Michael E. Smith Middle School

Student Handbook
2026-2027



Important Dates 2025-2026:

- August 28, 2025- First Day of School
- September 1, 2025- Labor Day (No School)
- October 13, 2025-Indigenous People's Day (No School)
- October 22-24 2025- Half Day for Conferences
- November 4, 2025- Professional Development Day (No School for Students)
- November 11, 2025- Veterans Day (No School)
- November 26, 2025- Half Day
- November 27 & 28, 2025- Thanksgiving Recess
- December 23, 2025- Half Day
- December 24, 2025- January 2, 2026- Holiday Recess
- January 5, 2026- Students Return from Holiday Recess
- January 19, 2026- Martin Luther King Jr. Day (No School)
- February 16, 2026- Presidents Day (No School)
- February 17-20, 2026- Winter Recess
- April 14, 2026- Professional Development Day (No school for Students)
- April 20, 2026- Patriots Day (No School)
- April 21-24, 2026- Spring Recess
- May 25, 2026- Memorial Day (No School)
- June 12, 2026- Last Day of School (No Snow Days)
- June 19, 2026- Juneteenth (No School)
- June 22, 2026- Last day of School (With 5 Snow Days)

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2025-2026 MESMS Code of Conduct

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GENERAL INFORMATION

Letter From the Principal

Dear Students, Parents, Guardians, and Caregivers,

On behalf of the entire faculty and staff at Michael E. Smith Middle School (MESMS), I'm excited to welcome all of our students and families to the start of a new school year and to our vibrant *We Are Tigers!* community. Whether you're returning or joining us for the first time, we're grateful to have you with us.

This past year, we had the privilege of learning alongside our students, families, and staff, and we've seen firsthand the strength, compassion, and resilience that define our community. We're eager to continue this important work with you as we move forward together.

At MESMS, our mission is to create a learning environment that is safe, inclusive, and engaging. We center our work around the core values of **Grit, Respect, and Responsibility**, and we believe that challenge and struggle are valuable opportunities for growth. Our goal is to cultivate a school culture where every student is empowered to meet high expectations and take ownership of their learning.

The **Student Handbook** is an important resource that outlines our school's policies, procedures, and expectations. **Please note that this year's handbook includes major updates to the Code of Conduct.** We ask all students and families to carefully review these updates together. A shared understanding of our expectations helps ensure a safe, respectful, and supportive environment for all.

We believe strong partnerships between school and home are essential to student success. I invite you to stay connected, get involved, and reach out whenever questions or needs arise. Together, we can create a thriving school experience for every student.

Thank you for your continued support. Let's make this a fantastic year at MESMS—full of learning, growth, and Tiger pride!

Sincerely,

Luis D. Martinez, Principal

WE ARE TIGERS!

We, as a community of students and staff, strive to be inclusive, open-minded and curious. We value self-reliance, scholarship, honesty, and kindness. We encourage each other to embrace challenges within a safe and welcoming environment.

Introduction and Purpose of Handbook

This guide is designed to allow all students the opportunity to experience the best possible learning environment; one that is safe, stimulating, and free of distractions. Therefore, it is important that you become familiar with the information contained in this booklet and ask questions about anything that is not clear to you.

Mission Statement

We, as a community of students, staff, families and stakeholders, strive to be inclusive, open-minded and curious. We value self-reliance, scholarship, honesty, and kindness while fostering opportunities for growth and building community. We encourage each other to embrace challenges while also celebrating successes within a safe and welcoming environment.

Vision Statement

Our vision is to develop a well-rounded curriculum that helps students to achieve their full potential. We will do this by having students begin to explore their interests in a welcoming, safe, and supportive learning environment.

SCHOOL COMMITTEE ADMINISTRATION AND STAFF

School Committee
Ms. Danielle Cooke
Mr. Eric Friesner

Superintendent of Schools
Jennifer Voyik

Assistant Superintendent of Business
TBD

Director/Assistant Director of Pupil Services
Ms. Elizabeth Cooke 538-5072, ext. 2614
Ms. Leah Lockwood 538-5072, est

Principal
Mr. Luis Martinez 538-5074, ext. 4701

Assistant Principal
TBD

Administrative Assistants: 538-5074
Ms. Nancy Pedigo (Guidance) ext. 4716
Ms. Lynne Dent (Principal) ext. 4704
Mrs. Kelsey Garvey (Main Office) ext. 4712

Adjustment Counselors
Ms. Caitlin Trinka (7/8) 538-5074, Ext. 4736
Ms. Sara Gardner (TTC) 538-5074, Ext. 4715
Ms. Megan Mathieu (5/6)

Guidance Department
Ms. Katherine Siegel 538-5074, Ext.4718

Nurse
Mrs. Beth Winfield 538-5074, Ext..4705

School Resource Officer
Officer Ray Faginski 538-5074, Ext.4713

Attendance

School Day

Below is the schedule for a typical school day:

7:32-Students are allowed entrance into the building

7:47-Attendance is taking in students first class

After 7:47- Students will be marked Tardy and will need to check in at the front office (parents do not need to accompany their student into the building)

2:25- Students will be dismissed (11:25 for Half Days)

Tardiness/Absenteeism

Student attendance in class is essential for academic success. This means that students need to be in attendance at the start of the school day and for the course of the entire school day. When a student is needlessly absent or tardy, it negatively impacts their education, as well as that of their peers.

All students and families are strongly encouraged to take vacation during the scheduled school vacations and discouraged from taking vacation while school is in session. **Family vacations are not excused absences and count towards the allotted days prior to being a chronically absent student.**

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.**

In order to minimize student absences, several levels of intervention have been put into place. The interventions are for situations where the reason for the absences have not been provided to the school and are broken into two categories: tardiness and absenteeism (Massachusetts General Law Chapter 76, Section 2). In accordance with M.G.L. 76 §2 students may not be absent more than 7 days in a half year and 14 days in a full year.

Non-promotion may be considered by the school administration if a student has 18 or more unexcused absences during a school year as students who have more than 18 days of school are considered chronically absent.

