everyone remains seated in the classroom unless instructed to move to another area by a teacher/staff member.
3. If a disturbance is in your room or area and you can safely exit the room, do so and go immediately to the nearest classroom and inform that teacher/staff member of the disturbance and where you are supposed to be.
4. If outside of your classroom or other area for any reason and a code is announced, go immediately to the nearest occupied classroom or secure area. Inform that teacher/staff member where you are supposed to be and who you are supposed to be with.
5. No one should be in the halls and no passes are allowed until the code is announced "all clear" from the Principal/designee.
6. Principal/designee will give the "all clear" announcement when it is safe to return to normal functions.

Threat Assessment and Response Protocol

At South Hadley High School, we continue our work to ensure a safe and nurturing educational environment for our children, our teachers, and our staff. Below is an overview of our district approach to any potentially threatening comments, behavior, or circumstances should any instances develop in any of our schools. The threat assessment protocol at South Hadley High School was created collaboratively with the South Hadley Police Department and the South Hadley Fire Department/MA, with input and resources secured from FEMA, the Massachusetts State Police, The Massachusetts Department of Elementary and Secondary Education, and the Northeastern Massachusetts Law Enforcement Council.

Threat Assessment Protocol

Whenever school and/or district administration receives information that an individual may have made a threatening comment or action targeting oneself, others, or one of our schools, our threat-assessment protocol is enacted, and our administration team immediately contacts the South Hadley Police Department. In general, our threat assessment protocol and action steps are as follows:

- The administrative team immediately works to determine the validity of the threat and the risk it poses based on the information available and the origin of the threat (most often social media). If known, the persons involved are engaged immediately regardless of day and time.
- The South Hadley Police Department engages in a separate investigation of the potential threat, and in cooperation with the administrative team, a final determination is made regarding the level of risk the threat poses.

- When appropriate, our mental health professionals assist in determining the danger to oneself, others or the school population.
- Depending upon the level of risk determined by the entire team, any one of the following steps may occur separately or in conjunction with another:
 - If there is a credible threat, we would enact our security measures during the school day (lockdown or evacuation) or possibly close the school if the threat is made in advance of the school day.
 - Determine the information that is not a valid threat and continue normal operations or make accommodations to ensure a safe environment.
 - Implement appropriate school-determined consequences.
 - Implement appropriate law enforcement determined consequences
 - Seek further risk-assessment evaluations by mental health professionals outside of the school to prevent harm to self or others.
 - Upon consideration of all available information, consider school re-entry requirements when appropriate.
- After the incident is over, the entire team debriefs procedures and resulting consequences. An overview of the event is then communicated as appropriate.

Communication

With each of these potential threats, we follow our assessment protocol; however, each situation is treated as a unique and individual circumstance requiring case-specific determinations. In most cases, the community, the teachers, and even the students do not have access to the full knowledge regarding the details of these primarily confidential and individual circumstances. This makes specific communication difficult. It is not our intent to provide vague and/or ambiguous information; instead, we try to give as much information as the law provides. Too often, careless use of social media results in reports of threats or statements that have no basis in fact and/or are just too foolish in nature. If we have information that indicates a threat is credible, we will take decisive action and provide instruction immediately.

Section IX: School Property

Lockers

Students are assigned lockers by both our office staff and our physical education staff. Students must secure their clothing and valuables by locking their lockers and not give out their combination to anyone. Students who have a problem with their lockers should seek assistance in the front office. Students should not keep their belongings in any locker other than the ones they have been assigned.

Lockers are the property of the South Hadley Public Schools, and students should have no expectation of privacy regarding the contents of their lockers. The administration has the right to enter any student locker in the school. The administration can and will conduct searches of students' lockers whenever there is a reasonable basis for doing so.

Lost and Found

Anything found in or around the building or on school buses should be turned into the cafeteria or main office. Books and notebooks will be returned to the owners if they can be identified. Articles, such as clothing, should be marked with your name. Those articles not claimed, will be kept until the end of the year. If still unclaimed, those articles will be donated to a charitable organization.

Section X: Procedures

Caregiver Conferences

If a caregiver desires a conference with a teacher, they should contact the teacher directly or leave the teacher a voicemail message. If the caregiver desires a conference with a group of teachers, the student's guidance counselor should be contacted at 538-5063.

Special Education

The South Hadley Public Schools are required to provide free appropriate education services for all students three (3) through twenty-one (21) years of age who have been identified as having a special need. A team will prescribe an Individualized Educational Plan (IEP) for a student upon the determination of a special need.

School Age Child with Special Need

A child with special needs is a school age child who, because of a disability consisting of a developmental delay or an intellectual, sensory, neurological, emotional, communication, physical, specific learning or health impairment or combination thereof, is unable to progress effectively in regular education and requires special education services in order to successfully develop their individual educational potential. However, no child shall be determined to be a student with special needs solely because of the child's

behavior that violated the school's disciplinary code, and provided that use of the word disability in this section shall not be used to provide a basis for labeling or stigmatizing the child or defining the need of the child, and shall in no way limit the services, program, and integration opportunities provided to the child.

Please see the High School's Special Education Department Chair if you believe you are in need of Special Education Services.

Academic and Extra-Curricular Conflicts

In any instance where a conflict arises between an academic obligation and an extra-curricular obligation, the academic obligation will take precedent. In these instances, the student shall not be penalized, in any way, for meeting the academic obligation.

Age of Majority

According to Massachusetts Law, when a person reaches the age of 18, they are considered an adult. This means that an 18-year-old is permitted to sign legal documents and enter into a contract. Consistent with this, is the ability to sign school related documents, including grade reports, permission slips, and absence notices. These responsibilities are automatically granted to students who turn 18 years of age.

Any South Hadley High School student who is 18 years of age or older can limit the school's communication with their family. Any student wishing to formally initiate the Age of Majority law must write a letter to the Principal requesting the initiation. The student will meet with an administrator to have this law explained. The caregiver(s)/guardians of the student will be notified in writing that this law is in effect.

Please understand that all school rules still apply to 18-year-old students, including class attendance, leaving school grounds, etc. We will respect the status of 18-year-old students and make every effort to extend full rights. An 18-year-old student's dismissal will only be recognized if the dismissal slip is signed by an administrator. Failure to seek caregiver or administrative approval before dismissal will result in disciplinary consequences.

Conflict Resolution

There are times when questions, concerns, and conflicts may occur between teachers, staff, students, and caregiver(s)/guardians. The best interest of the student is served when there is open communication among all parties. When a conflict does arise, it needs to be addressed as quickly as possible, in order that it is resolved as soon as possible. However, a chain of command must be followed. The procedure that should be used when handling conflicts is as follows:

1. **Meet with the Teacher/Staff Member.** The student should present the issue to the teacher/staff member as soon as possible. The student is encouraged to communicate their feelings in a one-on-one meeting with the teacher/staff member. If this is not possible, the student's caregiver(s) should contact the teacher/staff member to arrange a meeting. Meetings should not be held at the following times or under the following circumstances:
 - a. In public or when other students are present, or
 - b. When it is a caregiver that there is not sufficient time to complete the conversation.

It is suggested that the meeting takes place at a scheduled time, in person or over the phone.

2. **Contact the Principal.** If a solution has not been reached at step 1, the teacher, staff member, student, or caregiver(s) should contact the Principal. While no guarantee can be made that all parties will agree with the result, a better understanding of each other's concerns, perceptions, and decisions may occur as a result of open communication.

Court Orders

It is the caregivers' responsibility to inform the School Administration immediately of any special court orders (i.e. restraining, custody, harassment, etc.) that must be adhered to due to a court injunction that is in place or occurs during the school year. The safety of your student is very important to us and we want to ensure that the school is following legal guidelines concerning any custody issues.

Extra-Curricular Activities / Sports Attendance

Students are encouraged to participate in the wide variety of clubs and activities available at the high school. Attendance in school is a prerequisite for participation in extracurricular events and therefore students who participate in all sports or extracurricular activities will be required to follow the same regulations:

1. In order for a student to participate in a practice or game, club activity, or event, they must be in school by 8:00 a.m.
2. If a student is to be excused after 8:00 a.m., a note from a caregiver to the Athletic Director (athletic) or Assistant Principal (other activities) must be submitted 24 hours in advance explaining the reason for the excuse.
 - a. Only medical and legal excuses will be accepted.
 - b. If the note is not submitted, the student will not be allowed to participate in the practice or game, activity, or event, on the day they are excused.

- c. Violations of this rule may also result in further game and practice suspensions.

In emergency situations, the Athletic Director or Assistant Principal may waive this rule after consultation with caregiver(s).

All students who participate in any extracurricular activities, including but not limited to athletics, band or other musical ensembles, Harlequins, Peer Leaders, Student Council, or School Council must follow MIAA guidelines and disciplinary consequences. A student that is caught using drugs/alcohol/tobacco after school hours will be treated the same, regardless if the student is an athlete, musician or other extra-curricular participant. Students will sit out 25% of the season for the first offense and 60% for the second offense. Each subsequent offense is an additional offense and will carry over from year to year.

Field Trips and/or Exchange Trips

Field trips are an important part of the curriculum and represent a great opportunity for students. We must have a signed caregiver permission slip returned to the teacher 2 weeks prior to the date of the trip. Administration will review the names of students attending. Students whose behavior on a previous field trip represents a potential problem may be directed to remain at school. Student behavior must be particularly good at all times during such a trip. Misconduct jeopardizes the reputation of the school and the opportunity for others to participate. Students attending a field trip or exchange trip must secure the work that will be missed for the day(s) in advance. Teachers will notify students, in writing, the completion date for this work. Teachers will also provide students with the date/time to make-up missed tests or quizzes.

Guideline for Cotillion, Proms, and Other Dances

Students are allowed to sponsor outside of school guests with Administration approval. Students must fill out the permission slip, show proof of age that the guest is under 21, and receive pre-approval of the guest by administration. Administration may deny approval if a student is over the age of twenty, has a poor discipline record in another school or if administration deems the guest's presence will negatively influence the environment.

Library

Elliot B. Lyman Library houses an up-to-date collection of print and audiovisual materials inclusive of a comprehensive collection of reference materials available for study and research. The collection is searchable through our Winnebago online card catalog system or online by using MassCat, a public online index of our library media materials. Full text periodicals are searchable online using our subscription to InfoTrac, sponsored by the Massachusetts Library Information Network. See the Librarian for detailed information on how to use these resources.

The library is an academic space; all regular school rules apply. Students using the library independently (during a directed study, lunch, break, or other free time) are expected to be quiet and focused on reading or studying so that an academic environment may be maintained. A student may have their independent library use privileges suspended at the discretion of the librarian or other faculty member.

Rules and Regulations

1. No food or drink in the library.
2. Individual students needing to use the library must obtain a purple library pass from their teacher, which signifies that they have work to do that requires the library space or resources and that the directed study teacher has granted approval. The library pass needs to have a brief description of what the student needs to accomplish in the library.
3. Upon entering the library every student must log into the attendance tracker. This sign-in represents the student's official record of their attendance. This record is used to clarify conflicts with attendance reporting.
4. Students are expected to behave in accordance with the school rules at all times in the library. The library is intended to be a place for academic research and study, not a social center. Students using the library in an inappropriate way will be asked to return to their academic class.
5. Printing is limited to class-related work only.
6. Students using computers in the library will be expected to follow the Electronic Information Acceptable Use Policy. (Appendix B)

Material Loan Procedures

1. The loan period for books and materials is four weeks with the opportunity to renew materials for another four weeks. Please remember all CD-ROMS, dictionaries, encyclopedias, periodicals, and other reference materials are for use within the library or by teacher loan only.
2. Notices will be sent to students with overdue materials. Failure to return library materials after three months will result in students not being allowed to check-out additional materials until the materials are returned. A student is responsible to

pay for all lost or damaged library materials. Library books and materials not returned at the end of the year will be charged to the student at the cost of an equivalent replacement.

3. To facilitate end-of-the-year closing procedures, all library materials will be due the second Monday in June. After that date, materials will be available for in-library or overnight use only.

Passes

Students must not leave a classroom or library without a pass from a teacher. With the exception of cases of clear emergency, students should use bathrooms and lockers between periods.

School Choice

It is the policy of this school district to adopt non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. 76:12B) and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. If consideration is being given to withdraw from the provisions of the Choice Law for that year, the School Committee will hold a public hearing and take a vote prior to June 1. If the School Committee votes not to participate that must be reported to the Department of Elementary and Secondary Education.
3. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be a drawing for this purpose. It will take place by the last week of the current school year but no later than July 1st.
4. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school, except if there is a last round of funding of the program.
5. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, religious creed, national origin, sex, gender identity, age, sexual orientation, pregnancy or pregnancy related conditions, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

Student Council and Class Officer Election Procedures

1. All candidates must have nomination papers and a written statement of qualifications/speech turned in by the date specified by the Student Council Advisor. No write-in votes or candidates will be considered.
2. Speech and Election
3. Complete an Interview
4. 3 Teacher & 1 Student Evaluation/Recommendation Forms

Determining Positions

Students will not run for a specific position as a Class officer they will: 1. Make a speech about goals of the Class Officers in general to inform classmates who will be voting in the class election, 2. Participate in an interview (described below) 3. Get three teachers and one student recommendation/evaluation (described below) Students will earn points for each of these three steps and each of these steps is weighted as indicated below.

Voting (30%)

The student with the most votes will receive 5 points, second most votes 4 points, and so on. The students who receive the least votes will be awarded 1 point, no one will receive 0 points. The student with the most points at the end of the election process will determine the position they wish to have as a Class Officer. The person with the next most votes will choose their position and so on.

Completed Interview (40%):

An interview of each candidate for a class officer position will be conducted during school. You will be notified in advance of the scheduled interview. The interview will be conducted by a panel consisting of, but not limited to administrators, teachers, past or current class officers and class advisors. You will be asked questions about yourself and the role of a Class Officer. This is also an opportunity to learn from a current class officer at the interview about what being a Class Officer involves. You will be evaluated by the panel on your responses on a scale of 1-20.

Teacher/Student Recommendation (30%):

Recommendations must come from current teachers, coaches, or club advisors. Two must come from current teachers. It is your responsibility to select teachers to fill out your recommendation. Your A block teacher will select a student you are not friends with to fill out the student recommendation. You will not know who is filling out this recommendation. The student recommendation will be scaled on a scale of 1 to 5.

Additional Requirements:

All candidates must have their speeches/publicity posters approved by the Student Council Advisor or designee. Speeches/posters will be reviewed for: Common sense rules of civility and appropriateness, use of candidates' actual name, quantity (reasonable number of posters around school). During the actual voting period, campaign ad posters must be kept away from voting tables/areas. No candy and/or favors can be given out during the assembly at which speeches are given.

Requirements for Student Council Elections (executive board)

1. All candidates must have nomination papers with a written statement of qualifications turned in by the date specified by the Student Council Advisor. No write-in votes or candidates will be considered.
2. One teacher recommendation/evaluation form
3. Participation in answering questions on a Student Council Election Panel to inform classmates when voting in the class election.

Additional Requirements:

All candidates must have their speeches/publicity posters approved by the Student Council Advisor or designee. Speeches/posters will be reviewed for: Common sense rules of civility and appropriateness, use of candidates' actual name, quantity (reasonable number of posters around school). During the actual voting period, campaign ad posters must be kept away from voting tables/areas. No candy and/or favors can be given out during the assembly at which speeches are given.

