

Hatfield Elementary School

Student Handbook

2019-2020

"Dedicated to Excellence and Respect for One Another"



Hatfield Elementary School

No person shall, on the basis of race, color, religion, national origin, ethnicity, gender or gender identity, sexual orientation, age, pregnancy, disability or handicap, be denied equal access or admission to school programs, courses, extracurricular activities and employment opportunities.

The Title IX and Section 504 Coordinator is Celeste Palladino, located at HES, Tel. (413) 247-5010

Students, parents, guardians, members of the general public, job applicants and others are entitled to participate in and benefit from all school programs, activities, and services without regard to disability. To request ADA services please contact the Superintendent's Office at (413) 247-0486.

WELCOME

Hatfield Elementary School

Dear Students and Parents/Guardians,

Welcome to the Hatfield Elementary School. Our dedicated and professional faculty and staff look forward to working closely with you to provide a safe and developmentally appropriate learning environment. We hope to instill and strengthen a love for learning and for school that will last a lifetime. The teachers are continually planning innovative, relevant, and exciting learning activities to enhance the academic, social, and emotional growth of all students.

We strive for excellence by setting high standards and expectations within our school community. The expectation is also that we respect ourselves, others and the environment. We truly believe that a strong home-school connection positively impacts children's education. By working all together in a positive, respectful school environment, we will be better prepared to provide the very best for all students.

This Handbook has been designed to provide you with important information regarding school and district wide policies and procedures. Although the Handbook is meant to be a reference, it is in no way meant to be a substitute for regular and ongoing communication with our staff. As new information or policies are developed, you will be notified. Please feel free to call me at 247-5010 if I can be of further assistance, or if you have any additional questions or concerns. Have a wonderful school year.

Sincerely,
Tim Luce
Interim Principal

SUPERINTENDENT OF SCHOOLS DIRECTOR OF STUDENT SERVICES

John F. Robert

247-0486

jrobert@hatfieldps.net

HATFIELD SCHOOL COMMITTEE

Heather Cahill, Chairperson

heather.cahill247@gmail.com

Jill Robinsonl, Vice-Chairperson

jrobinson@hatfieldps.net

Bridget Rodrigue

brodrique@hatfieldps.net

Danielle Stanisewski

dpstanisewski@gmail.com

Rebecca Bench

becca.gene@gmail.com

Savanna Boulet -SA Student Representative

sbouley@students.hatfieldps.net

ELEMENTARY SCHOOL COUNCIL

Principal, Co-Chair

Jacquie Juras

Teacher, Co-Chair

Lori Guerra

Teacher

Shannon Dillard

Parent

Danielle Stanisewski

Parent

Amanda Thayer

Parent

[Part I. General Information](#)

[Hatfield Elementary School Vision](#)

[Hatfield Elementary School Mission Statement](#)

[Hatfield School Committee Philosophy Statement](#)

[Hatfield Elementary Faculty and Staff](#)

[Important Telephone Numbers and Addresses](#)

[Contact Information](#)

[School Hours](#)

[Attendance](#)

[Attendance Standards and Procedures](#)

[Student Absence Notification Program](#)

[Absentee Phone-In Policy](#)

[Arrival](#)

[Early/Regular Dismissal](#)

[Morning Drop-off/Afternoon Pick-up](#)

[Dismissal](#)

[Cancelled School Days](#)

[Emergency Dismissal Procedure](#)

[Fire Drills and Emergency Procedures](#)

[Lunch Program](#)

[Student Health Services](#)

[REPORTING ILLNESS](#)

[INJURY](#)

[DISMISSAL](#)

[SPECIAL SERVICES](#)

[SPECIAL HEALTH CARE NEEDS](#)

[MEDICATION POLICY](#)

[IMMUNIZATIONS AND PHYSICAL EXAMS FOR PUBLIC SCHOOL STUDENTS](#)

[NEWLY ENTERING AND KINDERGARTEN STUDENTS](#)

[Asbestos Management Plan](#)

[Library](#)

[Homework](#)

[Hatfield School Volunteer Program](#)

[Visitations/Observations](#)

[Report Cards](#)

[Open House](#)

[MCAS Dates](#)

[Parent/Guardian Conferences](#)

[School Pictures](#)

[Videos/Release Forms, Media and Voice Publicity](#)

[Court Orders](#)

[Parties](#)

[Student Placement](#)

[School Council](#)

[Parent-Teacher Association](#)

[Hatfield Parent Advisory Council](#)

[Special Needs Program](#)