Students who are consistently tardy and/or absent, may be required to attend a Lunch Help session in order to ensure that students are making sufficient academic progress in their classes. This session will be a part of the Attendance Plan that students will be placed upon based upon the below criteria.

Tardiness (per Term)	Absenteeism
5th tardy- School notification home 10th tardy-Parent/Student/School meeting 14th tardy- Possible referral to outside agencies	5th absence (Unexcused) - School notification home and Parent/Student/School meeting 14th absence (Unexcused)- Possible referral to outside agencies

No School & Emergency Closings

In the event of an emergency situation, such as inclement weather, loss of heat, electricity, water, et cetera, prior to the start of the school day, school may be delayed or canceled. Announcements will be given as early as possible via the school's phone messaging system, local radio, and television stations.

If it becomes necessary to close the school during the day, announcements to this effect will be made over the school's phone messaging system, the local radio, and television stations, and the students will be sent home.

RADIO	TELEVISION	SCHOOL WEBSITES
WHYN (560 AM) WHYN (93.1 FM) WSPR (730 AM) WAQY (102 FM) WRNX (100.9 FM) WMRQ (99.3 FM) WRNX (100.9 FM)	CHANNEL 22 (WWLP) CHANNEL 40 (WGGB)	southhadleyschools.org

Arrival and Departure

Car Drop Off

Parents who drop off and pick up their Middle School students should follow the drop off and pick up protocol that is sent out to families prior to the school year.

Parents may not park alongside Mosier Street to drop off students or pick up students.

Buses

Students who live more than 1 mile from the Middle School are eligible to ride the bus. Conduct on the bus and at the bus stop **is related to school.** Students are expected to uphold the code of conduct while waiting at the bus stop and riding the bus. Should a student demonstrate unacceptable behaviors, then the bus driver has the complete authority to inform the school and consequences may follow from the school. If anyone makes the bus ride dangerous for other students, then he/she/they will have to find alternative transportation.

Bus Passes

Students who may need to take an alternate bus for extenuating circumstances must submit a note from their parent/guardian stating the reason, the alternate bus, and the alternate bus stop at which the student will be picked-up or dropped-off for approval. The school can limit the number of bus passes given due to overcrowding.

Late Bus

If students either are staying after school for extra help and/or participate in after school activities, then they may take the late bus home. The late bus starts the first Tuesday of the first full week of October. The late bus arrives at school by 4:00 PM. Students who do not take the late bus should arrange for a ride and be picked up by this time, or if the student is a walker, then he/she/they will begin their walk home. If students are not staying for a school sponsored activity, then they need to leave school grounds upon the end of school.

Bikes Skateboards and Rollerblades

Students may ride their bikes to school. Those students who ride bikes to and from school must wear helmets and should lock their bikes in the bike racks immediately upon arrival. Upon dismissal, as a safety precaution, students must walk their bikes to the Mosier Street sidewalk. The school is not responsible for damaged or stolen bikes.

Academics

Report Cards

Report cards are issued four times a year. Parents/guardians emailed home a copy of the report card. MESMS encourages all students and families to access the PowerSchool portal to check their grades on a regular basis. A permanent record of the report card is kept in each student's cumulative file. Students take the I-Ready assessment 3 times per year. After each assessment cycle, parent reports will be sent home to families.

Michael E. Smith Middle School will maintain a live gradebook through the PowerSchool Student Information System. Students are automatically assigned a username and password where they can view their grades for various assignments as well as what assignments are missing. Parents have the ability to also view their child's grades and receive automated alerts upon a grade change. Parents can contact the school for support in setting up their account for their child.

Extra Help

Students are encouraged to seek extra help from teachers whenever they do not understand an assignment, if the work is difficult, or the student has been absent and has missed class work and class discussion. Teachers are available for extra help at a minimum of 1 day per week. Teacher office hours are posted after the third week of school. Additional help after school can also be established by arrangement with your teacher.

Make Up Work

Students must complete make-up work for daily absences **within three (3) school days** of the student's return to school with the first day of return being day 1. Arrangements should be made with the teacher if it is a prolonged absence and/or circumstances that require additional time. If a student is absent for one to two (1-2) days, students should pick-up work from their teacher upon their return to school. If a student is absent for three (3) or more days, parents/guardians are encouraged to contact the school for make-up work if work completion is possible for the absent student. Students who do not complete their academic work while they are in class, may be expected to complete the work for homework. Classwork assignments and, all other assignments that are worth 30% of the overall grade, that are not turned in by the deadline may be turned in up to two (2) school days late with a maximum grade of an 85. Any assignment turned in after that date will not be accepted for credit. It is up to the individual student to monitor what assignments have

not been turned in on time. For in classroom Tests/Quizzes that are worth 70% of the overall grade, that are not completed by the deadline, there will be no penalty to the grade, so long as a mutually agreed upon time is worked out within 5 school days of the assigned assessment.

Homework

Michael E. Smith Middle School recognizes the importance of homework. Extra studying and skill practice help students increase understanding. Research indicates that student achievement rises significantly when students spend three to five (3-5) hours a week on homework. The following homework policy is meant to enhance understanding and to encourage our students to become better learners.

1. Homework will be regularly assigned to become part of the school routine.
2. Homework will be clearly stated to insure student understanding and expectations.
3. Students are expected to return homework assignments on time, complete, and neatly done.
4. Students enrolled in accelerated classes will have an increased amount of homework.
5. Homework will be collected regularly, assessed promptly, and returned to the students. This process promotes a sense of routine and provides immediate constructive feedback for students.
6. Homework will be one of the following types:
    a. Preparation
    b. Practice
    c. Extension
    d. Creativity
7. Homework will not be assigned for the purpose of punishment.
8. Homework will be graded in the category of practice. The practice category will be 30% of the grade.
9. Parents/guardians are expected to provide their child with an appropriate space and time to do homework.
10. Parents/guardians can check on the homework assigned to their student in two places.
    a) Student Agenda - all students are issued an agenda on the first day of school. They are expected to write all homework assignments in the agenda every day.
    b) All teachers have a class Google Classroom which can be found in their school google accounts. Teachers are required to post all assignments there that can be posted.
11. Parents/guardians are expected to communicate with their son's/daughter's teacher if difficulties arise in meeting homework requirements.