Student Visitors

Former graduates of South Hadley High School are welcome to visit but must do so after 2:01 p.m. as not to disrupt the learning environment. Our school policy is to accept only those visitors who have legitimate business in the school. Student guests are always welcome but the following procedure must be followed:

1. Students wishing to have another student visit our school must first get permission from the Principal or Assistant Principal. Written requests signed by the caregiver(s) of both the visitor and host student must be submitted 48 hours (two days) in advance. Students who wish to visit the school because they will be attending South Hadley High School next year may also arrange a shadowing visit through guidance.
2. The Principal will notify the affected teachers.
3. The visiting student must register and leave emergency contact information with the Main Office staff on the day of the visit.
4. The visiting student must remain in the company of the South Hadley High School student throughout the day.
5. Any suspected violation of the High School's discipline code by the visiting student will result in immediate termination of visiting privileges.

Work Permits

Work permits are available from the administrative Assistants in the High School's main office.

Student Dress Code

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

The following requirements must be met in the school building, on the school grounds, and at all school-related functions. The health and safety of students must not be jeopardized.

1. Bare feet are not allowed. Students must wear footwear and are not permitted to walk around the building in their socks.
2. Individual departments will establish regulations for safety where and when necessary.
3. Hats may be worn in the school; however, hats in classrooms are at the teachers' discretion unless worn for medical or religious reasons.
4. Hoods are not to be worn upon entering the school and continuing throughout the school day. Students with long hair are permitted to wear a headband to keep their hair away from their face.
5. Students are not to wear clothing which may cause a disruption to the educational process or the orderly operation of the school.
6. Students should not wear clothing that
 - a. promotes or advertises products which student may not legally buy such as alcohol, tobacco or illegal drugs (including marijuana);
 - b. displays obscene, defamatory comments or 'fighting words';

- c. contains comments that harass, threaten or intimidate an individual or group of individuals because of gender, color, race, religion, handicap, national origin, sexual orientation or gender identity;
 - d. is see-through;
 - e. may be used as a weapon, including but not limited to chains, items with spikes or studs, or choke collars.
7. Additionally, underwear should be covered at all times.
 8. Sunglasses should not be worn in the building.

If any of the Student Dress Code regulations are not followed, students will be required to change their clothing to remedy the situation. If a student refuses to change their clothing, the caregiver will be notified, and the student will be sent home to change their clothing to remedy the situation.

In addition to the above policy, it is important to note that if a student does not meet the safety dress code requirements of a particular course for that day, they will not be eligible to participate in the class activities. The student will remain in the class, working on a safe, alternative activity and will be assigned a teacher detention.

In addition to these basic regulations, South Hadley High School has the expectation that students will wear clothing that is appropriate for school and is not distracting or disruptive to the learning process. Appropriate student dress has a positive impact on student learning, student behavior, and the overall educational environment.

Administrators will make final determinations about the appropriateness of student dress.

Current practice codified 1990

Adopted: January 10, 2006

LEGAL REFS: M.G.L. Chapter 71, §82-83
Student Handbooks

Fan Behavior

We encourage and appreciate support for our athletic and co-curricular activities. With strong school spirit goes a responsibility for everyone to maintain good sportsmanship and refrain from taunting or any other action that is disrespectful to others. Competition and the desire to win is normal but not at the expense of healthy attitudes and values. Everyone must recognize our high expectations for maintaining the reputation of South Hadley High School as a gracious and hospitable community. Toward that end:

1. Radios, recorders, or televisions are not allowed into the gym.
2. Food or drink is not allowed into the gym area.
3. Pounding, stomping or striking the bleachers in order to produce noise is not allowed.
4. Taunting is strictly prohibited. Taunting includes any actions or comments by coaches, players, or spectators that are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist.
5. Cheering should be positive and encourage sportsmanship among spectators at games.
6. Proper respect should be shown at all times to our cheerleaders and those of visiting teams.
7. Noise devices of any type are not allowed at athletic events.
8. Throwing items of any kind on the field or in the bleacher area is strictly prohibited.

Violations of these rules will result in ejection from the event and implementation of the following consequences:

1. Students or fans will not be permitted to attend the next sporting event for first offense.
2. Students or fans will not be permitted to attend the next four sporting events for a second offense.

Also, any student ejected from a game either as a spectator or athlete must successfully complete a free online sportsmanship course before attending another contest, including their own.

Pranks/ Vandalism

SHHS does not tolerate pranks of any kind at any time because they interfere with the learning environment and present danger to people and property. Severe penalties will be applied to students involved in prank activities. Penalties may include detentions, suspension, a referral to the police if a law has been violated, exclusion from school activities, recommendation for expulsion, restitution of damages, or a combination of these consequences as deemed appropriate by administration.

Freedom of Expression

The South Hadley Public Schools may regulate student speech and assembly based upon legitimate educational needs, including, but not limited to, the time, place, manner of student speech and assembly, and reasonable methods to insure non-interference with the learning process.

“No expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school official shall be held responsible in any civil or criminal action for any expression made or published by the students.”

The right of students to freedom of expression shall not be abridged, provided that such right shall not cause any disruption or disorder within the school. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually to express their views through speech and symbols, to write, publish and disseminate their views, to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the school Principal or designee.

(Mass. Gen. Laws ch. 71 Sec 82)

Students at South Hadley High School may express their opinions within the following parameters:

1. Any assembly (demonstrations, sit-ins, etc.) planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the school Principal or designee. As part of the concept of civil disobedience, consequences may result from student assembly during school hours.
2. If there is any disruption or disorder to the school during a prior-approved assembly (demonstrations, sit-ins, etc.), students must understand that the assembly will be dispersed, and disciplinary action will be taken
3. Any non-approved assembly will be dispersed, and disciplinary action will be taken
4. Individuals, groups or clubs that wish to distribute materials may do so providing it does not create a disruption or disorder to the school. Materials are not to be distributed during instructional time.
5. In order to post materials on the walls of South Hadley High School, you must receive approval in advance from the Principal. Each item must have a stamp of approval in order to be posted. Any non-classroom related materials on the walls of the school without the stamp of approval will be removed.

NOTE: South Hadley High School does not endorse the views of students simply by allowing them to disseminate information on school premises. In addition, South Hadley High School does not endorse the views of organizations simply by officially recognizing them or allowing them to conduct expressive activities on school premises.

Code of Conduct

Section 1: Purpose and Scope

Statement of Student Rights, Privileges and Responsibilities

South Hadley is a comprehensive public high school that exists to support and enhance our democratic society. The most fundamental values of our school community rest with mutual respect, equality of opportunity, cooperative effort, and appreciation for the dignity and value of every individual.

Purpose

The South Hadley School Department expects all students to conduct themselves in a socially responsible manner in order to encourage an environment that is educationally sound for all students. Disciplinary measures are used to maintain a safe and stable school environment and to teach students proper respect for the educational setting. Administrators, teachers, and staff are to be role models for students in setting high standards of behavior and thereby promote high standards of behavior for students.

It is the responsibility of caregiver(s) in their teaching and by their example, to assist their student in demonstrating consistent school attendance, in developing effective work habits, in exhibiting appropriate behavior and in encouraging a positive attitude towards school. Caregiver(s) are additionally responsible for being knowledgeable of their student's performance in school.

It is the responsibility of the faculty and administration to provide caregiver(s) with timely information regarding the progress of their student in maintaining consistent attendance, in demonstrating effective work habits, and in exhibiting appropriate behavior and attitudes.

Scope

School discipline codes will apply to the school and its grounds, to school buses and other normal means of egress to and from school, to threats against the school and its members, and to student/staff interactions in person, electronically, or otherwise. They shall also apply to all events sponsored by the school department, including but not limited to field trips, extracurricular activities, sports, social events, etc. For this purpose, scope will be extended to include incidents that happen off school grounds but impact students' ability to access the classroom and curricular expectations and maintain students' safety.

Authorized Officials

The building Principal or the Principal's designee (i.e. Assistant Principal) shall be responsible for hearing all cases that may result in a more serious penalty than detention. Depending on the seriousness of the offense, the Principal or designee will determine the level of appropriate action to be taken, including restorative practices, harm repair, suspensions and expulsions.

Administrative Discretion

Administrative flexibility is required in any disciplinary regulations to account for individual cases, unusual problems not anticipated nor written in school regulations, and the maintenance of effective control of behavior in a public school. The administration has the right to adjust the code of discipline when the severity of or mitigating circumstances dictate. Action taken under this prerogative must also meet the test of reasonableness and protection of the rights of students.

Conclusion

Student discipline is one area that has a direct effect on the ability of the school to fulfill its purpose. Discipline is an area that requires the attention and efforts of everyone – caregiver(s), students, teachers, administrators, and members of the School Committee. We urge all caregiver(s) and students to make an effort to understand and comply with the rules of the school concerning student conduct and to cooperate with the school in carrying out disciplinary action taken by the school.

Approval

All discipline codes have been approved by the South Hadley School Committee and are considered part of the policy of the South Hadley School Department.

Please refer to: South Hadley Public Schools Policy:
JIC/JK, JIC-R, JIK-R, JIC-R1, JIC-R-2/JK-R-1
Adopted: January 10, 2006

Disciplinary Procedures in the Classroom

Each and every member of our school community has a responsibility to conduct themselves in a manner that demonstrates respect for the rights and property of others. Above all else, every individual must ensure a learning environment which is physically, emotionally, and socially safe. This includes all curricular, co-curricular, and special events, both on and off campus, to and from school.

Teachers, support staff, students, and caregiver(s) are expected to bring violations to the attention of the Principal or Assistant Principal. The administration will interpret the rules and regulations and extend their application, in a manner consistent with their intent. Every effort will be made to balance consistency with fairness and reason in the use of this code. The administration reserves the right to adjust the code of conduct when the severity of the offense dictates. Action taken under this prerogative must always reflect reason and proper protection of individual rights. In cases where there is an offense not outlined in our code of discipline, reasonable discretion will define consequences.

Teacher or administrative detentions and caregiver conferences represent the preferred consequences for accountability. However, behaviors that threaten others, violate the law, disrupt the learning environment, or minor behaviors that occur frequently represent legitimate cause for internal suspension, external suspension, long-term suspension or expulsion. Within each group of negative behaviors listed below, options for consequences are outlined and will be assigned based on the frequency or severity of misbehavior.

Implementation of the Discipline Code

The Principal, Assistant Principals and the faculty are responsible for ensuring due process in disciplinary proceedings. Administrators should investigate infractions of the rules thoroughly. Due process gives students the right to present their side of any issue for which disciplinary action is contemplated. Students also have the right to present evidence and witnesses who can attest to the facts of an issue. For serious infractions that may result in suspension or expulsion from school, administrators should notify caregiver(s) of the offense and the contemplated action.

Student Conduct and Discipline

All students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each principal shall include prohibited actions in the student handbook or other publication to be made available to students and caregiver(s).

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Non-Discrimination Statement

All programs, activities, and employment opportunities are offered without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related conditions, or homelessness. For information regarding access related to Special Education, Title VI, Title IX and Section 504, please contact the Director of Pupil Personnel Services at 538-5072.

If you feel you may need translation of school information and/or special accommodations or assistance as a result of a handicapping condition, please call (413) 538-5072 (hearing impaired fax to (413) 532-6284 or through Mass Relay Service at 1-800-439-2370) and notify us of your special need.

Si usted necesita alguna adaptación o asistencia especial debido a algún tipo de minusvalía, por favor llame al teléfono (413) 538-5072 (fax para personas con deficiencias auditivas (413) 532-6284 y notifiquenos cuáles son sus necesidades específicas.

Nondiscrimination

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. This commitment to the community is affirmed by the following states that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socio economics, racial and ethnic groups.
3. Work toward 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. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate 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.

The Committee's policy of nondiscrimination 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 course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related conditions, or homelessness. 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, disability, pregnancy or pregnancy related conditions, their complaint should be registered with the Title IX compliance officer.

Section II: Definitions and Terms

Suspension

A period of temporary exclusion from school in which a student is denied access to their usual school program. Suspensions may be in school suspensions or external. An in-school suspension is a removal of a student from the regular classroom activities but not the school premises.

Expulsion

A permanent exclusion in which a student is denied access to their usual school program.

School Program

The period during which a student receives instructional and educationally related services. School programs shall also include extracurricular activities, social events, sporting events, and such other activities as are sponsored by the school department.

Transfer Students

A student transferring into the South Hadley School District must provide the principal with a complete school record, which must include incidents involving suspensions, expulsions, violations of criminal acts, or any incident reports in which such student was charged with any suspendable act.

Section III: Progressive Discipline & Detention

A progressive discipline system enables students to correct behavioral problems before they become severe. The process begins with the teacher identifying a problem and taking a number of steps with the student to correct the problem. These increasingly formal steps may include: verbal warning, student/teacher conference, caregiver contact, detention and office referral. If the problem persists, the Main Office becomes involved and additional progressive steps are taken. These steps include detention, in-school suspension, out-of-school suspension, and, when necessary, expulsion. Caregiver meetings, and counseling sessions may also be utilized during the progressive disciplinary process.

Extra Help

Extra Help is an extension of the school day. It may be assigned to provide consequences and deter violations of school rules/policies of classroom rules. Teachers and administrators can assign **Extra Help**. **Extra Help** can be changed only by the issuing staff member. Requests from the student's caregivers may be required. A student's due process rights under M.G.L. c. 71, §§ 37H, 37H1/2, and 37H3/4 are not triggered by the imposition of **Extra Help**.

Teacher Extra Help

When a teacher assigns a **Extra Help** for minor discipline problems and/or academic issues evolving from non-compliance (i.e. repeatedly not completing work), the student is expected to report to the teacher's classroom by 2:11 p.m., and remain until **Extra Help** ends at approximately 2:41 p.m. The teacher will notify the student and caregiver of the date of infraction and the date of the assigned **Extra Help**. If a student does not attend the assigned **Extra Help**, they will be referred for a **Extra Help Cut** and the discipline report will be forwarded to the students assigned Assistant Principal for further disciplinary action. A teacher **Extra Help** session does not become part of a student's permanent disciplinary record.

Office Detention

The Main Office will assign a student one or more detentions sessions for violation of school rules. A caregiver will be notified of the detention. Office detentions starts promptly at 2:05 p.m. and ends at 2:55 p.m. Students must report to the Main Office and be on time for detention, be prepared to work quietly, and remain for the allocated time. There is no eating, drinking, sleeping or listening to or using any electronic device during detention. All school rules apply during detention. An accumulation of school detentions can lead to more serious levels of discipline, such as suspension, and may limit a student's opportunities to participate in school functions, such as athletics, extra curricular activities and cooperative work assignments (co-op). School detention sessions are not part of a student's permanent disciplinary record.

Two-Hour Detention (Super Detention)

For various conduct offenses, students will be assigned to attend a two-hour detention after school. A caregiver will be notified of the detention. Students will work with an Administrator who will address topics such as: decision-making, goal setting and Character Education. Students assigned to this 2-hour detention will not be eligible for extra curricular activities on that day.

Section IV: Short Term Suspensions / In-School Suspension

Notice of Proposed Suspension

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

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;

4. the opportunity for the student to have a hearing with the principal or designee, concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the caregiver(s) to attend the hearing;
5. the date, time, and location of the hearing;
6. the right of the student and student's caregiver(s) to interpreter services at the hearing if needed to participate;

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

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

Suspension (M.G.L. c.71, section 37H ¾)

In every case of student misconduct for which suspension may be imposed (except when a student is charged or convicted of a felony), a principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

In School Suspension - Not More Than 10 days Consecutively or Cumulatively

The principal or designee may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The principal or designee may impose an in-school suspension for a disciplinary offense under this provision, provided that the principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

An in-school suspension is a removal of a student from the regular classroom activities but not the school premises. The procedure for an in-school suspension of no more than 10 school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

The principal or designee will inform the student of the disciplinary offense, the basis for the offense, and provide the student an opportunity to respond. If the administrator determines the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or designee will make reasonable efforts to notify the caregiver orally of the disciplinary offense, the reason for concluding the student committed the infraction and the length of the in-school suspension. The communication shall be provided to the caregiver in their primary language. The caregiver will be invited to a meeting to discuss the student's academic performance and behavior, strategies for improvement and engagement and possible responses to the behavior. Such a meeting will be scheduled on the day of the suspension if possible, and, if not, as soon thereafter as possible. If the principal is unable to reach the caregiver after making and documenting at least 2 attempts, such attempts will constitute reasonable efforts for the purposes of orally informing the caregiver of the in-school suspension.