[Speech and Language Pathologist](#)
[District Curriculum Accommodation Plan – DCAP](#)
[Student Assistance Team Meetings – SAT](#)
[Section 504 of the Rehabilitation Act of 1973](#)
[School Counselor and School Psychologist](#)
[Problem-Solving Procedures for Parents/Guardians](#)
[Part II. Code of Conduct](#)
[Code of Student Conduct](#)
[Detentions](#)
[Suspensions](#)
[DUE PROCESS FOR SUSPENSIONS](#)
[DISCIPLINE FOR STUDENTS WITH DISABILITIES](#)
[Illegal Acts](#)
[Items Prohibited in School](#)
[Bicycles](#)
[Appropriate Dress for Students](#)
[Rules and Regulations for Bus Students](#)
[Bus Rules](#)
[Consequences of unacceptable bus conduct:](#)
[Bus Eligibility](#)
[Computer Use](#)
[Examples of Student Misuse:](#)
[Possible consequences of misbehavior](#)
[Part III. District Policies](#)
[Student Records](#)
[Non-custodial Parents Access to School Records](#)
[Hatfield Public Schools Wellness Policy](#)
[Physical Activity Goals](#)
[Physical Activity Guidelines](#)
[Physical Restraint Procedures](#)
[ANTI-HARASSMENT](#)
[Security cameras have been installed at both schools and may be used at any time.](#)
[Smoking, Alcohol, Firearms, and Controlled Substances](#)
[Threats](#)
[Bomb Threats](#)
[Threats – general in nature](#)
[Violence](#)
[Bullying Prevention](#)
[Hatfield Public Schools Bullying Prevention and Intervention Plan](#)
[TABLE OF CONTENTS](#)
[APPENDIX A: INCIDENT REPORT FORM](#)
[I. NEEDS ASSESSMENT](#)
[II. PRIORITY STATEMENT](#)
[IV. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.](#)
[V. ACCESS TO RESOURCES AND SERVICES](#)
[VI. STUDENT PREVENTION PROGRAMS AND ACTIVITIES](#)
[VII. STAFF TRAINING AND PROFESSIONAL DEVELOPMENT](#)

[VIII. COLLABORATION WITH FAMILIES](#)

[IX. PROBLEM RESOLUTION SYSTEM](#)

[X. RELATIONSHIP TO OTHER LAWS](#)

[Acceptable Use Policy - Technology](#)

[PURPOSE](#)

[AVAILABILITY](#)

[ACCEPTABLE USE](#)

[MONITORED USE](#)

[LIABILITY](#)

[Acceptable Use Policy - Technology](#)

[Rules and Administrative Procedures for Students and Employees](#)

[USER AGREEMENT FOR PARTICIPATION IN AN ELECTRONIC
COMMUNICATIONS SYSTEM](#)

[Handbook Acknowledgement](#)

Part I. General Information

Hatfield Elementary School Vision

Our vision at Hatfield Elementary School is to introduce students to the life-long pursuit of knowledge in a caring, safe, and challenging environment which is responsive to children's learning abilities and needs and which encourages students to reach their fullest potential.

Hatfield Elementary School Mission Statement

To achieve this vision, our mission at Hatfield Elementary School is:

- to introduce children developmentally to a comprehensive curriculum that is sensitive to the changing needs of society and that includes opportunities for academic, social, physical, and emotional growth;
- to build a solid foundation for students to become life-long learners by fostering natural curiosity and developing positive attitudes;
- to provide multi-faceted experiences encompassing effective communication, critical and creative thinking, cooperative problem solving, independence, responsibility, self-esteem, discipline, accountability, and socialization skills for each child;
- to encourage an appreciation for cultural and learning diversity in our own society and throughout the world;
- to develop creativity and nurture aesthetic appreciation through curriculum and class exposures to art, music, literature, and theater;
- to maintain a safe and secure physical, social, and emotional environment that encourages risk-taking and ensures that maximum benefits for learning take place;
- to involve parents and the community at large in as many aspects of the school as possible.

Hatfield School Committee Philosophy Statement

In today's society our children are continuously excited by new and challenging stimuli; adaptability to change, therefore, becomes a paramount objective of learning.

The mastery of basic skills is essential to our children as they prepare to function as responsible individuals. Children must also know how to direct their own learning by mastering the skills of independent inquiry, because circumstances do not enable us to predict with certainty just what today's children will need to know when they become tomorrow's adults. The optimum environment should be sought so that each child can develop physically and emotionally and acquire the information, academic skills, critical judgment, and creativity needed to lead to a better understanding of themselves, each other, and the world around them.

The Hatfield Public Schools must continually strive to create, implement, and improve programs that are compatible with appropriate curricula and provide opportunities for innovation in teaching and learning. If this is accomplished, children will then come to realize more fully their own potential as individuals and be better prepared to appreciate and act responsibly in the society in which they live.