Average time expected to complete homework assignments

Fifth Grade	1 hour per night	**Seventh Grade**	2 hours per night
Sixth Grade	1.5 hours per night	**Eighth Grade**	2 hours per night

Promotion

Students must pass three of their four core academic subjects (English, mathematics, science, and social studies) in order to be promoted to the next grade. Students who fail more than one core subject are required to attend and pass a comparable course in summer school. A maximum of two summer school courses can be applied to the promotion requirement. If a student fails two or more of their core classes and do not attend summer school, they will be considered for retention. If a student fails three or more classes they may be considered for retention and not summer school.

Grading for year-long academic courses

- In each quarter, the minimum grade a student can receive is 50%. That is, student grades will be 50 points or the actual number of points earned, whichever is higher.
- To pass for the year, students need a 60% overall. Stated in points, this is an average of 60 points per Quarter or 240 points per year.

Therefore, a student who failed a class during a trimester can still pass the course for the year if he/she/they brings up their grades. In addition to not passing core courses, retention may also be considered by the school administration if a student has 18 or more unexcused absences during a school year.

Class Changes

Every attempt has been made to schedule your student in classes he/she/they will find the greatest academic success, while simultaneously being aware of requests for specific courses. However, there are times when every request cannot be accommodated due to a variety of factors (e.g., balanced teams, balanced class rosters, missing criteria for Accelerated course, incompatible master schedule requests, et cetera).

Accelerated courses may be offered in Math in grades 6 and 7 and ELA, history, math, and science in grade 8. Criteria for placement in these classes is based on a number of factors including, grades, subject proficiency as determined by state test scores, and teacher recommendation.

The following requests for drop/add, to/from a course will be honored on a case-by-case basis (as long as the master schedule can facilitate the change):

- Computer or clerical error
- Period missing from schedule
- Core subject missing from schedule (Math, Science, English, Social Studies)
- A course that was made up during summer school
- Transfer to a more challenging course if student meets the prerequisites for the course

Requests that will not be honored include but are not limited to:

- Friends in another class
- Change in teacher
- Not meeting a prerequisite for a course

Requests for schedule changes that meet the criteria for change can be communicated to the student's guidance counselor.

Home Tutoring

The school will provide a tutor to homebound children who are going to be absent for 14 days or more due to a physician documented medical reason. If you need this service, you should call the Principal and inquire about the application for a home tutor. Medical documentation is required.

National Junior Honor Society

Qualifications for Acceptance into the Middle School National Junior Honor Society

Students must have a minimum of a 3.8 GPA in all of their academic classes prior to acceptance in the National Junior Honor Societies. GPA is calculated upon a student's arrival at MESMS. All students who meet this requirement are eligible for membership at the beginning of the 3rd quarter of their 7th Grade year. Any student interested in membership shall submit a letter of interest. (Please see the advisor for this form.)

II. Maintenance Policy

Students must maintain a 3.8 GPA in their 7th and 8th Grade years. Students must complete a minimum of 2 hours approved community service in 7th grade after induction, a minimum of 2 hours over the summer and a minimum of 10 hours each semester of their 8th grade year. Students must attend monthly meetings in which service projects and activities are planned. No more than three excused absences will be allowed. Record of service must be submitted monthly to an advisor. The record should include a description of each service, the number of hours, the date(s) of service and the signature(s) of the adult(s) who can corroborate the service. If a student fails to complete their hours of service on time or meet the minimum GPA requirement, they are placed on probation for one term. During that term they must raise their GPA and/or make up for missed service hours. They must also maintain the minimum monthly service hours while they are on probation. If students fail to meet the qualifications at the end of their probationary period, they are dropped from the society permanently.

Service

Service is generally considered to be those actions undertaken by the student that are done with, or on behalf of others without financial or material compensation. Receiving a grade or academic credit would be considered compensation and therefore excluded. Also, coached or officially advised activities that have a designated plan for recognition, and elected offices are excluded as well. Students are advised to clarify the validity of their service by contacting the Pro Merito Tiger Scholars advisor at any time or they may risk disqualification.

Examples of Service

Community service goes beyond family obligations and serves a broader community. Examples of community service are: formal supervised tutoring; helping PTO; helping at Park & Recreation events; volunteering at church; the hospital; the library; animal shelters, School Open House or other related functions.

Honor Roll

Michael E. Smith Middle School Honor Roll has two levels of academic recognition: Honors and High Honors. Students will need to achieve the following criteria in order to receive academic recognition:

- Honors: 83% or above in all classes
- High Honors: 93% or above in all classes

Every class counts when calculating a student's standing. Academic Core courses, Arts, Band, Chorus, et cetera. This speaks to the importance of all educational experiences that students encounter during their academic year.

Health Services

The Nurses Office

The school nurse is in the building to take care of any medical emergencies or illness that might occur during school hours. A student who becomes ill must come to the Nurse's Office with a pass from the classroom teacher. The nurse will decide on the course of action to be taken. No child will be sent home ill without the evaluation of the school nurse or his/her designee. The ill student must be signed out in the office by a parent/guardian or responsible adult designated by the parent/guardian. Students are not able to text or call their caregiver from their cell phone to come and pick them up.

Over the course of the school year, the nurse schedules vision and hearing screening and assists in postural screening. The nurse keeps an accurate and complete health record, including an updated listing of all immunizations as required by law. Students are not allowed to attend school without required immunizations. Parents/guardians should make arrangements with their physicians to maintain current immunizations prior to the beginning of school.

*******Any medication that is required to be distributed in school MUST BE kept in the nurse's office. The parent must send in the original bottle from the pharmacy with the doctor's order and parent/guardian's permission. This includes all prescription and nonprescription medicine.********

Health Conditions

If your child has a special health problem of any kind, please be sure the school nurse is made aware of the condition. A list of students with health problems is prepared yearly and updated as necessary. A signed permission form must be given before a student's health problem is listed. With the permission of parents/guardians, this document is distributed to the staff in order to keep everyone fully informed of any special concern that would affect a child's performance at school.