The principal or designee will send written notice in the primary language to the student and caregiver about the in-school suspension, including the reason and length of the in-school suspension and inviting the caregiver to a meeting for the purposes set forth above, if such a meeting has not already occurred. The written notification of the suspension may be delivered by hand, first class mail, certified mail, email to an address provided by the caregiver for school communications, or by other method of delivery agreed to by caregiver and the school administration.

Short Term Suspension of Up to 10 days Principal's Hearing (Due Process)

The hearing with the principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The principal shall provide the caregiver, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining appropriate remedies and consequences for the student. The principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal shall provide the student and caregiver with written notification, primary language, of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Long Term Suspension of More Than 10 Days **Principal's Hearing (Due Process)**

The hearing with the principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: in advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/caregiver's expense; the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; and the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or caregiver requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and caregiver upon request.

The principal shall provide the caregiver, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, the principal should consider in determining consequences for the student.

The principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and caregiver by hand-delivery, certified mail, first-class mail, email to an address provided by the caregiver for school communications, or any other method of delivery agreed to by the principal and the caregiver.

If the principal decides to suspend the student, the written determination shall: identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; set out the key facts and conclusions reached by the principal; identify the length and effective date of the suspension, as well as a date of return to school; include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; and inform the student of the right to appeal the principal's decision to the superintendent, but only if the principal has imposed a long-term suspension.

Notice of the right to appeal shall be in the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: the process for appealing the decision, including that the student or caregiver must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or caregiver may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing (Due Process)

A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

The student or caregiver shall file a notice of appeal with the superintendent within the time period noted above (See Principal's Hearing - Suspension of more than 10 days). If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or caregiver requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

The superintendent shall make a good faith effort to include the caregiver in the hearing. The superintendent shall be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the caregiver and superintendent to participate. The superintendent shall send written notice to the caregiver of the date, time, and location of the hearing.

The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and, if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or caregiver upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and caregiver upon request. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal but shall not impose a suspension greater than that imposed by the principal's decision. The decision of the superintendent shall be the final decision of the school district with regard to the suspension.

Emergency Removal

The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption.

Prior to the emergency removal, the principal or designee shall make immediate and reasonable effort to orally notify the student and caregiver of the emergency removal and the reason and need for the emergency removal.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal. The principal shall provide written notice to the student and caregiver consistent with the content of the Notice of Suspension and Hearing for Long and Short-Term Suspensions. The written notice shall include an opportunity for student and caregiver to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and caregiver.

The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day consistent with the requirements for short or long-term suspensions. The principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

Expulsion (M.G.L. c.71 section 37H and 37H ½)

Students are subject to expulsion by the principal for conduct, which includes possession of a dangerous weapon, possession of a controlled substance and assault on teachers, administrators or other school personnel.

Dangerous weapons shall include but not be limited to a loaded or unloaded gun, knife, slingshot, metallic knuckles, club, blackjack, billy club, explosives, chemicals, instruments of arson, etc., including weapons listed in M.G.L. Ch. 269, §10. In addition, an object or body part which could inflict harm, if used in a threatening or intimidating way, shall be considered to be a dangerous weapon. Such dangerous weapons may include, but are not limited to a shod foot, spikes, studs, razors, chain, pen/pocket knife, etc. In addition, where individuals may have training in martial arts or similar skills, the use or threatened use of said skills may be considered a

dangerous weapon. Other objects used to assault another person or otherwise create a dangerous situation include objects such as a baseball bat, scissors, matches, lighter, etc. While such objects would not always constitute "dangerous weapons", administrators and the school resource officer will review the circumstance of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. All weapons will be turned over to the police department. Any student who brings a firearm to school must be expelled for a minimum of one year, with exceptions granted by the superintendent.

A controlled substance shall be any substance as defined in M.G.L. Ch. 94C, including but not limited to marijuana, cocaine, heroin, or any substance illegally sold or procured and represented as a controlled substance.

Students are also subject to a long-term suspension by the principal when charged or convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71 section 37H and 37H ½.

Any student who is removed from school for a disciplinary offense under M.G.L. Ch.71 section 37H or 37H ½ for more than 10 consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under the School-Wide Education Services Plan and will be informed at the time of the suspension or expulsion.

Re-admission of an Expelled Student

A student who has been expelled may apply to the superintendent of schools for readmission into the school system. The superintendent shall use one or more of the following criteria in making the determination to readmit a student who has been expelled from school:

1. The student has successfully completed a treatment program that may include counseling or therapy.
2. The student agrees to a contract that specifies expectations and consequences for failure to meet the expectations.
3. The student agrees to provide references from responsible adults attesting to their ability to appropriately participate in the school community.
4. The student agrees to continue counseling with a mutually agreeable counselor and/or meet regularly with an adult mentor as specified by the Principal of the school.
5. The student successfully meets such other conditions specified by the Principal and approved by the superintendent. These additional conditions will be established for the purpose of ensuring the safety and educational well-being of the student, staff, and other students.

With respect to the suspension of special needs students for more than ten (10) cumulative days, federal law (see 20 United States Code, Section 1415(k) requires caregiver consent, or where the caregiver(s)/legal guardian(s) does not consent, the securing of a judicial order authorizing the exclusion. (Note: There are exceptions for violations involving possession of dangerous weapons, possession of controlled substances, or assault of a staff member.)

With respect to the removal of students with special needs from public schools, Massachusetts General Laws, Chapter 71B, Section 3, states:

"No School Committee shall refuse a school age child with special needs admission to or continued attendance in public school without the prior written approval of the Department (of Education) and without complying with the department's regulations and procedures for disciplining students with special needs, where applicable.

No child who is so refused or removed shall be denied an alternative form of education approved by the department, as provided for in section ten, through a tutoring program at home, through enrollment in an institution operated by a state agency, or through any other program which is approved for the child by the department."

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of their removal from the classroom or school. The principal shall inform the student and caregiver of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements through the School-Wide Education Service Plan.

The principal shall present the School-Wide Education Service Plan, which describes the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan includes the process for notifying such students and their caregiver(s) of the services and for arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

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

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Review of Discipline Data

The District shall collect and review data regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals, access to education services, and such other information.

The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and students with disability status in accordance with law and regulation.

Based on the data, the principal shall determine whether there is an over-reliance on suspensions, expulsions or removals of selected student populations compared with other students. The data will be used for school improvement and professional development planning as warranted.

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00

Adoption date: January 10, 2006

Re-adoption date: May 27, 2014

Revised: March 5, 2018

Suspension Rules

Students who are externally suspended or assigned Internal Suspension are not eligible to participate in any school activities during the suspension. Students on external suspension are not permitted to be on school grounds at any time during the period of suspension. Students who are assigned to internal suspension may not remain on school grounds after the school day.

Internal Suspension Rules

When the seriousness of misbehavior warrants additional strong consequences, students may be assigned to Internal Suspension in the Restorative Practices Room for one or more whole or partial days. This program represents another resource for accountability that avoids external suspension. The intent of the Internal Suspension program is to provide an alternative disciplinary measure while maintaining a continuing program for students.

1. Students are required to report promptly to the supervised Internal Suspension room and are expected to be prepared to use this time productively.
2. Students will be required to perform schoolwork while in Internal Suspension, remain quiet, and adhere to the posted rules.
3. Students may be required to meet with their Guidance Counselor, the School Adjustment Counselor or School Assistance Counselor each day during the suspension.
4. Students may also be required to perform writing assignments, such as a reflection, or other academic work as assigned by the Internal Suspension teacher.
5. All school rules apply to students in Internal Suspension.
6. Students who violate Internal Suspension rules, or fail to follow directions, or in any way create disruption will be immediately externally suspended and a caregiver conference will be required. The student may be assigned additional days of suspension.
7. Students who are externally suspended or assigned Internal Suspension are not eligible to participate in any school activities during the suspension. Students on external suspension are not permitted to be on school grounds at any time during the

period of suspension. Students who are assigned to internal suspension may not remain on school grounds after the school day.

Section V: Code of Conduct

Civility Policy - Expectations of staff, caregivers, and visitors

Statement and Purpose

The School Committee's primary objective with this policy is to promote civility and orderly conduct among district employees, caregivers and the public. The School Committee supports all partners in the educational process in maintaining a safe and nurturing environment that models respectful problem solving and reduces the potential for serious or widespread disruptions within the school district. It is not the intent of the School Committee to deprive any person of their right to freedom of expression. This policy conveys the need to maintain, to the greatest extent possible, safe and harassment-free environments for teachers, students, administrators, staff, caregivers and other members of the community.

In the interest of presenting teachers and other employees as positive role models, South Hadley Public Schools encourages positive communication and discourages volatile, hostile or aggressive communications or actions in person, posted on social media or written. SHPS believes that a safe, civil environment is essential to high student and staff achievement, to the free exchange of ideas central to a quality educational process, and to the development of youth as thoughtful participants in our democracy. Conversely, uncivil conduct, like other forms of disruptive behavior, interferes with a student's ability to learn and a school's ability to educate its students.

SHPS encourages administrators, faculty, staff, students, volunteers, caregivers, and other community members to participate in maintaining a clear expectation of civil conduct and problem-solving throughout the school district. The School Committee is committed to supporting this expectation and refuses to condone uncivil conduct on school grounds or at school-sponsored activities, whether by staff, students, caregivers, volunteers, or other visitors.

SHPS desires to:

- Promote a work and learning environment that is safe, productive and nurturing for all staff and students, and to encourage the free flow of ideas without fear or intimidation,
- Provide a work and learning environment that discourages the influence of fear, anger, frustration, alienation, and rudeness, and
- Provide all students with appropriate role models for respectful problem-solving.

Expectations

The School Committee, staff, caregivers, and visitors will treat each other with courtesy and respect. Disruptive behavior includes, but is not necessarily limited to, behavior which interferes with or threatens to interfere with the operations of a school environment.

SHPS believes:

- There should be respect for the obligations and time constraints of all individuals,
- District employees should treat members of the public and their peers with civility, courtesy and respect,
- Caregivers and the public should treat staff and students, while on school property and/or participating in school-related activities, with civility, courtesy, and respect,
- Behavior should not interfere with or threaten the operation of a school, classroom or any employees' workspace, both inside and outside of the facility,
- The use of loud and/or offensive/and demeaning language, swearing, cursing or display of temper is not appropriate,
- There should not be verbal, physical, or written threats to do bodily or physical harm to a teacher, school administrator, school employee or student, regardless of whether or not the behavior constitutes or may constitute a criminal violation, and

- There should not be damage or destruction of school or school board property.

Process for Addressing Concerns and Issues

Individuals who feel they have been subjected to uncivil (i.e., threatening and inappropriate) conduct are encouraged to resolve the concern/issue with the person or persons directly involved. Through a process of cooperative agreement, the affected individuals may be able to reach a mutually effective resolution.

Either party may cite this policy and notify the other person that they are ending the conversation or the interaction and remove themselves from the situation (i.e., ending a phone call, walking out of the room, or requesting the other individual leave the room). If the issue/situation is not addressed in a satisfactory manner, either party may notify the appropriate principal/supervisor or designee. The principal/supervisor or designee will assist the individuals in reaching a resolution.

In all cases, individuals who perceive that they have been treated in an uncivil manner will be urged to resolve their concerns through simple, direct or assisted communication with the person(s) at the source of the concern. When this is not possible or appropriate, any person who needs help in identifying and/or using appropriate problem-solving procedures may seek assistance from the school principal, principal designee, or work site administrator. Individuals are encouraged to work out issues of concern in a timely manner. No retaliation will be tolerated against individuals for working in good faith under this policy and its related procedures to resolve concerns.

Restorative Practices Room

Students who are disruptive and/or disrespectful will be removed from class and sent to the RP Room. No cellphones are permitted in the RP Room. The following will occur:

1. The RP Room staff will discuss the incident with the student.
2. The student will work out a plan so that the targeted behavior does not reoccur.
3. If the student is an athlete, they will not be permitted to practice that day.
4. The caregiver(s)/guardian(s) of the student will be notified.
5. The student is ineligible for participation in any co-curricular activities on the day of the infraction. (A student who is sent to an administrator for disciplinary action will also be ineligible for participation in co-curricular activities on that day.)
6. If a student's infraction is serious, or the student refuses to participate in the RP process, the student will be sent home from the RP Room. They must return the next school day with a caregiver or guardian to meet with the Administration. Further consequences may result from this meeting.

Violations / Penalties / Restorative Practices

SHHS faculty implements Restorative Practices, which seek to repair harm and build community. This disciplinary philosophy stresses communication and open dialogue and focuses on changing future behaviors. While it can be viewed as less punitive than the traditional disciplinary approach, students are held accountable and focus on repairing relationships, which improves the school culture. It may be deemed necessary as part of Restorative Practices that a student is required to complete educational content related to the disciplinary infraction, as part of the process.

The following Code of Student Conduct seeks to be fair and consistent. It will be impartially and consistently enforced to help provide a safe and orderly school in which students can learn and grow. The Code of Conduct has been revised into six sections, according to specific categories: Weapons/Violence, Substances, Harassment/Civil Rights, Computer Violations/Plagiarism, "Miscellaneous Offenses", and Bus Transportation. Other behavior not specifically covered in the following rules and regulations will be considered on an individual basis.

Suspensions, Expulsions, and the School-Wide Education Service Plan

In accordance with Chapter 222 of the Acts of 2012, An Act Relative to Student Access to Education Services and Exclusion from School, which took effect on July 1, 2014, the South Hadley Schools are committed to providing an opportunity for students to make academic progress while suspended or expelled.

Students who are suspended from school for 10 or fewer consecutive school days, whether in or out of school, are allowed to make academic progress, which includes making up class and homework assignments, papers, projects, quizzes, tests and other schoolwork.

In addition, students who are suspended or expelled for more than 10 consecutive days are allowed to make academic progress, which includes making up class and homework assignments, papers, projects, quizzes, tests and other schoolwork. The 10 consecutive days can be whether in or out of school. Students who are suspended or expelled for more than 10 consecutive days are provided educational services, which are outlined in the School-Wide Education Service Plan. The educational services in the School-Wide Education Service Plan are aligned with the district's curricula and the Massachusetts Curriculum Frameworks. The principal or designee will provide the caregiver(s) and student with available educational services.

The following educational services are offered to students under the School-Wide Education Service Plan by school. South Hadley High School:

- Tutoring: 10 hours/week
- Online Learning: Edgenuity
- After School Hours Education Services with Teachers
- Saturday Academy: 4 hours/week

ELECTRONIC DEVICES

Students are allowed to use electronic devices during passing time, break, before and after school, and in the cafeteria during lunch. This does not include time when a student is on a pass out of the class, as this is academic time. All communications done during school will be treated as if they were spoken orally. During lunch, students are not allowed to attempt to communicate with other students who are in class. Electronic devices are allowed in class at the discretion of the teacher when used as an educational tool. Cell phones will be placed in designated areas upon entering a classroom.

Students found using electronic devices during non-authorized times will have their device taken by school staff and turned over to the Assistant Principal. For a first offense, the device will be returned to the student at the end of the school day. For a second offense, caregiver(s) will be notified and will be required to pick up the device in the High School's Main Office. Subsequent offenses will result in caregiver notification/pick up as well as disciplinary consequences as determined by the Assistant Principal. Refusal to turn over the electronic device to a staff member is considered insubordination and will result in consequences outlined in the Code of Conduct.