Emergency Information

Every student will bring an emergency update sheet home in September. All of the requested information is required for a student to be entered into our computer system. Please make sure this card is complete and accurate. If any relevant information changes during the school year, parents are expected to notify the school office as soon as possible. This information is vital if the school needs to contact someone in case of emergency.

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 kindergarten and grade seven or 12 years of age or older.
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

Student Records

The Commonwealth of Massachusetts requires that students and parents be informed of the pertinent laws regarding student records. Chapter 785 and Chapter 713E are included in the student folders so that parents and students will be apprised of the state laws and regulations.

Parents Rights to Inspect Student's Records
All requests for copies of student records need to be in writing and require a 24 - 48 hour notice.

From time to time, records are adjusted as to residence, phone number, and other basic information. In addition, records are reviewed periodically to eliminate outdated information. The administration or its designee does the task.

The student record contains all information concerning a student that is kept by the school. Each student and caregiver(s) with physical custody have 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.

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, school personal will 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.

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

Transfer Procedure
If you are moving from South Hadley or transferring your child to another school, please notify the office so we can have records ready to send to the new school promptly upon the school's request. It is helpful if you come into the office and fill out a release of records form to take to the new school.

Families looking to transfer their students to another school, should notify the school in writing. Families will need to sign a release of information form in order for records to be released to the students' new school. This form may also be completed at the new school and faxed over to Michael E. Smith Middle School. All student transfers will be completed through the Guidance Office.

Public Safety

Fire Drills
Fire drills at regular intervals are required by law (4 per year minimum) and are an important precaution. It is essential that when the first signal is given, everybody follows the instructions given and promptly leaves the building by the prescribed, posted route as quickly as possible. The teacher in each classroom will give students instructions.

1. Follow the directions posted in the classroom and/or given by the teacher in charge.
2. Be **COMPLETELY** silent and exit the building in an orderly manner.
3. Stand with the members of your class in the assigned area away from the building.
4. Re-enter the building **ONLY** when instructed to do so.

Evacuations
At least one time during the school year all schools are also expected to conduct an emergency off-site evacuation. Michael E. Smith Middle School's primary emergency off-site evacuation site is Mosier School, located across the street. Our secondary off-site evacuation site is Chapin Hall at Mount Holyoke College. The school will provide a general notification to families that we will be conducting an off-site drill within a designated time frame. Such a drill, for the purpose of safety; will not require a signed permission slip by parents/guardians. If you have questions, please contact the building principal.

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.
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.

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.

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.

Additional Information

Hall Passes

Students are permitted in the halls when accompanied by a teacher or with a hall pass from an authorized staff member. Students will use the passes in the back of their school provided agenda as a hall pass. If students lose or forget their agenda, small hall passes will be used temporarily. Students who cannot find their agenda within two days will need to buy a new agenda at a cost of $5. If a student frequently does not have their agenda disciplinary action may be taken. There should not be more than one (1) student out of a room on a single, classroom pass. If it is necessary for a group of two or more students to leave a room, the teacher must write a special pass, or the teacher must accompany them. Students who are found in the hallways without a pass will be assigned an after-school detention.

Visitors

All visitors must report to the Middle School office and sign in. Visitors are required to wear an identification label to travel in the building. Unidentified visitors will be stopped by school personnel and accompanied to the office. All doors to the school will remain locked and closed at all times. Staff and students are not permitted to allow anyone into the building through doors. Doors should not be propped open for any reason.

Any student who wishes to have a guest in school must receive written permission from an administrator twenty-four (24) hours in advance of the proposed visit. If permission is granted, the guest is expected to submit emergency contact information and follow the standard behaviors expected of all Michael E. Smith Middle School students.

Any request for observations must be submitted in writing for approval to the administration 24-48 hours in advance. Any non-custodial request must be accompanied by a parent/guardian's written consent.

Media Publications

Many times during the school year, students' names will be published in the school newsletters that go home or for documenting other school activities. At the beginning of the school year, and when new students enroll, a release form will be given to parents or legal guardians for signature. If for any reason you do not wish to have your child's name published in these media, you must indicate that on the release form.

Cafeteria Expectations

Upon entering the cafeteria, students will find a table and wait to be called up to one of the two lines for lunch.
Students are expectations are as follows:

- Respectful behavior in the cafeteria.
- Deposit all trash in wastebaskets.
- Return all trays and utensils to the dishwashing area.
- Leave the table and floor around your place in clean condition.
- Eat in designated areas only.

If students are not able to follow these expectations, an alternative seating arrangement may be made.

Free Lunch
The Massachusetts legislature has approved funding to provide free school meals (lunch and breakfast) to all students for the 2025-2026 school year.

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. 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.
4. Students are not to wear clothing which may cause a disruption to the educational process or the orderly operation of the school.
5. 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.
6. Additionally, underwear should be covered at all times.

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.

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

Searches of Student's Personal Property-Lockers/Desks/Bags
Students will be issued lockers, with or without private combinations. **STUDENTS SHOULD HAVE NO EXPECTATION OF PRIVACY IN THEIR SCHOOL LOCKERS.** 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, desks, computers, clothing, et cetera may be inspected without notice by school administrators to ensure cleanliness, safety and adherence to federal, state and local laws and regulations. The legality of a search of a student, his/her 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

Civility Expectations of staff, caregivers, and visitors

Statement and Purpose
The School Committee's primary objective with these expectations 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.

Code of Conduct for Michael E. Smith Middle School

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.

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.

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.

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. Caregivers(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 Principal 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.

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 used necesita alguna adaptacion o assitencia especial debido a algun tipo de minusvalis, por favor llame al telefono (413) 538-5072 (fax para personas con deficiencias auditivas (413) 532-6284 y notifiquenos cuales son sus necesidades especificas.

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 completed should be registered with the Title IX compliance officer.

Pranks/ Vandalism

MESMS 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.

NOTE: In cases where there is an offense not outlined in our Code of Discipline, reasonable discretion will define consequences. The administration of the middle school has the right to enter a student's locker in the corridor or in the gymnasium area anytime there is a reasonable cause that the student may have in his/her possession a substance or equipment that may be a clear and present danger to the student or anyone else at Michael E. Smith Middle School.

Electronic Devices

Students are allowed to use electronic devices, before and after school. This does not include time when a student is on a pass out of 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. 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 Middle 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.

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 suspendible act.

Alternative Educational Setting: This is a setting either on or off school premises, which provides the student with a disability a free and appropriate public education.

Behavior Intervention Plan: An explicit plan, usually in writing, that addresses the functional aspects of problem behaviors and provides steps for helping the student comply with the school conduct code.

Controlled Substance: Shall be any substance as defined in Massachusetts General Law Chapter 94C, including but not limited to marijuana, cocaine, heroin, or any substance illegally sold or procured and represented as a controlled substance.

Dangerous Student: To demonstrate before a hearing officer that a student is "dangerous" under the Federal Individuals with Disabilities Education Act (IDEA), the following required elements must be met: 1) the student's behavior presents substantial likelihood of injury to self or others; 2) the school has taken reasonable steps to minimize the likelihood of harm; 3) the current IEP is appropriate; and 4) any proposed interim educational setting allows the student to participate in general curriculum and continue to receive Individual Education Plan services and provides services to ensure behavior does not recur.

Dangerous Weapon: Shall include but not be limited to a loaded or unloaded gun, knife, slingshots, metallic knuckles, clubs, blackjack, billy clubs, explosives, chemicals, instruments of arson, et cetera including weapons listed in Massachusetts General Law Chapter 269, Section 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 shod foot, spikes, studs, razors, chain, pen/pocket knife, et cetera. 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.

Emergency Situation A situation in which there is a potential for physical harm to or by the student; or a situation in which there is potential for substantial disruption to the education program of other students. The principal and/or assistant principal shall be the individual who determines whether or not an emergency situation exists. In the absence of the principal/assistant principal, the superintendent shall make the determination of an emergency.

External Suspension: Separation from regularly scheduled classes and from school grounds. Students are responsible for completion of all schoolwork and assignments. This also applies to after-school activities as well.

Free and Appropriate Public Education (Fape) The student must be able to continue participation in the general curriculum and continue to receive services/modifications included in the current IEP. Additionally, this should include services/modifications to address behavior.

Functional Behavioral Analysis An analysis of behaviors and their determinants.

Manifestation Determination: Is a determination by an Individual Education Plan Team as to whether a student's handicapping condition contributed to a violation of the code of conduct that would result in exclusion. A manifestation determination is conducted by the IEP team and must consider 1) evaluation and diagnostic results, 2) observations, and 3) the IEP and placement. Prior to a finding of "no manifestation", the IEP team must determine that: 1) the IEP/placement were appropriate; 2) supplementary aids and services were provided; 3) behavioral interventions were provided; and 4) the student understood his/her behavior and could control the behavior.

Individualized Education Plan: An "IEP" is a written plan that identifies a student's handicapping condition and proposes methods and interventions to ensure the student's educational needs are met.

IEP Team: Those individuals (staff and contracted) who were designated during the most recent evaluation as responsible for conducting required assessments. The parent is a participant in team meetings, which propose changes in placement or programming.

Knowledge that a student has a disability: The South Hadley School Department is deemed to have "knowledge" if meeting any of these conditions: a) parents have expressed concern in writing to school personnel that child needs special education/related services; b) child's behavior or performance indicates need for services; c) child's parents requested an evaluation; d) child's teacher or other school personnel has expressed concern in writing about behavior/performance to special education director or other school personnel.

Notice of procedural safeguards: A copy of this policy and the "Parents Rights" for Chapter 766 shall constitute notice.

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.

Short Term Suspension: The removal of a student from his/her classroom for up to ten (10) school days, including a referral to in-school suspension and external suspension.

Social Probation: Social Probation may be assigned to students whose behavior has placed others in danger, whose behavior has caused them to be suspended from school for more than five days, has a record of chronic misbehavior, or has ten or more tardies in a trimester. Students placed on Social Probation will not be eligible to attend after school functions, e.g. clubs, dances/socials, performances, etc., and may be on school grounds only from 7:47 am – 2:25 pm (3:45 pm if extra help or detention is scheduled.) Social Probation will be reviewed regularly to determine if behavior has improved and if probation should be rescinded.

Student with a Disability: If a student has an IEP or if the South Hadley School Department and its staff has knowledge that a student may be a "student with a disability", then that student may assert the protections of a "student with a disability" until such time that a determination of no disability is made.

Progressive Discipline

Definition

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.

Detention

Detention is an extension of the school day assigned to provide consequences and deter violations of school rules/policies of classroom rules. Teachers and administrators can assign detentions. Detentions 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 detentions.

Teacher Detention

When a teacher assigns a detention 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 2:35 p.m., and remain until detention ends at approximately 3:05p.m. The teacher will notify the student and caregiver of the date of infraction and the date of the assigned detention. If a student does not attend the assigned detention(s), they will be referred for a detention cut and the discipline report will be forwarded to school administration for further disciplinary action. A teacher detention does not become part of a student's permanent disciplinary record.

Office Detention

The Main Office will assign a student one or more detentions for violation of school rules. A caregiver will be notified of the detention. Office detentions start promptly at 2:35 p.m. and end at 3:35 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 detentions are not part of a student's permanent disciplinary record.