The only exception would be a medical exemption with documentation from a medical provider.

The school reserves the right to ban or confiscate a student's cell phone if it is impacting their ability to attend to the standards of the classroom or interrupts the daily expectations or school routine.

Airpods, headphones, earbuds are not to be worn in class without teacher approval or be used in the hallways during class time. The use of lasers, laser pens, laser pointers, or devices which project intensive light upon surfaces is not allowed on school grounds or in school buildings.

Plagiarism

Cheating is defined as using any unauthorized source to complete and assign academic work. Plagiarism is defined as taking work or ideas from any source and passing it off as one's own work. Plagiarism does not require that a student submit a word-for-word copy of any work as their own; it also includes submitting ideas and/or conclusions generated by another source and presenting them as one's own work. Unintentional plagiarism caused by failure to properly document sources is considered a violation of the Code of Conduct. If a student is concerned or has questions about how to use material for a particular assignment, the student is responsible for contacting their teacher.

Plagiarism is cheating. It is academically dishonest and an ethical offense, which will not be tolerated at South Hadley High School. The most common (but not all inclusive) types of plagiarism from all types of service, including the internet are:

1. Not properly citing data, statistics, and ideas presented verbatim (word for word) or through paraphrasing.
2. Passing off sentences, large sections, or the entirety of another person's work as one's own original work or ideas.
3. Copying another person's work.
4. Having someone else other than the author make major revisions in the work.

Artificial Intelligence Practice

Introduction to AI

Artificial Intelligence (AI) refers to computer programs and systems designed to perform tasks that typically require human intelligence. These tasks include understanding language, recognizing patterns, solving problems, and generating content. AI can be a valuable tool in education, assisting with research, writing, tutoring, and data analysis. However, improper use can undermine academic integrity by allowing students to submit work they did not create themselves.

AI Practice Statement

This practice outlines acceptable and unacceptable uses of AI technology within the educational setting at South Hadley High School. Additionally, it addresses potential risks associated with AI misuse by both students and staff, ensuring ethical and responsible implementation in our learning environment.

Inappropriate Uses of AI in Education

Students

Students should not use AI for the following purposes:

- Bypassing Learning – AI should not be used as a substitute for student work, including essays, reflections, or problem-solving exercises.
- Math and Science Shortcuts – AI should not be used to solve equations without understanding the process.
- Critical Thinking Evasion – AI should not be used to generate direct answers to discussion questions, literary analyses, or historical interpretations.
- Replacing Research with AI-generated content: Students must engage with credible primary and secondary sources rather than rely on AI-generated material.

Staff

Staff should not use AI for the following:

- Automated Lesson Planning – Lessons should not be fully generated by AI without individualization and equity considerations.
- Unverified Content Generation – AI-generated information should not be the sole basis of instruction.
- Student Data Tracking – AI should not be used to collect or monitor personal student data in ways that should be handled by school personnel (e.g., guidance counselors, special education providers, and administrators).

Acceptable Uses of AI in Education

Students

Students may use AI responsibly for:

- Brainstorming Project Ideas – AI can assist in generating creative concepts for assignments.
- Streamlining Basic Tasks – AI can help with nonacademic tasks like organizing lists, setting reminders, and checking spelling and grammar.
- Study and Review Support – AI can be used as a study aid, but students must verify the accuracy of generated content.
- Improving Instruction Clarity – With teacher approval, students may use AI to simplify or translate instructions to a language level they understand.
- Accessibility Support – AI-powered tools, such as text-to-speech and speech-to-text, may be used to support students with specific learning needs (e.g., dyslexia, ELL support), pending teacher review.

Staff

Staff may use AI to:

- Enhance Administrative Efficiency – AI can assist with emails, grammar checks, Outline creation (Study Guides), and template creation.
- Support Lesson Planning – AI may inspire lesson ideas but should not replace teacher-designed curricula.
- Assist with Special Education & ML Modifications – AI tools may help modify text to meet the needs of students with learning accommodations, with approval from a service provider.

Ethical Considerations for AI Use

Privacy and Data Security

AI should not be used in ways that collect, store, or share student or staff data.

Students should avoid inputting personal or sensitive information into AI systems.

Bias and Discrimination

AI-generated content should be critically reviewed for bias and inaccuracies.

Staff should guide students in recognizing potential biases in AI tools.

Maintaining Human Interaction

AI should supplement, not replace, the human elements of teaching and learning. Educators must ensure that AI use does not diminish meaningful student engagement and discussion.

HighStakes Decision Making

AI should not be used as the sole determinant for a grade, progress tracking, or student evaluations. Professional judgment remains essential for all high-stakes educational decisions.

Supervised Use of AI

AI tools should be monitored in classroom settings to prevent misuse.

Teachers should guide students in using AI responsibly to develop critical thinking skills.

Investigation of AI Misuse & Academic Dishonesty

If a teacher suspects AI misuse, the following process will be followed:

1. Evidence Collection – The teacher will gather evidence of AI-generated work based on classroom expectations and student submissions.

2. Teacher-Student Discussion – The student will be presented with the findings and asked to explain their work.

If the student admits to using AI inappropriately, standard academic dishonesty protocols will be followed.

If the student denies AI misuse but concerns remain, further review will be conducted.

3. Demonstration of Knowledge – The student may be asked to:

Redo the assignment in a supervised setting.

Provide a detailed verbal or written explanation of their work, demonstrating understanding.

4. Parent/Guardian Notification – If a violation is confirmed, the teacher will inform caregivers and follow the school's academic integrity policies.

Conclusion

AI is an evolving technology with the potential to enhance education when used responsibly. As a school, we are committed to maintaining ethical standards and ensuring AI serves as a tool for learning rather than a replacement for critical academic skills. By establishing clear guidelines, we empower students and staff to use AI in a way that supports education while preserving integrity and human engagement.

Weapons/Violence

Each subsequent offense is an additional offense and will carry over from year to year.

Violations	Penalties/Consequences
1. Possession of, use of, or threat to use a dangerous weapon, such as a gun, knife or other articles including toy weapons, which may be determined to be dangerous (<i>1993 Education Reform Act Law Chapter 71, Section 37H</i>); using the Internet to purchase or attempt to purchase any weapon.	1st offense: Ten-day external suspension from all classes and school activities until an expulsion hearing is held (see <u>Student Expulsion</u>). The matter will be reported to the Police Department.
2. Physical violence and/or threat of physical violence directed toward any member of the school staff (<i>1993 Education reform Act Law Chapter 71, Section 37H</i>).	1st offense: Ten-day external suspension from all classes and school activities until an expulsion hearing is held (see <u>Student Expulsion</u>). The matter will be reported to the Police Department.
3. Acts of arson, bomb threats, and false fire alarms.	1st offense: Ten-day external suspension from all classes and school activities until an expulsion hearing is held (see <u>Student Expulsion</u>). The matter will be reported to the Police Department. Restitution for damages.
4. Malicious destruction of or damage to school or personal property.	1st offense: Minimum five-day suspension from all classes and school activities. 2nd offense: Minimum ten-day suspension and recommendation for an expulsion hearing. For both offenses: Restitution for damages. The matter will be reported to the Police Department. Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.
5. Organizing or participating in the act of hazing.	1st offense: Minimum five-day suspension from all classes and school activities. 2nd offense: Minimum ten-day suspension and recommendation for an expulsion hearing. For both offenses: Restitution for damage. The matter will be reported to the Police Department. Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion. See note 3.
6. Obtaining money, material goods, or favors by threat of physical harm.	1st offense: Minimum five-day suspension from all classes and school activities. 2nd offense: Minimum ten-day suspension and recommendation for an expulsion hearing. For both offenses: Restitution for damage. The matter will be reported to the Police Department. Action as deemed necessary by the administrations, including extended suspension and/or recommendation for expulsion.
7. Assault/battery; instigation or provocation of physical altercation; physical violence directed towards fellow students (including but not limited to hitting, punching, pushing, slapping, shoving, grabbing, kicking, choking, hair pulling, biting, throwing things, arm twisting, restraining or pinning someone).	1st offense: Minimum five-day suspension from all classes and school activities. 2nd offense: Minimum ten-day suspension and recommendation for an expulsion hearing. For both offenses: Restitution for damage. The matter will be reported to the Police Department. Action as deemed necessary by the administrations, including extended suspension and/or recommendation for expulsion.
8. Behavior which might injure, endanger persons or property, including threat of physical violence, disrupting the atmosphere of the classroom or the school, horseplay or physical aggression (physical violence not done in a malicious manner) and tampering with door locks and alarms and vape detectors.	1st offense: Minimum one-day suspensions from all classes and school activities (at the discretion of administration). 2nd offense: Minimum one-day external suspension. 3rd offense: minimum three-day suspension. For all Offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion, reporting the matter to the police.
9. Propping doors open	1st offense: Minimum one-day suspensions from all classes and school activities (at the discretion of administration).

2nd offense: Minimum one-day external suspension.
3rd offense: minimum three-day suspension.
For all Offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion, reporting the matter to the police.

Note 1: If a student is arrested or charged with a felony and it is determined that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, the student may be suspended from school pending the outcome of the felony complaint. If found guilty, the student can be expelled. (M.G.L. c. 71, Section 37H 1/2)

Note 2: If it is determined that a student is responsible for damage to school property or equipment, the student and/or caregiver(s) or legal guardian(s) of the student will be liable for restitution in the amount necessary to restore the property or equipment to its original condition and any other penalty allowed by law.

Note 3 - HAZING: any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. (Chapter 269 s. 17, Massachusetts General Laws)

Note 4: The school, its teachers, and/ or administrators are not responsible for the loss of or theft of items confiscated for unauthorized use.

Substances

Each subsequent offense is an additional offense and will carry over from year to year.

Violations	Penalties/Consequences
1. The sale, distribution of or intent to distribute alcohol or other drugs on school property or at school sponsored events, wherever held (1993 Education Reform Act Law Chapter 74, Section 37H).	1st offense: Minimum ten-day external suspension from all classes and school activities until an expulsion hearing is held (see <u>Student Expulsion</u>). Referral for outside substance use counseling or treatment. Assessment/documentation of follow up recommendations from substance use assessment given to school. The matter will be reported to the Police Department.
2. Possession of alcohol, other drugs, or related paraphernalia on school property or at school sponsored events, wherever held (1993 Education Reform Act Law Chapter 74, Section 37H).	1st offense: Minimum five-day suspension from all classes and school activities. Automatic referral to a School Adjustment Counselor for drug/alcohol counseling. Students must receive 4 hours of drug/alcohol counseling (provided by the school or privately) before returning to classes. 2nd offense: Minimum ten-day suspension and recommendation for an expulsion hearing. For both offenses: The matter will be reported to the Police Department.
3. Using or being under the influence of alcohol or other drugs on school property or at school sponsored events, wherever held; using the school's Internet to purchase or attempt to purchase alcohol, tobacco products, other drugs or illegal substances, drug paraphernalia.	1st offense: Minimum five-day suspension from all classes and school activities. Automatic referral to a School Adjustment Counselor for drug/alcohol counseling. Students must receive 4 hours of drug/alcohol counseling (provided by the school or privately) before returning to classes. 2nd offense: Minimum ten-day suspension, referral for outside substance use counseling or treatment and recommendation for an expulsion hearing. For both offenses: The matter will be reported to the Police Department.
4. Sale of tobacco, vape, or E-cigarettes on school property or at school sponsored events, wherever held.	1st offense: Minimum five-day suspension from all classes and school activities. 2nd offense: Minimum ten-day suspension from all classes and school activities. 3rd offense: Minimum ten-day suspension and recommendation for an expulsion hearing. For all offenses: The matter will be reported to the Police Department.
5. Smoking or using a tobacco or nicotine product on school property or at school sponsored events, wherever held.	1st offense: Minimum two-day suspension from all classes and school activities.

	<p>2nd offense: Minimum three-day suspension from all classes and school activities.</p> <p>3rd offense: minimum four-day suspension from all classes and school activities.</p> <p>For all offenses: Automatic referral to a School Adjustment Counselor for drug/alcohol counseling and education. Actions as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
6. Being in possession of any nicotine product such as any vape, E-cigarette, cigar, chew, dip, etc. on school property or at a school sponsored event, wherever held. This includes all paraphernalia.	<p>1st offense: Minimum two-day suspension from all classes and school activities.</p> <p>2nd offense: Minimum three-day suspension from all classes and school activities.</p> <p>3rd offense: minimum four-day suspension from all classes and school activities.</p> <p>For all offenses: Automatic referral to a School Adjustment Counselor for drug/alcohol counseling and education. Actions as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>

** All students who participate in any extracurricular activities, including but not limited to athletics, band or other musical ensembles, Harlequins, Peer Leaders, Student Council, or School Council must follow MIAA guidelines and disciplinary consequences. A student that is caught using drugs / alcohol / tobacco after school hours will be treated the same, regardless if the student is an athlete, musician, or other extra-curricular participant. Students will sit out 25% of the season for first offense and 60% for second offense. Each subsequent offense is an additional offense and will carry over from year to year. **

Use of Tobacco

Using Tobacco in any form, at any time is prohibited. This includes the possession of smoking materials. The “Educational Reform Act of 1993”, which was passed by the legislature of the commonwealth of Massachusetts in June 1993, states that “the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by an individual, including school personnel” is prohibited.

Disciplinary Action: The first offense may result in one full day of suspension and mandatory participation in a school-sponsored tobacco use/smoking cessation program (pending availability of the program). Repeated offenses may result in suspensions of up to 10 school days and/or consideration of expulsion.

Substance Use: Procedures for student suspected of being under the influence of a drug / alcohol

1. Teachers and other school staff are obligated to report any suspicion of substance use to the Assistant Principal as soon as possible.
2. Teachers must:
 - a. Notify administration immediately. If administration is not available, the School Nurse or Adjustment Counselor should be notified immediately.
 - b. Stay with the student until one of the above removes the student from the class. Do not send the student to the office. Administration will evaluate the student and consult with the School Nurse when applicable.
 - c. The School Nurse will make an assessment of the student which may include vital signs (pulse and blood pressure), medical history, coordination test, and reaction of pupils.
 - d. The Administrator will conduct a search of the student's belongings, locker, and general person. caregiver(s) will be notified of the search after it has been conducted.
 - e. If a student is found to be unfit for instruction, the caregiver(s)/guardians will be contacted and asked to pick up their child.
 - f. caregiver(s) will be informed of the findings of the Administration and the School Nurse. Recommendations and referrals will be made which are appropriate to their findings and the student’s individual situation.
 - g. The procedures outlined in the Code of Student Conduct will be followed and enforced.
 - h. If the student is found to be fit for instruction, they will return to class with an explanation of the responsibilities of school personnel toward students and their welfare. The caregiver(s) will be notified of the school’s action.

Harassment / Civil Rights

Each subsequent offense is an additional offense and will carry over from year to year.

Violations	Penalties/Consequences
1. Sexual harassment (verbal or physical) directed toward any member of the school community.	1st offense: Minimum five-day suspension from all classes and school activities and referral to School Adjustment Counselor. 2nd offense: Minimum ten-day suspension from all classes and school activities and recommendation for expulsion hearing. For all offenses: Referral to Title IX Coordinator. Involvement of the Police Department as the administration deems appropriate. Action as deemed necessary by the administration, which may include extended suspension or recommendations for expulsion.
2. A bullying / harassment directed toward any member of the school community. Note: Students often have conflicts, which are not defined as bullying, and therefore are given different consequences. Retaliation towards any school member involved in any aspect of a bullying /harassment complaint or investigation; intimidating a witness once a complaint has been filed.	1st offense: Minimum five-day suspension from all classes and school activities and referral to School Adjustment Counselor. 2nd offense: Minimum ten-day suspension from all classes and school activities and recommendation for expulsion hearing. For all offenses: Involvement of the Police Department as the administration deems appropriate. Action as deemed necessary by the administration, which may include extended suspension or recommendations for expulsion.
3. Violation of the South Hadley Public Schools’ Discrimination Policy (discrimination based on someone’s race, color, sex, gender identity, religion, national origin, sexual orientation or disability), including the use of racial slurs and hate speech, both written and spoken.	1st offense: Minimum five-day suspension from all classes and school activities and referral to School Adjustment Counselor. 2nd offense: Minimum ten-day suspension from all classes and school activities and recommendation for expulsion hearing. For all offenses: Referral to Civil Rights Coordinator. Involvement of the Police Department as the administration deems appropriate. Action as deemed necessary by the administration, which may include extended suspension or recommendations for expulsion.
4. Violation of a SHPS Safety Plan or Conduct Contract	1st offense: Minimum one-day suspension from all classes and school activities and or written warning and completion of online educational modules 2nd offense: Three day suspension from all classes and activities. 3rd offense: Minimum five-day suspension from all classes and school activities. For all offenses: Involvement of the Police Department as the administration deems appropriate. Action as deemed necessary by the administration, which may include extended suspension or recommendations for expulsion.

Computer Violations / Plagiarism

Violations	Penalties/Consequences
1. Inappropriate use of computers, network, and the Internet, including but not limited to: accessing pornography, using a proxy bypass to access a website.	1st offense: Minimum three-day suspension from all classes and school activities. 2nd offense: Minimum five-day suspension from all classes and school activities. 3rd offense: Minimum ten-day suspension and recommendation for expulsion hearing. For all offenses: Involvement of the Police Department as the administration deems appropriate. Action as deemed necessary by the administration, which may include extended suspension or recommendations for expulsion. Suspension or termination of access to the computer, network and/or Internet.
2. Violation of the Electronic Information Acceptable Use Policy.	1st offense: Suspension of privileges for 20 days. 2nd offense: Suspension of privileges for 40 days. 3rd offense: Suspension of privileges for one semester.

<p>3. Forgery and/or use of a school related document.</p>	<p>1st offense: Minimum one-day suspension from all classes and school activities. 2nd offense: Minimum one-day external suspension from all classes and school activities. 3rd offense: Minimum three-day suspension from all classes and school activities. For all offenses: Actions as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion. Suspension or termination of access (if applicable) to the computer, network and/or internet.</p>
<p>4. Academic dishonesty, cheating and file sharing (using any unauthorized source to complete any assigned academic work). Plagiarism (taking work or ideas from any source and passing it off as one' own work) does not require that a student submit a word-for-word copy of work as their own; it also includes submitting ideas and/or conclusions generated by another source, including AI, and presenting them as one's own work.</p> <p>or</p> <p>The use of Artificial Intelligence for any school related purpose.</p> <p>* Each subsequent offense is an additional offense and will carry over from year to year.</p> <p>* See plagiarism note on page 30</p>	<p>1st offense: Zero on assignment/test for each offense with no chance to redo. 2nd offense: one-day internal suspension from all classes and school activities. Zero on assignment/test with no chance to redo. 3rd offense: Three day suspension from all classes and activities. Zero on assignment/test with no chance to redo. For all offenses Action as deemed necessary by the administrator.</p>
<p>5. Distribution of inappropriate or offensive pictures, email, social media posts, text/sexting, or other electronically distributed materials (see note 5).Taking pictures/video recording of students or staff without permission.</p>	<p>1st offense: Minimum one-day suspension from all classes and school activities. 2nd offense: Minimum one-day external suspension from all classes and school activities. 3rd offense: Minimum three-day suspension from all classes and school activities. For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion. Suspension or termination of access (if applicable) to the computer, network and/or Internet.</p>

Note 5: Sexting is defined as sending, receiving or forwarding any sexually explicit messages, photos, or images via cell phone, computer, or other digital device. These messages, photos, and images are then often being further disseminated through email and internet-based social networking websites well beyond their original intended recipients. Sending or receiving a sexually suggestive image or text under the age of 18 is a crime and is considered child pornography and can result in criminal charges.

Miscellaneous Offenses

Violations	Penalties/Consequences
<p>1. Theft of school/personal property; possession of stolen property. * Each subsequent offense is an additional offense and will carry over from year to year.</p>	<p>(Length of suspension will be influenced by the value of stolen property) 1st offense: Up to five-day suspension from all classes and school activities. 2nd offense: Up to ten-day suspension from all classes and school activities. For all offenses: Restitution for damages, if necessary. The matter will be reported to the Police Department. Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
<p>2. Defiant behavior (refusing to follow orders, disobeying authority, open resistance) toward any school personnel acting in their official capacity/insubordination.</p>	<p>1st offense: participation in Restorative Practices level 1 Community Building or office detention</p>

	<p>2nd offense: Internal suspension from affected class periods or common spaces.</p> <p>3rd offense: Minimum one-day suspension from all classes and school activities.</p> <p>4th offense: Minimum three-day external suspension from all classes and school activities.</p> <p>For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
3. Lying, impeding an investigation with lying or lying during an investigation. Failure to identify oneself properly upon request of school personnel acting in their official capacity.	<p>1st offense: Mandatory participation in Restorative Practices level 1 Community Building</p> <p>2nd offense: Minimum one-day internal suspension from all classes and school activities.</p> <p>3rd offense: Minimum one-day external suspension from all classes and school activities.</p> <p>4th offense: Minimum three-day external suspension from all classes and school activities.</p> <p>For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
4. Willful, obscene, disrespectful, abusive or profane language, gestures or actions, including public displays of affection inappropriate for a school setting.	<p>1st offense: Mandatory participation in Restorative Practices level 1 Community Building</p> <p>2nd offense: Minimum one-day internal suspension from all classes and school activities.</p> <p>3rd offense: Minimum one-day external suspension from all classes and school activities.</p> <p>4th offense: Minimum three-day external suspension from all classes and school activities.</p> <p>For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
5. Leaving the school building without proper authorization/procedure or failure to sign into the Main Office when tardy.	<p>1st offense: Mandatory participation in Restorative Practices level 1 Community Building</p> <p>2nd offense: Minimum one-day internal suspension from all classes and school activities.</p> <p>3rd offense: Minimum one-day external suspension from all classes and school activities.</p> <p>4th offense: Minimum three-day external suspension from all classes and school activities.</p> <p>For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
6. Class cuts / Class Tardies /Truancy(absences from class without permission).	<p>1st offense: Assigned teacher extra help with teacher and loss of ability to make up missed work.</p> <p>2nd offense: Mandatory participation in Restorative Practices level 1 Community Building/Office Detention; loss of ability to make up missing work.</p> <p>3rd offense: Super Detention; loss of ability to make up missing work.</p> <p>For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
7. Failure to serve Detention.	<p>1st offense: Mandatory participation in Restorative Practices level 1 Community Building</p> <p>2nd offense: Minimum one-day internal suspension from all classes and school activities.</p> <p>3rd offense: Minimum one-day external suspension from all classes and school activities.</p>

	<p>4th offense: Minimum three-day external suspension from all classes and school activities.</p> <p>For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
8. Disobeying the instruction of school personnel regarding the use of CD players, iPods, tape recorders, cameras, cell phones or other electronic devices (violation of school electronics policy).	<p>1st offense: Confiscation of item, to be returned to students at 2:00p.m.</p> <p>2nd offense: Confiscation of item, to be returned to caregiver.</p> <p>3rd offense: Confiscation of items, returned pending caregiver meeting.</p>
9. Failure to operate a motor vehicle in a safe and reasonable manner on school property, or in the vicinity of the school.	<p>1st offense: Loss of parking privileges for one week.</p> <p>2nd offense: Loss of parking privileges for one month, excluding vacations.</p> <p>3rd offense: Loss of privileges for the remainder of the school year.</p> <p>For all offenses: Restitution for damages, if necessary. Action as deemed necessary by the administration, including suspension and/or recommendation for expulsion.</p>
10. Roller skating, riding a skateboard, bicycle or hover board on school property or within the building.	<p>1st offense: Mandatory participation in Restorative Practices level 1 Community Building</p> <p>2nd offense: Minimum one-day internal suspension from all classes and school activities.</p> <p>3rd offense: Minimum one-day external suspension from all classes and school activities.</p> <p>4th offense: Minimum three-day external suspension from all classes and school activities.</p> <p>For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
11. Accepting food deliveries without administrative approval.	<p>1st offense: Mandatory participation in Restorative Practices level 1 Community Building</p> <p>2nd offense: Minimum one-day internal suspension from all classes and school activities.</p> <p>3rd offense: Minimum one-day external suspension from all classes and school activities.</p> <p>4th offense: Minimum three-day external suspension from all classes and school activities.</p> <p>For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
12. Leaving classroom, building or site during a shelter-in-place, lockdown or off-site evacuation.	<p>1st offense: Minimum three-day suspension from all classes and school activities.</p> <p>2nd offense: Minimum five-day suspension from all classes and school activities.</p> <p>3rd offense: Minimum ten-day suspension and recommendation for expulsion hearing.</p> <p>For all offenses: Involvement of the Police Department as the administration deems appropriate. Action as deemed necessary by the administration, which may include extended suspension or recommendations for expulsion.</p>
13. Illegal parking, parking without a valid parking pass, parking in faculty parking lots, parking in a spot that has not been designated as a legal parking space.	<p>1st offense: Memo of reprimand given to student.</p> <p>2nd offense: Loss of parking privileges for one week and letter sent home.</p> <p>3rd and subsequent offenses: Cars will be towed without further notification, and students will be liable for all towing costs.</p>
14. Inappropriate fan behavior at a sporting event.	<p>1st offense: Students are not allowed to attend the next sporting event.</p>

	<p>2nd offense: Students are not allowed to attend the next 4 sporting events.</p> <p>3rd offense: Minimum one-day internal suspension and student is not allowed to attend sporting events for the remainder of the year.</p> <p>For all offenses: Students must complete a free online sportsmanship course before attending another contest.</p> <p>* Action as deemed necessary and appropriate by administration which may result in suspension of other extra-curricular activities.</p>
15. Filing a false report	<p>1st offense: Minimum three-day suspension from all classes and school activities.</p> <p>2nd offense: Minimum five-day suspension from all classes and school activities.</p> <p>3rd offense: Minimum ten-day suspension and recommendation for expulsion hearing.</p> <p>For all offenses: Involvement of the Police Department as the administration deems appropriate. Action as deemed necessary by the administration, which may include extended suspension or recommendations for expulsion. Suspension or termination of access to the computer, network and/or Internet.</p>
16. Out of Bounds (student is in violation of school rules, in space not designated by student schedule or need without proper authorization)	<p>1st offense: Verbal Warning</p> <p>2nd offense: Participation in Restorative Practices level 1 Community Building or office detention</p> <p>3rd offense: Super Detention</p> <p>4th offense: Minimum one-day suspension from all classes and school activities.</p> <p>5th offense: Minimum three-day suspension from all classes and school activities.</p> <p>For all offenses: Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion</p>

Note 1: If it is determined that a student is responsible for damage to school property or equipment, the student and/or caregiver(s) or legal guardian(s) of the student will be liable for restitution in the amount necessary to restore the property or equipment to its original condition and any other penalty allowed by law.

Note 2: The school, its teachers, and/ or administrators are not responsible for the loss of or theft of items confiscated for unauthorized use.

Note 3: Students leaving classroom, building or site during a shelter-in-place, lockdown or off-site evacuation will be charged with disturbing school assembly.

Note 4: All spectators that are reprimanded for inappropriate fan behavior, including caregiver(s) and adults, will be required to complete the free online sportsmanship course before attending another contest.

Bus Transportation Offenses

Students will also be subject to additional consequences as listed in Section A – E.

Violations	Penalties/Consequences
1. Smoking.	<p>1st and 2nd offense: Up to two-week denial of transportation.</p> <p>3rd offense: A one-month denial of transportation.</p> <p>4th offense: Denial of transportation for remainder of the school year. Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.</p>
2. Fighting / pushing / injuring another student.	<p>1st and 2nd offense: Up to two-week denial of transportation.</p> <p>3rd offense: A one-month denial of transportation.</p> <p>4th offense: Denial of transportation for remainder of the school year. Action as deemed necessary by the administration,</p>

	including extended suspension and/or recommendation for expulsion.
3. Causing damage to the vehicle (cost of repairing will be borne by caregiver(s)).	1st and 2nd offense: Up to two-week denial of transportation. 3rd offense: A one-month denial of transportation. 4th offense: Denial of transportation for remainder of the school year. Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.
4. Swearing and or Violations of the Electronic Information Acceptable Use Policy.	1st and 2nd offense: Up to two-week denial of transportation. 3rd offense: A one-month denial of transportation. 4th offense: Denial of transportation for remainder of the school year. Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.
5. Disobeying the order of the bus driver.	1 st offense: A written warning to the caregiver(s). 2 nd offense: Up to two-week denial of transportation. 3 rd offense: A one-month denial of transportation. 4 th offense: Denial of transportation for remainder of the school year. Action as deemed necessary by the administration, including extended suspension and/or recommendation for expulsion.

Notes on Violations / Penalties / Consequences

Note 1: A written letter will be mailed home for each suspension. Caregiver contact through the telephone will be attempted for each suspension, as well.

Note 2: Plagiarize - to use and pass off (the ideas or words of another) as one’s own; to use (a created production) without crediting the source; to present as new and original an idea or product derived from an existing source (as defined in *The American Heritage Dictionary, 4th edition.*)

Note 3: Students who are 18 years old and live independently must meet with the high school administration in order to receive permission to act as their own guardians. Students who are 18 years old and older can sign themselves out during the day. The attendance policy still applies.

Note 4: Students are permitted to stay after school if they are participating in a club, activity, staying for extra help with a teacher, or utilizing the library. Students are not permitted to loiter after school. Consequences for loitering include caregiver contact or detentions. If a student continues to loiter after school, they will be suspended.

Section VI: Other Applicable Codes and Massachusetts General Laws

Drug / Alcohol Policy

Teaching About Alcohol, Tobacco, and Drugs
M.G.L. 71:1; 71:96 file IHAMB

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee’s belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

1. To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
2. To increase students’ understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
3. To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and caregiver(s) in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Alcohol, Tobacco, and Drug Use by Students Prohibited

M.G.L.71:2A; 71:96; 272:40A File: JICH

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and caregiver(s) of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

caregiver(s)/guardians shall be notified prior to the opening of school each year. caregiver(s)/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and caregiver(s) of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Procedures Relative to Drugs and Alcohol

(The Due Process Policy will be implemented for each disciplinary situation described below).

Voluntary Admission of Problem with Substance Use

The schools will offer assistance and support to students who voluntarily seek help for a problem with substance use. While the school will maintain confidential records (except to caregiver(s)) of students who come forward seeking self-help support, school personnel will not impose discipline nor file a police report in such cases. However, if the student is seeking assistance after a violation of the Code of Conduct has occurred, administration may lessen the disciplinary consequence or reconsider filing charges, depending upon the situation and principal's discretion. The student will be counseled regarding all community-based and school-sponsored services available. Because any behavior that is harmful cannot remain confidential, school personnel will notify caregiver(s) as appropriate. The purpose of this notification to caregiver(s) is to prevent harm coming to an individual and to get the appropriate treatment, not to discipline the individual.

Suspicion of Use of Alcohol, Drugs, or Other Controlled/Illegal Substance

On the grounds of reasonable suspicion, school personnel will conduct an investigation. With reasonable grounds for suspecting that a violation of school policy or law has occurred, the school administrators have the legal right to search a student or a student's property.