Suspension/Expulsion

D. Suspensions a. 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 parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language: ● the disciplinary offense; ● the basis for the charge; ● the potential consequences, including the potential length of the student's suspension; ● the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing; ● the date, time, and location of the hearing; ● the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate; The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Page 52 of 108 South Hadley High School Student Handbook Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations. All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate. b. General Requirements Prior to Suspension Under MGL Ch 71 37H 3/4 A student may not be suspended under M.G.L. Chapter 71, §37H¾, unless one or more of the following apply: ● The school has first implemented measures designed to re-engage the student in the learning process prior to the imposition of suspension, and alternative remedies have been employed in direct response to the specific incident or incidents at issue, with the use and results of such remedies documented. Alternative remedies may include, but are not limited to, mediation, conflict resolution, restorative justice practices, and collaborative problem solving, and may be implemented within the context of school- or district-wide re-engagement models, including but not limited to positive behavioral interventions and

supports (PBIS) and trauma-sensitive learning models; or ● The school has documented specific, individualized reasons demonstrating that such alternative remedies and re-engagement strategies would be inappropriate, ineffective, or counterproductive under the circumstances; or ● The student's continued presence in school poses a specific, articulable, and documentable risk of serious bodily injury or other serious harm to another person while on school grounds or while participating in school-related activities. c. Short Term Suspensions: Hearing and Principal's Determination A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section. Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances. Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the Page 53 of 108 South Hadley High School Student Handbook type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal. The District shall be responsible for facilitating, arranging, and verifying the student's timely enrollment and continued participation in appropriate educational services as required under M.G.L. c. 71, § 37H¾, and such responsibility shall not be delegated to the student or the student's parent or guardian. If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate. d. Long Term Suspensions: Hearing and Principal's Determination A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant. If the student's or parent's notice of appeal is not submitted to the superintendent within that time, the superintendent may deny the appeal, or allow the appeal at the superintendent's discretion. If an appeal hearing is granted, the superintendent will send written notice to the student and parent of the date, time, and location of the hearing. The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Additionally, the superintendent will arrange for an audio recording of the hearing, a copy of which shall be provided to the student and the parent upon request. The superintendent will inform all parties before the hearing that an audio copy will be made of the hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final. Additionally, the student shall have the following additional rights: ● In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; ● the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense; ● the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and Page 54 of 108 South Hadley High School Student Handbook ● the right to cross-examine witnesses presented by the school district; ● the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request. Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall: ● Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; ● Set out key facts and conclusions reached by the principal; ● 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 a specific list of education services to make academic progress during removal, and the contact information of a school member who can provided more detailed information. ○ The District shall be responsible for facilitating, arranging, and verifying the student's timely enrollment and continued participation in appropriate educational services as required under M.G.L. c. 71, § 37H¾, and such responsibility shall not be delegated to the student or the student's parent or guardian. ● Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an

additional seven (7) calendar days. The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate. APPEAL OF LONG-TERM SUSPENSION A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant. The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, Page 55 of 108 South Hadley High School Student Handbook the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final. e. Emergency Removal A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal. During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian. A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable. f. In School Suspension Under 603 CMR 53:02(6) & CMR 53.10 In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. A Principal may impose an in-school suspension as defined above according to the following procedures: The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year. On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension. Page 56 of 108 South Hadley High School Student Handbook The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. g. Suspension or Expulsion for Disciplinary Offenses Under MGL 37H and 37H 1/2 The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses: POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, OR ASSAULT OF STAFF A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense. FELONY COMPLAINT OR ISSUANCE OF FELONY DELINQUENCY COMPLAINT Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that

the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Page 57 of 108 South Hadley High School Student Handbook FELONY CONVICTION OR ADJUDICATION/ADMISSION IN COURT OF GUILT FOR A FELONY OR FELONY DELINQUENCY The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress. The District shall be responsible for facilitating, arranging, and verifying the student's timely enrollment and continued participation in appropriate educational services as required under M.G.L. c. 71, § 37H¾, and such responsibility shall not be delegated to the student or the student's parent or guardian. STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING The District shall collect and annually report data to the Department regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department. 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 student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students. h. Discipline of Students with Disabilities The District is committed to ensuring that students with disabilities or suspected disabilities receive appropriate educational support and due process during disciplinary proceedings. Students with disabilities are subject to the same disciplinary procedures as non-disabled students for suspensions of ten (10) school days or fewer in a school year. Additional Page 58 of 108 South Hadley High School Student Handbook protections apply when a suspension exceeds ten (10) consecutive school days, or when a pattern of suspensions results in a cumulative total of more than ten (10) school days in a school year. During any disciplinary action involving a student with a disability or suspected disability, the student will continue to receive all educational services and supports required by federal and state law, ensuring uninterrupted access to both the general curriculum and specialized programs. MANIFESTATION DETERMINATION REVIEW Before any disciplinary action that constitutes a change in placement for a student with a disability or suspected disability occurs, the district will convene a Manifestation Determination Review (MDR) meeting. A change in placement is triggered when a student with disabilities or suspected disabilities faces a suspension lasting more than ten (10) consecutive school days or when repeated suspensions add up to more than ten (10) school days. The MDR is required to take place within ten (10) days of the decision to suspend, ensuring a timely review. A student is considered to have a suspected disability if, prior to the incident that led to disciplinary action, a parent or guardian expressed concern in writing that the child might require special education, requested an evaluation for special education eligibility, or if a teacher or school personnel reported a specific pattern of behavior to the special education director or supervisory staff. Conversely, a student will not be classified as having a suspected disability if the parent has refused an evaluation or special education services or if an evaluation determined the student ineligible. Should a parent request an evaluation while disciplinary action is in process, the district will conduct an expedited evaluation consistent with federal and state requirements, and the student will remain in the disciplinary placement until the evaluation is complete unless determined otherwise. During the MDR meeting, district personnel, the student's parents or guardians, and relevant members of the IEP Team review the student's IEP, teacher observations, and any pertinent medical or psychological evaluations. The review is designed to determine whether the student's conduct was caused by or had a direct and substantial relationship to the student's disability or if it resulted from the district's failure to implement the IEP. If the behavior is determined to be a manifestation of the student's disability, the IEP Team will conduct a Functional Behavioral Assessment (FBA) and either implement or modify a Behavioral Intervention Plan (BIP) to address the behavior. In cases where the behavior is found to be the result of the district's failure to implement the IEP, the team will also identify and initiate corrective steps to remedy that