If the investigation does not provide evidence but leaves some grounds for suspecting involvement with alcohol, drugs or other controlled/illegal substances, the following steps will be taken:

1. If the student appears to be physically impaired:
 - a. The school nurse will assess the student's condition and provide any emergency first aid that may be needed. If the situation warrants it, the student will be taken to the hospital for medical attention.
 - b. caregiver(s) will be notified of the student's condition and asked to transport the student home. If a caregiver(s) is unavailable, the police department will be asked to remove the student from the building.
2. caregiver(s)/guardians will be notified of the suspicion.
3. A conference with the student and caregiver(s) will be conducted as soon as possible, generally by the next school day, to provide information about agencies and programs offering help with substance abuse.

If the investigation leads to evidence of involvement with alcohol, drugs or other controlled/illegal substances, the following policy under use and/or possession shall apply.

Possession and/or Use of Weapons, Controlled Substances, and Assault

Pursuant to Chapter 71, Section 37H of the Massachusetts General Laws,

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to a gun or knife; or a controlled substance as defined in Chapter 94C, including, but not limited to marijuana, cocaine, and heroin may be subject to expulsion from the school or school district by the Principal
2. Any student, who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other education staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.
3. Any student who is charged with a violation of either paragraph 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witness at said hearing before the Principal. After said hearing, a Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph 1 or 2.
4. Any student who has been expelled from a school district pursuant to these provisions shall have a right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of their appeal. The student has a right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provision of this section.
5. When a student is expelled under provision of this section, no school or school district within the Commonwealth shall be required to admit such student but will provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Felony Complaint or Felony Conviction of Student

Pursuant to Chapter 71, Section 37H-1/2:

Upon issuance of either a criminal complaint charging a student with a felony, upon the issuance of a felony delinquency complaint against a student or upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by the Principal if he/she determines that the student's continued presence in school would have substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of their request for an appeal no later than five calendar days following the effective date of the suspension.

The superintendent shall hold a hearing with the student and the student's caregiver or guardian within three calendar days of the student's request for appeal. At the hearing, the student shall have the right to present oral and written testimony on their behalf and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate education program for the student. The superintendent shall render a decision on the appeal within five days of the hearing. Such a decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of their request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's caregiver or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

BULLYING PREVENTION AND INTERVENTION POLICY

COMMITMENT

The South Hadley Public School District is committed to creating and sustaining a safe, caring, respectful learning environment for all students. We will treat all members of our community with civility and respect in an inclusive environment. Keywords that represent our actions and our values are kindness, dignity, responsibility, courage, and honesty. Our schools strictly enforce a prohibition against bullying and harassment of any students or staff by any student or member of the school staff. The School Committee expects that in collaboration with teachers, families and community members, each school will develop and implement a plan for education and discipline, including curriculum, to prevent bullying and to help adults and students to respond effectively to reports and observations of bullying.

DEFINITION OF SCHOOL STAFF

For the purposes of this policy, school staff is defined as including, but is not limited to, administrators, educators, athletic coaches, bus drivers, cafeteria workers, clerical employees, custodians, advisors to extra-curricular activities, paraprofessionals, and school nurses. School staff may be named the "aggressor" or "perpetrator" in a bullying report.

DEFINITION OF BULLYING

Bullying is the repeated use by one or more persons of written, verbal, or electronic expression or a physical act or gesture,¹ or any combination thereof, directed at a target that has the effect of: (a) causing physical or emotional harm, or of damage to his/her property,

(b) placing a target in reasonable fear of harm or of damage to his/her property,

(c) creating an unwelcoming or hostile environment at school for another person, (d) infringing on the rights of another person at school, or

(e) materially and substantially disrupting the education process or the orderly operation of a school. All protections, provisions and sections of this policy are applicable to and afforded to all students equally regardless of their legal status under the law.

DEFINITION OF HARASSMENT

Harassment is 3 or more acts of willful and malicious conduct aimed at a specific person committed with the intent to cause fear, intimidation, abuse or damage to property and that does in fact cause fear, intimidation, abuse or damage to property; or an act that: (A) by force, threat or duress causes another to involuntarily engage in sexual relations; or (B) constitutes a violation of section 13B, 13F, 13H, 22, 22A, 23, 24, 24B, 26C, 43 or 43A of chapter 265 or section 3 of chapter 272.

RETALIATION

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. Retaliation means any form of intimidation, reprisal or harassment directed against a person who reports bullying, provides information during an investigation about bullying, or witnesses or has reliable information about bullying.

¹ Deliberate acts of exclusion which have the same effect are also considered forms of bullying under this policy. 1

CYBER-BULLYING

Cyber-bullying 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 any of the following: wire, radio, electromagnetic, photo-electronic or photo-optical system including, but not limited to, electronic mail, internet communications, instant messages, facsimile communications, cell phone, texting or social media.

Cyber-bullying shall also include the creation of a webpage or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying can occur in and out of school, during and after school hours, at home and in locations outside of a home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents or guardians and their families are expected.

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

Some student misconduct that falls under South Hadley Public Schools' bullying prevention policy may also fall under one or more of the federal anti-discrimination laws that prohibit harassment on the basis of race, color, national origin, disability, gender identity or sex. Harassment on the basis of these enumerated categories is discrimination and a federal civil rights violation that schools are obligated to address.

BULLYING PROHIBITED

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school sponsored or school-related activities, functions, or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased or used by the district, or through the use of technology or an electronic device owned, leased or used by the school district.

Bullying is also prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the district, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school.

The School Committee expects administrators to make clear to students and staff that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate all allegations of harassment, including bullying. The principal of each building will be responsible for handling all complaints alleging harassment or bullying. **Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.**

PROCEDURES

The superintendent will develop administrative guidelines and procedures for implementation of this policy, including

- a student complaint process,
- a reporting process for staff,
- an investigation process,
- a process for communication with parents/guardians,

- record keeping and reporting, and
- annual report of bullying incidents to the School Committee.

The superintendent will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71 Section 37 of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

BULLYING PREVENTION/INTERVENTION PLAN

The office of the Superintendent or designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include parents and guardians, teachers school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, and students, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially and must.

1. include descriptions of and statements prohibiting bullying, cyber-bullying, and retaliation, 2. clearly establish that all provisions and sections of this policy are applicable to and afforded to all students equally regardless of their legal status under the law.
3. establish clear procedures for students and staff to report bullying or retaliation, 4. establish clear procedures for restoring a sense of safety for a target and assessing that target's needs for protection,
5. include a provision that reports of bullying or retaliation may be made anonymously, provided that no disciplinary action shall be taken against a student solely on the basis of an anonymous report,
6. establish clear procedures for promptly responding to and investigating reports of bullying or retaliation,
7. identify the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation,
8. establish clear procedures for restoring a sense of safety for a victim and assessing that person's needs for protection,
9. establish strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation or is witness to or has reliable information about an act of bullying,
10. establish procedures for promptly notifying the parents or guardians of a victim and a perpetrator, for notifying the parents or guardians of a victim of the action taken to prevent any further acts of bullying, and for notifying local law enforcement officials where criminal charges may be pursued against the perpetrator,
11. include a provision that a person who knowingly makes a false accusation of bullying shall be subject to disciplinary action, and
12. include a strategy for providing counseling in-house or referral to appropriate services for perpetrators and victims and for appropriate family members of the students.
13. information regarding the Department of Elementary and Secondary Education's Problem Resolution System (PRS) and the process for seeking assistance or filing a claim through the Problem Resolution System.

The principal or designee is responsible for the implementation and oversight of the plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report and other steps necessary to implement the plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee or its designee shall be responsible for investigating the report and taking other steps necessary to implement the plan, including addressing the safety of the alleged victim.

Reporting

Students who believe that they are a target of bullying are encouraged and urged to report the matter to a member of the school staff. However, the target shall not be subject to discipline for failing to report bullying. Students who observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report such incidents.

A school or district staff member shall immediately report any instance of suspected bullying or retaliation the staff member has witnessed or become aware of to the principal or designee. This includes bullying or retaliation of a student by another student or bullying or retaliation of a student by a staff member. If the principal is the alleged aggressor, the report shall be made to the Superintendent or designee. If the Superintendent is the alleged aggressor, the report shall be made to the School Committee or designee. If the staff member fails to report, he or she may be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report any incidents of suspected bullying as soon as possible to the principal or designee. This includes bullying of a student by another student or by a staff member. If the principal is

the alleged aggressor, the report shall be made to the

Superintendent or designee. If the Superintendent is the alleged aggressor, the report shall be made to the School Committee or designee.

Each school shall have a means for anonymous reporting by students of incidents of suspected bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who is found to have knowingly made a false accusation/report of bullying may be subject to disciplinary action.

Investigation Procedures

A school principal or designee shall promptly investigate any report of bullying, using a Bullying/Cyber-bullying Report Form. The investigation may include, but is not limited to, interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses. The person responsible for conducting the investigation shall remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

The parents or guardians of both the student aggressor(s) and the target(s) will be updated periodically during the investigation, and upon its completion, shall be informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, whether disciplinary action shall be taken, and whether or not steps will be taken to prevent retaliation or further acts of bullying.

A principal or designee, upon determination that bullying, or retaliation has occurred, shall promptly contact the parents or guardians of the alleged target(s) and when the alleged aggressor(s) is a student, parents or guardians of the alleged aggressor(s). Actions being taken to prevent further acts of bullying shall be discussed. If it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

If the alleged aggressor is a staff member, notice will be made to that individual in accordance with district policies and procedures, including in accordance with any applicable collective bargaining agreements. The individual will be updated periodically during the investigations and, upon its completion, shall be informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, whether disciplinary action has or shall be taken and whether or what steps will be taken to prevent retaliation or further acts of bullying.

A principal or designee shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be maintained to protect all parties, which includes, but is not limited to, alleged aggressor(s), target(s), a person who reports bullying, or provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

Disciplinary Actions

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

Disciplinary actions for employees who are found to have committed an act of bullying or retaliation shall be in accordance with state law, any applicable collective bargaining agreements, and South Hadley Public Schools' policies and procedures.

Assistance

The South Hadley Public Schools may provide appropriate counseling or referral to appropriate services including, but not limited to, guidance, academic intervention, and protection to any affected students, as necessary.

Documentation

Each school shall document any incident of bullying that is reported per policy and the principal or designee shall maintain a file of these reports.

The Superintendent or designee shall inform the School Committee periodically of any trends or implications of these reports in

order to give the School Committee the opportunity to review and amend this policy.

Confidentiality shall be maintained consistent with the school's obligations under law.

PROGRAMS

The school district will implement an anti-bullying program as a required part of the curriculum at each grade level. It will be based on age-appropriate instruction on bullying prevention using evidence-based curricula. Furthermore, the district will provide instruction on civil and ethical behavior at each grade level and hold students and adults responsible for behaving with respect toward one another at all times. Instruction will include appreciation of human differences and avoidance of behaviors that discriminate against others based on their gender, gender identity and gender expression, sexual orientation, race, national origin, religion or disability.

STAFF DEVELOPMENT

The bullying prevention and intervention plan shall include ongoing professional development of all members of the school staff to build the skills to prevent, identify and respond to bullying and to implement the bullying prevention and intervention plan. References to staff in this policy includes the following: educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. The content of such professional development shall include, but not be limited to (1) developmentally appropriate strategies to prevent bullying incidents; (2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (3) information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (4) information regarding the complex interaction and power differential that can take place between and among the perpetrator, the victim and any witnesses to the bullying; (5) research findings on bullying; (6) information on the incidence and nature of cyber-bullying; (7) internet safety issues as they relate to cyber-bullying; and (8) legal issues and responsibilities related to bullying. The school staff shall receive annual written notice of the bullying prevention and intervention policy.

PARENT/ GUARDIAN EDUCATION

The bullying prevention and intervention plan shall include provisions for educating parents and guardians about the bullying prevention curriculum at each school, how they can reinforce the curriculum at home, how they can support the district's prevention and intervention plan, the dynamics of bullying and online safety and cyber-bullying. In addition, the bullying prevention and intervention plan will include information regarding the Department of Elementary and Secondary Education's Problem Resolution System (PRS) and the process for seeking assistance or filing a claim through the Problem Resolution System.

The district shall provide students and their parents or guardians in age-appropriate terms and in the most prevalent languages of families, annual written notice of relevant sections of the bullying prevention plan in the student handbook.

LEGAL REFERENCE: Title VII, Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by the EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26:00
M.G.L. 71:370; 265:43,43A; 268: 13B; 269:14A

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

Adoption date: June 30, 2010

Revised: September 8, 2010; October 27, 2010; November 10, 2010; March 7, 2017; March 5, 2018

Re-adoption date: May 27, 2014

Reapproved: December 1, 2022; January 18, 2024

Reapproved: August 15, 2024

Criminal Harassment

Chapter 164 of the Acts of 2000: An Act Relative to the Crime of Criminal Harassment, Section 43A.

1. Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one-half years or by a fine of not more than \$1000.00 or by both such fine and imprisonment.

Such conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to, electronic mail, internet communications, or facsimile communications.

2. Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of section 43, shall be punished by imprisonment in a house of correction for not more than two and one half years or by imprisonment in the state prison for not more than ten years.

Hazing - Penalties

Massachusetts General Laws, Chapter 269, Sections 17-19 states the following:

Section 17: Whoever is a Principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen (18) and nineteen (19), shall mean any conduct or method of initiation into any student organization, whether on public or private property, which fully or recklessly endangers the physical or mental health of any student or other person. Such conducts shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen (17) and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19: Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall deliver, at least annually, before or at the start of enrollment, to each person who enrolls as a full time student in such institution, a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the Board of Education, certifying that such institution has complied with its responsibility to inform student groups, teams, organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the Board of Education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the Attorney General any such institution that fails to make such report.

A School's Response to Sexual Harassment

Under the Final Rule, any of the following conduct on the basis of sex constitutes sexual harassment:

- A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

Consistent with Supreme Court precedent and the text of Title IX, a school must respond when: (1) the school has actual knowledge of sexual harassment; (2) that occurred within the school's education program or activity; (3) against a person in the United States. The Final Rule expands "actual knowledge" to include notice to any elementary or secondary school employee, and states that any person (e.g., the alleged victim or any third party) may report to a Title IX Coordinator in person or by email, phone, or mail. The Final Rule also specifies that a school's "education program or activity" includes situations over which the school exercised substantial control, and also buildings owned or controlled by student organizations officially recognized by a postsecondary institution, such as many fraternity and sorority houses.

Consistent with Supreme Court precedent, a school violates Title IX when its response to sexual harassment is clearly unreasonable in light of the known circumstances, and the Final Rule adds mandatory response obligations such as offering supportive measures to every complainant, with or without a formal complaint.

Schools must investigate every formal complaint (which may be filed by a complainant or by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the allegations under the school's own code of conduct and provide supportive measures.

A Fair Grievance Process

The Final Rule requires schools to investigate and adjudicate formal complaints of sexual harassment using a grievance process that incorporates due process principles, treats all parties fairly, and reaches reliable responsibility determinations. A school's grievance process must:

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudice of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use either the preponderance of the evidence standard or the clear and convincing evidence standard (and use the same standard for formal complaints against students as for formal complaints against employees);
- Ensure the decision-maker is not the same person as the investigator or the Title IX Coordinator (i.e., no "single investigator models");
- For postsecondary institutions, hold a live hearing and allow cross-examination by party advisors (never by the parties personally); K-12 schools do not need to hold a hearing, but parties may submit written questions for the other parties and witnesses to answer;
- Protect all complainants from inappropriately being asked about prior sexual history ("rape shield" protections);
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school's website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and
- Document and keep records of all sexual harassment reports and investigations.

Sex Discrimination Regulations

Relating to sex discrimination generally, and not only to sexual harassment, the final regulations also:

Affirm that the Department may require schools to take remedial action for discriminating on the basis of sex or otherwise violating the Department's Title IX regulations;

- Expressly state that in response to any claim of sex discrimination under Title IX, schools are never required to deprive an individual of rights guaranteed under the U.S. Constitution;
- Account for the interplay of Title IX, Title VII, and FERPA, as well as the legal rights of caregiver(s) or guardians to act on behalf of individuals with respect to exercising Title IX rights;
- Update the requirement for schools to designate and identify a Title IX Coordinator, disseminate their non-discrimination policy and the Title IX Coordinator's contact information to ensure accessible channels for reporting sex discrimination (including sexual harassment), and notify students, employees, caregiver(s), and others of how the school will respond to reports and complaints of sex discrimination (including sexual harassment); and
- Clarify that an institution controlled by a religious organization is not required to submit a written statement to the Department to qualify for the Title IX religious exemption.

Section VI: Searches

SEARCHES OF LOCKERS, DESKS, COMPUTERS, CLOTHING, CARS, STUDENTS:

Students should have no expectation of privacy in their school lockers, personal bags, desks, computers, clothing, cars parked on school property, etc. Lockers, desks, and computers are for the use of the students but remain the property of the South Hadley Public Schools. Students are advised that their lockers, personal bags, desks, computers, clothing, cars parked on school property, etc. may be inspected without notice by school administrators to ensure safety and adherence to federal, state and local laws and regulations. For your information, the School Committee has authorized the Principal to conduct periodic canine searches of the building on a random basis. The legality of a search of a student, their clothing and/or possessions depends simply on the reasonableness, under all circumstances, of the search. The search by a school official is "justified at its inception" when there are reasonable grounds for suspecting that the search will turn up evidence that a student or students have violated either the law or the rules of the school. Such a search is permissible in its scope when the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student(s) and the nature of the infraction. A refusal of search will be considered an admission of guilt.

Section VII: Disciplinary Action Relative to Special Needs Student

Discipline for Students with Disabilities

Students

1. All students are expected to meet the requirements for behavior as set forth in this Handbook. Chapter 71B of the Massachusetts General Laws, formerly known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP). Federal and Massachusetts laws, regulations and policies do not prohibit the suspension of special needs students in all cases. However, when it is permitted, the removal of a student from the program which is prescribed in their Individualized Educational Plan (IEP) must be preceded by a more deliberate review of the causes and reasons for the proposed suspension and the development of an alternative program, consistent with federal and state law.
 - a. Students with Special Needs may be suspended for up to ten (10) consecutive days and may also be suspended in excess of ten (10) cumulative days, as fully outlined under MGL Ch. 71B, and the Individuals with Disabilities Education Act. Such suspensions may be carried out without any further or additional process.
 - b. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student is being disciplined is not a manifestation of their disability, and the District provides educational services, which will allow the student to access the general curriculum and to make progress toward their goals.
2. The IDEA and MGL Ch.71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance, while at school or a school function or on school property, or inflicts serious bodily injury on a person, including them self. The appropriate interim alternative educational setting shall be determined by the IEP TEAM.
3. The IDEA and MGL Ch. 71B also allows school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to 45 school days, if they are substantially likely to injure themselves or others in their current placement.

4. When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP TEAM will meet to conduct a manifestation determination. Relevant members of the TEAM meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student:
 - a. Is the misconduct the result of failure to implement the student's IEP? And
 - b. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?
5. A summary of the manifestation determination review will be written and a copy provided to the caregiver(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.
6. If the TEAM finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook. The student will receive educational services during this period of suspension or exclusion. If the TEAM finds that the misconduct was a manifestation of the student's disability, then the school may still be able to implement an IAES (see #2 and #3 above). If the IAES is not possible, then the student will remain in their current placement, and the TEAM will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of a behavior intervention plan.
7. The Principal (or designee) will notify the Special Education Office of the suspendable offenses of a special needs student and a record will be kept of such notices.

Students identified as having a disability and provided with a Section 504 plan

1. Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student.
 - a. Is the misconduct the result of failure to implement the student's 504 plan?
 - b. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?
2. A summary of the manifestation determination review will be written and a copy provided to the caregiver(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

Equal Employment Opportunity

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the district who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, creed, color, age, sex, gender identity, national origin, disability, sexual orientation, pregnancy or pregnancy related conditions. Every available opportunity will be taken in order to ensure that each applicant for a position is selected on the basis of qualification, merit and ability.

Employees:

The United States Equal Employment Opportunity Commission ("EEOC")
 1 Congress Street - 10th Floor
 Boston, MA 02114
 (617) - 565-3200

Employees/Students:

The Massachusetts Commission Against Discrimination ("MCAD")	
Boston Office	Springfield Office
One Ashburton Place - Rm. 601	424 Dwight Street Rm. 220
Boston, MA 02108	Springfield, MA 01103
(617)-727-3990	(413)-739-2145

Claims must be filed with MCAD within six (6) months.

Students:

The United State Department of Education, Office of Civil Rights
 Region I
 33 Arch St., 9th Floor
 Boston, MA 02110
 (617) 289-0111

LEGAL REFS: Title IX of the Education Amendments of 1972

Procedures for the Suspension of Special Needs Students Pursuant to Federal and Massachusetts Regulations

Disciplining Students with Special Needs: Procedures Applicable when Suspension(s) will Accumulate to More than Ten (10) Days in the School Year.

The following provisions shall apply whenever a school administrator proposes to suspend a student with special needs for more than ten (10) cumulative days in a school year.

Definition of Suspension: Suspension shall be defined as any action which results in the removal of a student from the program prescribed in their Individualized Educational Plan (IEP). The term includes in-school suspension as well as any exclusion from transportation services which prohibits the student's participation in their prescribed program.

General Requirements:

Each school shall ensure that:

1. Its Code of Conduct is on file with the Department of Education and all student handbooks contain the specific procedures in these regulations for the suspension of a student with special needs;
2. It has an appropriate procedure to notify the Administrator of Special Education of the misconduct for which suspension of a student with special needs for more than ten (10) cumulative days is proposed so that the procedures required can be implemented consistently (See FORM 6);
3. The number and duration of suspensions of students with special needs is recorded and maintained by school administrators;
4. The IEP of every student with special needs indicates whether the student is or is not expected to meet the school's discipline code, and, if not, what modifications of the code are required, which shall be described in the IEP; and
5. No student with special needs may be suspended for more than ten (10) cumulative days in the school year except as provided hereunder.

Meeting to review IEP with student's special needs:

When it is known that the suspension(s) of a student with special needs will accumulate to ten (10) days in a school year, a review of the IEP will be conducted. Participants in the meeting shall include, but not be limited to, individuals who are trained in the area of the student's special needs. At that review, the review TEAM will determine whether the student's misconduct is a manifestation of the student's special needs, or results from an inappropriate special education program/placement or an IEP that was not fully implemented. Depending on the result of that determination, suspension may or may not be implemented. If the student has demonstrated repeated instances of dangerously assaultive or self-abusive behavior, an emergency evaluation and placement may be made with caregiver consent.

Circumstances under which the student may not be suspended for more than ten (10) cumulative days:

1. If the TEAM concludes that the student's misconduct is related to the student's special needs or results from an inappropriate special education program or placement or an IEP that was not fully implemented, the student shall not be suspended. Instead, the student's IEP shall be revised to reflect a new program or placement designed to meet the student's needs more effectively, or, if the misconduct resulted from an appropriate IEP that was not fully implemented, all necessary steps shall be taken by the school to ensure that the IEP is fully implemented. If revision of the student's IEP is required, development of an amended or new IEP shall occur;
2. If a new program or placement is designed for the student as a result of the review, the program or placement shall be implemented immediately following caregiver approval of the IEP. If the caregiver(s)/legal guardian(s) refuse consent to the IEP, the school or caregiver(s)/legal guardian(s) may request a hearing to determine the appropriateness of the program. Alternatively, the parties may seek mediation to resolve the dispute. If a hearing is requested, during the pendency of the hearing, the student shall remain in the last agreed upon educational placement (the placement in effect when the dispute arose), unless another placement is agreed upon by the school and the student's caregiver(s)/legal guardian(s), or a court order permits the school to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

Circumstances under which suspension may be imposed for more than ten (10) cumulative days:

1. If the school wishes to impose a suspension which results in more than ten (10) cumulative days of suspension in the school year, and the TEAM concludes that: the student's misconduct is not a manifestation to the student's special needs; is not the result of an inappropriate special education program/placement; and the current IEP was fully implemented, the school shall:

- a. Provide an interim alternative plan for the delivery of special education services to the student during the period of the suspension, which shall be referred to as “the alternative plan”;
 - b. Before the student is suspended for more than ten (10) cumulative days, present the interim alternative plan to the student’s caregiver(s)/legal guardian(s) along with the required written notice.
2. A copy of the interim alternative plan must be included in the student’s file, which shall also include documentation that demonstrates:
- a. The school has complied with procedures required by Goss v. Lopez and by the school’s Code of Conduct.
 - b. The school has considered less restrictive disciplinary measures, including modifying the student’s IEP to set out specific methods of discipline;
 - c. The disciplinary action is for a stated and limited number of days;
 - d. The action is necessary in light of the needs of the student and other students in the school;
 - e. The school administrators have conferred with appropriate special education staff as to the disciplinary action and have followed all the procedures outlined herein including notice to the caregiver(s) or guardian(s) of their right of appeal.

Court order necessary to authorize suspension:

A school shall not suspend or exclude a student for more than ten (10) cumulative days during the pendency of a Bureau of Special Education Appeals hearing or judicial proceeding brought to challenge a suspension, proposed suspension, or any determination, above, unless the school obtains a court order authorizing a temporary change of the child’s educational placement based on a showing that the student’s continued presence in school presents a substantial likelihood of injury to the student or to others.

Section VIII: Civil Rights Methods of Administration

IDEA/Section 504

PLEASE NOTE THE FOLLOWING STATUTORY REQUIREMENTS UNDER FEDERAL LAW:

Section 1415(k) of the Individuals with Disabilities Education Act (hereinafter, “IDEA”), codified as 20 U.S.C. §1415(k), sets forth the following procedures with respect to the suspension of students with special needs (and protections for those children not yet eligible for special education and related services):

(k) Placement in alternative educational setting

1. Authority of school personnel
 - a. School personnel may order a change in the placement of a child with a disability –
 - i. to an appropriate interim alternative setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives would be applied to children without disabilities); and
 - ii. to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days if –
 1. the child carries a weapon to school or to a school function under the jurisdiction of a state or local educational agency; or
 2. the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a state or local educational agency.
 - b. Either before or not later than 10 days after taking a disciplinary action described in subparagraph (A) –
 - i. if the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior, or
 - ii. If the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.
2. Authority of hearing officers. A hearing officer under this section may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 days if the hearing officer –
 - a. determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others;
 - b. considers the appropriateness of the child’s current placement;
 - c. considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child’s current placement, including the use of supplementary aids and services; and
 - d. determines that the interim alternative educational setting meets the requirements of paragraph (3)(B).
3. Determination of setting
 - a. In general. The alternative educational setting described in paragraph (1)(A)(ii) shall be determined by the IEP Team.

expiration of the time period provided for in paragraph (1)(A)(ii) or paragraph (2), whichever occurs first, unless the caregiver and the state or local educational agency agree otherwise.

- b. Current placement: If a child is placed in an interim alternative educational setting pursuant to paragraph (1)(A)(ii) or paragraph (2) and school personnel propose to change the child's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement, the child shall remain in the current placement (the child's placement prior to the interim alternative educational setting), except as provided in subparagraph (C).
 - c. Expedited hearing
 - i. If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, the local educational agency may request an expedited hearing.
 - ii. In determining whether the child may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing shall apply the standards set out in paragraph (2).
8. Protections for children not yet eligible for special education and related services
- a. In general. A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of the local educational agency, including any behavior described in paragraph (1), may assert any of the protections provided for in this part if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
 - b. Basis of knowledge. A local educational agency shall be deemed to have knowledge that a child is a child with a disability if –
 - i. The caregiver of the child has expressed concern in writing (unless the caregiver is illiterate or has a disability that prevents compliance with the requirements contained in this clause) to personnel of the appropriate educational agency that the child is in need of special education and related services.
 - ii. The behavior or performance of the child demonstrates the need for such services;
 - iii. The caregiver of the child has requested an evaluation of the child pursuant to Sec. 1414; or
 - iv. The teacher of the child, or other personnel of the local educational agency, has expressed concern about the behavior or performance of the child to the director of special education of such agency or to other personnel of the agency.
 - c. Conditions that apply if no basis of knowledge
 - i. In general: If a local educational agency does not have knowledge that a child is a child with a disability in accordance with subparagraph (B) prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors consistent with clause (ii).
 - ii. Limitations: If a request is made for an evaluation of a child during the time period in which the child is subject to disciplinary measures under paragraph (1) or (2), the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the caregiver(s), the agency shall provide special education and related services in accordance with the provisions of this part, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.
9. Referral to and action by law enforcement and judicial authorities
- a. Nothing in this part shall be construed to prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability.
 - b. An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime.
10. Definitions. For the purposes of this subsection, the following definitions apply:
- a. Controlled substances. The term 'controlled substance' means a drug or other substance identified under schedules I, II, III, IV, or V in Sec. 202(c) of the Controlled Substances Act (21 U.S.C. 831(c)).
 - b. Illegal drugs. The term 'illegal drug' means a controlled substance; but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority or Act or under any other provision or federal law.
 - c. Substantial evidence. The term 'substantial evidence' means beyond a preponderance of the evidence.

- d. Weapon. The term 'weapon' has the meaning given the term 'dangerous weapon' under paragraph (2) of the first subsection (g) of Sec. 930 of Title 18, United States Code.

Title 18 U.S.C. §930, paragraph (2) of the first subsection (g) provides: "The term 'dangerous weapon' means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than 2 ½ inches in length."

File: JIC-R/JK-R

Section IX: Important Policies

Physical Restraint

School District General Policy

It is the policy of the district to use physical restraint only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

In accordance with this policy, physical restraint shall only be used by employees who have received the necessary training under 603 CMR 46.04(2) or 603 CMR 46.04(3). Employees shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

What Constitutes Physical Restraint

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

Physical Escort Not a Restraint

A physical escort, defined as a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student that is agitated to walk to a safe location, is not considered to be a physical restraint.

Permitted physical escorts include guiding a student to time-out (if the student is not fighting the redirection against their will), redirecting students by a busy road, or grabbing a student who is about to fall, or breaking up a fight between students.

Who May be Involved in Physical Restraint

Only staff members who have received training in the use of physical restraint as a member of program staff, or staff members who have received in-depth training as a school-wide resource can administer physical restraint.

When is the Use of Physical Restraint Appropriate

The use of physical restraint is appropriate only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate. In all instances physical restraint must be conducted with extreme caution. Whenever possible, physical restraint must be witnessed by at least one person who is not participating in the restraint.

Emergency Situations - The student represents an imminent danger to self or others.

Last Resort - Other methods of de-escalation or behavior support have been unsuccessful or would be inappropriate.

When is the Use of Physical Restraint Prohibited

Physical restraint may not be used in any of the following circumstances:

1. Punishment- Physical restraint as a means of punishment is strictly prohibited.
2. Student Medical Safety Concerns- Physical restraint shall not be used where it cannot be safely implemented because of medical conditions (such as asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting).
3. Student Misbehavior Not Resulting in Assault or Imminent, Serious, Physical Harm- Physical restraint may not be used in response to a destruction of property, disruption of school order, refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious physical harm.