failure. Typically, if the behavior is deemed a manifestation of the disability, the student will return to their original placement unless both the parent and district agree on a change. If the behavior is not a manifestation of the disability, the student may be disciplined in the same manner as non-disabled peers while continuing to receive educational services in an appropriate setting. INTERIM ALTERNATIVE EDUCATIONAL SETTING For incidents involving the carrying or possession of a weapon, the use or distribution of illegal drugs or controlled substances, or the infliction of serious bodily injury at school or during school functions, the district may place a student in an Interim Alternative Educational Setting (IAES) for up to forty-five (45) school days. This setting is designed to allow the student to remain Page 59 of 108 South Hadley High School Student Handbook engaged with the general curriculum while continuing to receive all services identified in their IEP, including those aimed at addressing the problematic behavior. This provision ensures that even during disciplinary action, the student's educational progress and access to necessary interventions are maintained. AUTHORITY OF A HEARING OFFICER If the District determines that returning a student with a disability or suspected disability to their current placement poses a substantial likelihood of injury to themselves or others, it may request a hearing before an independent hearing officer. The hearing officer has the authority to review the case and, if deemed necessary, to place the student in an IAES for up to forty-five (45) days—even in situations where the behavior was found to be a manifestation of the student's disability. PARENTAL NOTIFICATIONS AND PROCEDURAL SAFEGUARDS The district is obligated to notify parents or guardians in writing no later than the start of any disciplinary action. This notification shall clearly communicate the decision regarding the disciplinary measure and include detailed procedural safeguards, such as the right to appeal the decision. These measures ensure that parents are fully informed and have the opportunity to actively participate in the process. E. Suspension Rules Students who are externally suspended or assigned Internal Suspension are not eligible to

Code of Conduct Violations and Corresponding Consequences:

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 *(1993 Education Reform Act Law Chapter 71, Section 37H)*; 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 Student Expulsion). 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 (1993 Education reform Act Law Chapter 71, Section 37H).*	**1st offense**: Ten-day external suspension from all classes and school activities until an expulsion hearing is held (see Student Expulsion). 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 Student Expulsion). 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 two-day suspension from all classes and school activities. **2nd offense**: Minimum five-day suspension and recommendation for an expulsion hearing.
5. 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 two-day suspension from all classes and school activities. **2nd offense**: Minimum five-day suspension and recommendation for an expulsion hearing.
6.. 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 after school detention. **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: 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 Student Expulsion). 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. **2nd offense**: Minimum three-day suspension from all classes and school activities. **3rd offense**: minimum four-day suspension from all classes and school activities. **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.
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.	**1st offense**: Minimum two-day suspension from all classes and school activities. **2nd offense**: Minimum three-day suspension from all classes and school activities.

	3rd offense: minimum four-day suspension from all classes and school activities. **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.

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 two-day suspension from all classes and school activities and referral to School Adjustment Counselor. **2nd offense**: Minimum five-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 two-day suspension from all classes and school activities and referral to School Adjustment Counselor. **2nd offense**: Minimum five-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 two-day suspension from all classes and school activities and referral to School Adjustment Counselor. **2nd offense**: Minimum five-day suspension from all classes and school activities. **3rd offense:** Minimum ten day suspension from all classes and school activities. **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 No Contact Contract	**1st offense**: Minimum one-day after school detention **2nd offense**: Minimum one-day suspension from all classes and activities. **3rd offense**: Minimum three-day suspension from all classes and school activities.

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 one-day suspension from all classes and school activities. **2nd offense**: Minimum three-day suspension from all classes and school activities. **3rd offense**: Minimum five-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.
3. Forgery and/or use of a school related document.	**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.
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. or The use of Artificial Intelligence for any school related purpose.	**1st offense**: Zero on assignment/test for each offense with no chance to redo. **2nd offense**: Minimum one day after school detention. Zero on assignment/test with no chance to redo. **3rd offense**: Two 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.
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.	**1st offense:** Minimum one-day suspension from all classes and school activities. **2nd offense**: Minimum two-days 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.

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
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.	(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.
2. Defiant behavior (refusing to follow orders, disobeying authority, open resistance) toward any school personnel acting in their official capacity/insubordination.	**1st offense**: Lunch detention **2nd offense**:After school detention, either with a teacher or as an office detention **3rd offense**: Minimum one-day suspension from all classes and school activities.

	4th offense: Minimum three-day external 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.
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.	**1st offense**: Lunch detention **2nd offense**: After school office detention **3rd offense**: Minimum one-day suspension from all classes and school activities. **4th offense**: Minimum three-day external 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.
4. Willful, obscene, disrespectful, abusive or profane language, gestures or actions.	**1st offense**: Lunch detention **2nd offense**: After school office detention **3rd offense**: Minimum one-day suspension from all classes and school activities. **4th offense**: Minimum three-day external 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.
5. Leaving the school building without proper authorization/procedure or failure to sign into the Main Office when tardy.	**1st offense**: Lunch detention **2nd offense**: After school detention, either with a teacher or as an office detention **3rd offense**: Minimum one-day suspension from all classes and school activities. **4th offense**: Minimum three-day external 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.
6. Class cuts / Truancy (absences from class without permission).	**1st offense**: Lunch detention **2nd offense**: After school detention, either with a teacher or as an office detention **3rd offense**: Minimum one-day suspension from all classes and school activities. **4th offense**: Minimum three-day external 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.
7. Failure to serve Detention.	**1st offense:** Meeting or phone call with parent, and expectation to serve two office detentions **2nd offense**: Minimum one-day external suspension from all classes and school activities. **3rd offense**: Minimum one-day external suspension from all classes and school activities. **4th offense**: Minimum three-day external 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.
8. Disobeying the instruction of school personnel regarding the use of cell phones or other electronic devices (violation of school electronics policy).	**1st offense**: Confiscation of item, to be returned to students at 2:25p.m. **2nd offense**: Confiscation of item, to be returned to caregiver, and will need to drop cellphone in main office every morning. **3rd offense**: Confiscation of items, returned pending caregiver meeting and will not be allowed to bring cellphone to school.