4. Physical Restraint as a Standard Response - Physical restraint may not be used as a standard response. Employees are required to engage in positive behavioral interventions. No written behavioral or individualized educational program (IEP) may include the use of physical restraint as a standard response to any behavior.*

*Note: Teams must be proactive at IEP meetings to remove references to the use of restraints which were permitted prior to January 1, 2016.

What Amount of Force May be Used When Physical Restraint is Appropriate

When the use of physical restraint is appropriate, properly trained employee(s) shall only use the amount of force reasonably necessary to protect a student or another member of the school community from assault or from imminent, serious, physical harm.

What Safety Procedures are required in the Use of Physical Restraint

The use of physical restraint shall be done in the safest method available and appropriate to the situation in a manner to prevent or minimize physical harm. Physical restraint shall not be administered in a manner in which the student is prevented from breathing or speaking.

During the restraint a staff member must continuously monitor the physical status of the student, including skin temperature and color, and respiration. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

What Types of Physical Restraint and Separation Techniques are prohibited

The use of mechanical restraint, medication restraint, and seclusion are prohibited in all instances. The use of prone restraint is generally prohibited.

Mechanical restraint

Mechanical restraint is defined as the use of any device or equipment to restrict a student's movement.

Medication restraint

Medication restraint is defined as the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the caregiver for administration in the school setting is not medication restraint.

Seclusion

Seclusion is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

Prone Restraint

As indicated above, the use of prone restraint is generally prohibited. Prone restraint is a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face down position.

Prone restraint is prohibited, except when all of the following criteria are met:

- the student has a documented history of repeatedly causing serious injury to self or others;
- all other forms of restraint have been unsuccessful in ensuring safety;
- there are no medical contraindications as documented by a licensed physician;
- there is psychological or behavioral justification with no psychological or behavioral contraindications as documented by a licensed mental health professional;
- the program has obtained consent from the caregiver to use prone restraint in an emergency, and the consent has been approved in writing by the principal;
- The program has documented all of the above in advance of the use of prone restraint.

How Long May the Physical Restraint Continue

Any use of physical restraint shall end as soon as the student is no longer an immediate danger to themselves and/or others.

Principal Approval Required for Restraints In Excess of Twenty (20) Minutes

If a student is restrained for a period longer than twenty (20) minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

What is the Difference between Seclusion and Time-Out

Seclusion occurs when a student is left alone with no staff present or immediately available in an area where the student is prevented from leaving. Seclusion is not permitted under any circumstances.

Time-outs are a permitted behavioral support strategy. Time-outs involve a temporary separation of a student from learning activities or from the classroom, either by choice or by direction of staff for the purpose of calming.

Time-outs must end as soon as the student has calmed. If time-outs are used as a behavioral support strategy, there must be a procedure in place for the use of time-outs that includes a process for obtaining principal approval for time-outs of more than thirty (30) minutes. During a time-out the student must be continually observed by staff member(s). Staff member(s) must be with the student or immediately available to the student at all times.

The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.

What Notification is Required Following the Use of Physical Restraint

Employee Notification to Principal

Employees who administered restraint are required to verbally inform the principal as soon as possible, and submit a written report no later than the next school day.

Caregiver Notification

The principal or director of pupil services, or designee, will make reasonable efforts to verbally notify the student's caregiver(s) of the physical restraint within twenty-four (24) hours of the event. A written report will be sent to the caregiver(s)/guardians within three (3) school days by an email provided to the school by the caregiver(s) or postmarked within three (3) school days by regular mail. If the caregiver(s) receives school-related information in a language other than English, the written report shall be provided in such non-English language. The student and caregiver(s)/guardians shall have the right to respond to the use of physical restraint as well as the content of the report verbally or in writing.

What Must be Included in the Written Report to caregiver(s)/Guardians Following a Restraint

The written report to caregiver(s) within three (3) school days must include the following:

1. The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5) (c).
2. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
3. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
4. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
5. Information regarding opportunities for the student's caregiver(s) to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

What Action Other than the Written Report is Required Following a Restraint

The district is required to take certain follow up procedures in addition to the report. The follow-up procedures required are dependent upon whether the student was restrained once over the course of a week or was restrained multiple times over the course of the week.

Single Restraint of Student in the Course of a Week

After the release of a student from a restraint, the district shall review the incident with the student to address the behavior that precipitated the restraint, review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Multiple Restraints of Student in the Week

The principal is required to conduct weekly reviews of restraint data. If the principal identifies a student or student(s) who have been identified as being restrained multiple times during the course of the week, the principal shall convene a team to assess the restrained student's progress and needs. This assessment shall include at least the following:

1. review and discussion of the written reports and any comments provided by the student and caregiver about such reports and the use of the restraints;

2. analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
3. consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
4. agree on a written plan of action by the program.

*Note- If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the caregiver, upon request.

Principal Monthly Review

As mentioned above, the principal is required to conduct weekly reviews to determine if any students have been physically restrained multiple times. Additionally, the principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

What Information Is Reported to the State Regarding the Use of Physical Restraint

Injury reports and annual data on the use of physical restraints must be reported to the Department of Elementary and Secondary Education (Department).

Injury reports

All restraint-related injuries will be reported by the District to the Department. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report detailed above postmarked no later than three (3) school days of the administration of the restraint. The District shall also send the Department a copy of the record of physical restraints written reports for the thirty (30) day period prior to the date of the reported restraint. Within thirty (30) calendar days the Department will determine if any action is warranted.

Annual report

The District will collect data concerning every use of physical restraint and report such data to the Department on an annual basis. Such data shall be reported in a manner and form directed by the Department.

Staff Training Requirements

Annually, the District will conduct general staff training covering information on the role of the student, family, and staff in preventing restraint. The training will cover the District's restraint prevention and behavior support policy and procedures, including the use of time-out as distinct from seclusion.

Staff will be instructed in interventions that could be used to preclude the need for restraint, as well as de-escalation techniques and other alternatives. Staff will also receive information on the types of permitted physical restraints and related safety considerations, including medical or psychological limitations, known or suspected trauma history. Staff who have received or will receive in-depth training and who can serve as resources to others should be identified to the school staff as a whole.

For those staff members who will receive in-depth training, the Department recommends that the training in the use of physical restraint be at least 16 hours and include an annual refresher training. Such training must include at least the following:

- Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- Demonstration by participants of proficiency in administering physical restraint; and,

- Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

Procedures for Receiving and Investigating Complaints

Before initiating a formal complaint procedure, a student or their caregiver(s) who has concerns regarding a specific use of a physical restraint, may seek to resolve their concerns regarding specific use of a physical restraint by raising the issue with the principal. The student and/or their caregiver(s) should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the caregiver(s)'s receipt of the written report from the school. The principal shall attempt, within their authority, to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or their caregiver(s) are not satisfied with the resolution, or if the student and/or their caregiver(s) does not choose informal resolution, then the student and/or their caregiver(s) may proceed with the formal complaint process.

A student or their caregiver(s), who has concerns regarding specific use of a physical restraint, may seek to resolve concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or their caregiver(s) should submit this letter to the Office of the Superintendent within twenty (20) days of the caregiver(s)'s receipt of the written report from the school. The written complaint shall include (a) the name of student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action to be sought.

The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Office of the Superintendent and/or designees will make sure the complaint is handled as quickly as feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

Adoption date:	January 10, 2006
Re-adoption date:	May 27, 2014
Revised:	January 5, 2016
Revised:	March 5, 2018

Electronic Information Acceptable Use Policy

Introduction and Mission

The mission of South Hadley Public Schools Electronic Information System is to provide students, faculty, and staff access to information and learning opportunities locally, nationally, and intentionally. Further, South Hadley Public Schools believe that the educational benefit of electronic information is paramount to the future success of students and to the overall success of the educational process. For this reason, South Hadley Public Schools believe that the potential benefits of electronic information far exceed any disadvantages of access to materials inconsistent with the educational goals of South Hadley Public Schools.

This policy includes but is not limited to classroom and lab computers, Internet, Electronic Mail, satellite transmissions, and telecommunications use. The policy outlines appropriate use. It is not meant to discourage use of the Internet and other sources of electronic information.

South Hadley Public Schools recognize and support each family's right to decide whether to allow their student to have access to the Internet. The student and their caregiver(s) or guardian(s) should discuss these rights and responsibilities. Ultimately, caregiver(s) and guardian(s) are responsible for setting and conveying the standard that their child should follow.

In order to use the South Hadley Public Schools' Electronic Information System, students must sign an Acceptable Use Contract agreeing to act within the guidelines of this policy. Caregiver(s) or guardians must also sign to confirm their understanding of the provisions of this policy.

Regulation of Use:

The use of the information system is a privilege, not a right. Inappropriate use will result in a cancellation of those privileges. The administration, staff, or faculty of South Hadley Public Schools may request that an individual's privilege be revoked or suspended in response to a violation. Discipline will be handled through the existing individual school policies and the South Hadley Public Schools' Policies and Procedures.

On a global network such as the Internet, effectively controlling content of information is impossible. South Hadley Public Schools will make every effort to protect students and teachers from misuse and inappropriate materials. However, the user has the responsibility not to initiate access to materials that are inconsistent with the educational goals of South Hadley Public Schools.

Unacceptable use of the Electronic Information System will result in the suspension or revoking of these privileges and could further cause school disciplinary action to be pursued. Some examples of such unacceptable use are as follows:

- Using the system for any illegal activity, including violation of copyright or other contracts.
- Using the system for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing the data of another user.
- Using finite resources wastefully.
- Gaining unauthorized access to resources or entities.
- Invading the privacy of individuals.
- Using the password owned by another user.
- Posting another individual's communication without the author's consent.
- Posting anonymous messages.
- Violating school district policies.
- Violating local, state or federal laws.
- Unauthorized downloading and/or loading of software on any school technology device.
- The network and the Internet are to be used in an appropriate manner at all times.

Misuse may take various forms, but specifically includes any messages sent or received that indicates or suggests pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above.

The Administration of South Hadley High School reserves the right to review and/or edit any student work posted on any school district owned server.

Disclaimer:

South Hadley Public Schools makes no warranties of any kind, whether expressed or implied, for the electronic information service it is providing. South Hadley Public Schools will not be responsible for any damages suffered while on the system. These damages can include loss of data as a result of delays, non-deliveries, or service interruptions caused by the system and user errors or omissions. Use of any information obtained via the information system is at the user's own risk. Furthermore, South Hadley Public Schools specifically disclaims any responsibility for the accuracy of the information obtained through its electronic information services.

South Hadley High School Bullying Incident Report Form

(Appendix B)

Directions: Incidents of bullying/harassment/intimidation are serious offenses and will not be tolerated. If you are a student, the caregiver(s) of a student, a volunteer or visitor, and wish to report an incident of alleged bullying/harassment/intimidation, complete this form and return it to the Principal or Administrative Designee at the student's school. All school employees are required to report alleged violations. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name and returning to the school main office or guidance department. **Every** reported act of bullying will be investigated, and caregiver(s)/guardians will be informed.

Name of Student Target: _____

Grade/School: _____ Date: _____

Incident Date: ____ / ____ / ____ Approximate Time: _____

<u>Name(s) of Alleged Offenders</u>	<u>Grade</u>	<u>School</u>	<u>Are they a student?</u>
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

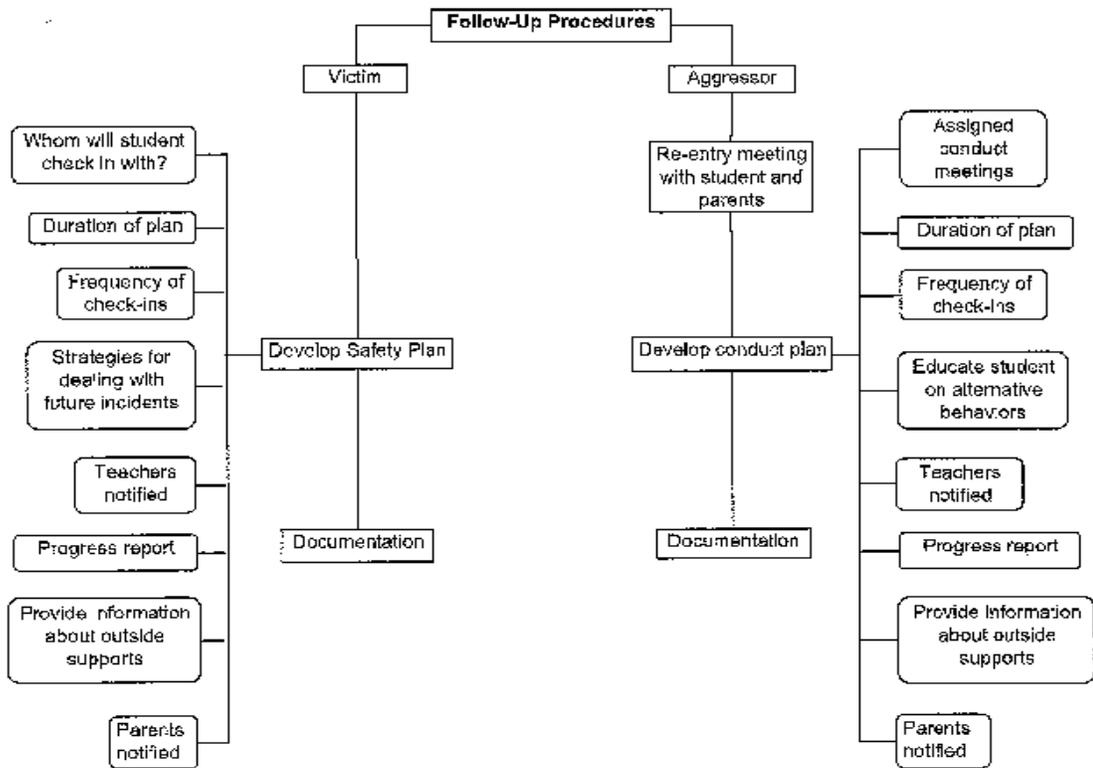
Where did the incident occur? (Check all that apply)	What happened during the incident? (Check all that apply)	Did a physical injury result from this incident? (Check one)
<input type="checkbox"/> School Bus/Stop <input type="checkbox"/> To/From School <input type="checkbox"/> Text/Phone/Internet/ Social Media <input type="checkbox"/> School sponsored activity <input type="checkbox"/> Event off school property <input type="checkbox"/> School Grounds <input type="checkbox"/> Other	<input type="checkbox"/> Taunting <input type="checkbox"/> Retaliation <input type="checkbox"/> Threat <input type="checkbox"/> Humiliation <input type="checkbox"/> Intimidation <input type="checkbox"/> Exclusion <input type="checkbox"/> Stalking <input type="checkbox"/> Physical Contact <input type="checkbox"/> Extortion/Theft <input type="checkbox"/> Cyber-bullying <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> No <input type="checkbox"/> Yes, medical attention required (____# of school days lost) <input type="checkbox"/> Yes, medical attention NOT required Did a student miss school for emotional reasons? <input type="checkbox"/> Yes (____ # of school days lost) <input type="checkbox"/> No Have there been other reported or unreported incidents with the Alleged Aggressor(s) in the past? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe those incidents in the space provided.

Describe this incident: _____

[Note any unreported incidents that may have occurred in the past (use the back of this sheet for additional space)]

Are you: <input type="checkbox"/> Student <input type="checkbox"/> Faculty/Staff <input type="checkbox"/> caregiver(s) <input type="checkbox"/> Other: _____ Leave blank if reporting anonymously. Person reporting incident: (Please Print) _____ Signature: _____	If not a student, telephone/cell Information: _____ Date: _____
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South Hadley Schools Bullying Flowchart



*The term "parents" anywhere in this document refers to parents or legal guardians.