9. Leaving classroom, building or site during a shelter-in-place, lockdown or off-site evacuation.	**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**. Action as deemed necessary by the administration, which may include extended suspension or recommendations for expulsion.
10.Filing a false report (this includes bullying reports)	**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.
16. Out of Bounds (student is in violation of school rules, in space not designated by student schedule or need without proper authorization)	**1st offense**: Verbal Warning **2nd offense:** Lunch Detention **3rd offense**: After school detention, either with a teacher or as an office detention **4th offense**: Minimum one-day suspension from all classes and school activities. **5th 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

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.

Bus Transportation Offenses.

Violations	Penalties/Consequences
1. Smoking.	**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.
2. Fighting / pushing / injuring another student.	**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.
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.	**1st offense:** A written warning to the caregiver(s). **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.

Notes on Violations / Penalties / Consequences

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

Note 2: 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.

Additional Information about Substance Use

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

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.

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.

Teachers and other school staff are obligated to report any suspicion of substance use to a member of administration as soon as possible.

1. 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.

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 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.

Prohibition of Sexual Harassment

The policy of the South Hadley School System is that all employees and students should be able to enjoy a work/school environment free from sexual harassment.

Definition

Sexual harassment is a form of employee/student misconduct, which undermines the integrity of the educational mission of the South Hadley School Department. All employees/students must be allowed to work/learn in an environment free from unsolicited and

unwelcome sexual overtures or conduct, either verbal or physical. Sexual harassment refers to behavior, which is not welcome, which is personally offensive, which debilitates morale, and which, therefore, interferes with work effectiveness and individual learning.

Sexual harassment in the workplace is prohibited by state and federal discrimination laws and is defined as follows:

> *Sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature when (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance; or (c) such advances, requests or conduct have the purpose or effect of creating an intimidating, hostile, humiliating or sexually offensive work environment.*

Sexual harassment in the educational setting is also prohibited by law and is defined as follows with respect to students:

> *Sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (b) such advances, requests or conduct have the purpose or effect of unreasonably intervening with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.*
>
> M.G.L. Chapter 151C

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers/students may also constitute sexual harassment.
While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances - whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comments on an individual's body, comment about and individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, and cartoons
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

Disciplinary Action
If it is determined that inappropriate conduct has been committed by one of our employees/students, the administrator will take such action as is appropriate under the circumstances. In cases of sexual harassment by staff members, such action may range from counseling to termination from employment, and may include such other forms of disciplinary action, as we deem appropriate under the circumstances. Discipline of students shall follow the school's approved Code of Discipline.

Complaint Procedure
If any employee/student believes that he or she has been subjected to sexual harassment, the individual has the right to file a complaint with the school principal. If the principal is the subject of the alleged charge or the employee/student feels uncomfortable discussing the allegation with the principal, he/she/they may contact the Director of Student Services. The superintendent shall establish and maintain procedures for the investigation and resolution of complaints.

The Student Discipline Regulations were approved by the Board of Elementary and Secondary Education on April 29, 2014. They are effective July 1, 2014.

Civil Rights and Issues of Harassment (Title IX)
All programs, activities and employment opportunities are offered without regard to race, color, sex, gender identity, religion, national origin, sexual orientation and disability. If at any time in your participation in the South Hadley Public Schools you believe that you have been discriminated against or harassed, please follow the grievance procedure described below.

- The complaint will be in writing and contain information about the alleged discrimination such as name, address, phone number of complainant and location, date, and description of the problem Alternative means of filing complaints such as personal interviews or a tape recording of the complaint, will be made available for persons with disabilities upon request.

- Title IX Coordinator: Jennifer Voyik, Superintendent 413-538-5057 116 Main St. South Hadley, MA 01075 jvoyik@shschools.com
- The South Hadley Public Schools is committed to maintaining school environments free of sexual discrimination harassment. Sexual discrimination harassment in any form or for any reason is prohibited. This includes sexual discrimination harassment by administrators, personnel, students, vendors, and other individuals in school or at school related events. The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, marital status, familial status, pregnancy or pregnancy-related conditions and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. The South Hadley Public Schools has adopted these grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations. General Information: • Practices within these grievance procedures will be applied equally to both complainants and respondents. • The respondent is presumed innocent and can only be found responsible for the alleged conduct at the conclusion of this grievance process. • The South Hadley Public Schools requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator. • All parties are entitled to an advisor of their choice at their own expense to assist them in this process. The advisor may, but does not have to be, an attorney. • Schools may, in their discretion, consolidate formal complaints where the allegations arise out of the same facts. • The South Hadley Public Schools allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay as set forth below. • The South Hadley Public Schools will take reasonable steps to protect the privacy of the parties and witnesses and keep the identity of complainants, respondents, and witnesses confidential, except as permitted by the Family Educational Rights and Privacy Act (FERPA), as otherwise required by law, and/or as necessary during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses. The South Hadley Public Schools will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. • In the course implementing supportive measures, informal resolution, and/or a grievance procedure, and throughout the same, if either a complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator must consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, 34 CFR 300.321, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under 34 CFR 104.35(c), if any, to determine how to comply with the requirements of the Individuals 4 with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794.
- Within 15 calendar days after receipt of the complaint, the ADA Coordinator, Ms. Boyden, will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting, Ms. Boyden will respond in writing, and where appropriate, in a format accessible to the complainant, such as large print, Braille, etc. The response will explain the position of the South Hadley Public Schools and offer options for substantive resolution of the complaint.
- If the response by Ms. Boyden does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision of the ADA coordinator within 15 calendar days after the receipt of the response to the Superintendent of Schools.
- Within 15 calendar days after receipt of the appeal, the Superintendent will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting, the Superintendent will respond in writing, and where appropriate, in a format accessible to the complainant.
- All complaints will be kept by the South Hadley Public Schools for three years.

Bullying Prevention and Intervention

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, 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

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.

SHPS District Bullying Prevention and 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

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
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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

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 used necesita alguna adaptacion o asistencia especial debido a algun tipo de minusvalis, por favor llame al telefono (413) 538-5072 (fax para personas con deficiencias auditivas (413) 532-6284 y notifiquenos cuales son sus necesidades especifcia.

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