Hatfield Elementary Faculty and Staff

John Robert	Superintendent of Schools/Director of Student Services
Tim Luce	Interim Principal
Jacqueline Pelc	Administrative Assistant to Principal
Jean Hobbie	School Nurse
Martha Elliot	School Nurse (Smith Academy)
Michelle Otis	Special Education Coordinator
Robin Vollinger	Administrative Assistant to Special Education Coordinator
Celeste Palladino	Adjustment Counselor
Monica Lavalley	Resource Officer
Patti Benson	Preschool Teacher
Lori Guerra	Kindergarten Teacher
Tim Caira	Kindergarten Teacher
Amy Hudzik	Grade 1 Teacher
Megan Wendolowski	Grade 1 Teacher
Laura Hoey	Grade 2 Teacher
Kim Robinson	Grade 2 Teacher
Lori LaBombard	Grade 3 Teacher
Keri Guyette	Grade 3 Teacher
Audrey Weston	Grade 4 Teacher
Lynn Bowman	Grade 4 Teacher
John Higuera	Grade 5 Teacher
Ted Prajzner	Grade 5 Teacher
Megan Millette	Grade 6 Teacher
Jennifer Charette	Grade 6 Teacher
Heidi Poulin	Reading Teacher
Renee Gworek	Art Teacher
David Morris	Band Director
Michael April	Computer Teacher/Specialist
Jessica Corwin	Music Teacher
Julie Lannaville	Physical Education Teacher/Paraprofessional
Lisa Swanson	Special Education Teacher
Jacqueline Juras	Special Education Teacher
Sarah Woodard	Title I Interventionist
Karen Holman	Custodian
Bob Cooper	Custodian
Amy Hutchins	Food Service Manager
Sara Sulisz	Occupational Therapist
Christine Bell	Physical Therapist
Kate Prajzner	Speech Therapist
Jessica Falcon	Paraprofessional
Kristin Quiterio	Paraprofessional
Colette Cernak	Paraprofessional
Jessica Falcon	Paraprofessional
Susan Liebenow	Paraprofessional
Deb MacCannell	Paraprofessional
Donna Moret	Paraprofessional
Kim Oravec	Paraprofessional
Andrea Rogers	Paraprofessional
Allison Springman	Paraprofessional
Chailee Guzman	Paraprofessional
Rachel Ames	Paraprofessional

Important Telephone Numbers and Addresses

Superintendent John Robert	247-0486	
Student Services Office Michelle Otis	247-9534	
Hatfield Elementary School	247-5010	33 Main St.
Principal	247-5010	
Nurse	247-5010	
School Psychologist	247-5010	
Student Absentee Number	247-5010	
FAX	247-0482	
Smith Academy	247-5641	34 School St.

Contact Information

By dialing the various options listed with the main number, direct contact can be made with the staff member or with their private voice mail. Classroom teachers, office staff, cafeteria, and specialists also have private voice mail. Please call 247-5010 and follow the instructions to leave a message for the staff member. Teachers will return telephone calls as soon as they are able to without disrupting their classes. At rare times, our telephone system may not be operating. If you need to reach the school and continually get a busy signal and no voice options, please call 247-9534 or in an emergency, contact Smith Academy. If our telephone system is temporarily not in operation, we will post that information on our website.

You may also contact staff, Superintendent, and School Committee through e-mail by using the first letter of the first name and the last name; for example, tluce@hatfieldps.net is the address for Tim Luce, Interim Principal.

School Hours

Grades Preschool-6 8:10 AM - 2:40 PM

Students who are not present by **8:10** will be tardy and will need a parent/guardian to accompany them or a note explaining the late arrival. To ensure a safe environment for students, visitors are to report to the main office upon entering the building. The building will be locked after 8:15. Please push the call button to enter the school where you will be asked to sign in and receive a visitor's pass. Preschool hours vary according to each child's individual schedule.

A curriculum day for staff occurs once a month and students will be dismissed after a half-day attendance. A half-day dismisses at 11:45 AM and 10:45 AM for Preschool. There are also holiday dismissals and conference days where students only attend a half-day. Please refer to the enclosed school calendar to review the days which are a half-day.

Attendance

Regular attendance and punctuality are the mutual concerns of students, parents, and school personnel. It is expected that students enrolled in school shall attend all the time it is in session. Excessive absenteeism and/or tardiness will be addressed by the staff and administration as required by the Hatfield Schools. Illness, professional appointments, emergencies, family deaths, authorized religious holidays, and parental requests made thirty days in advance are excused absences. Upon returning to school, your child is required to present a note explaining the reason for the absence. Additional reasons will be considered on an individual basis with school administration. If your child will be out of school for a vacation, contact the teacher thirty days prior to discuss the situation. Please try to schedule all vacations during breaks. If your child is on vacation during regular school days, it will be to the discretion of the teacher whether school work is provided prior to the vacation or after the vacation in order for your child to remain current with the school work.

Tardiness interferes with class schedules and interrupts and delays students who have been present from progressing with instructions. Chronic tardiness will result in intervention by the Principal and imposition of similar consequences as are indicated below for Absences. If a student presents a note signed by the parent/guardian explaining the tardiness or the parent/guardian is present and the reason is judged to be acceptable, the tardiness will be excused. Excused tardies are judged to be acceptable similar to the excused and acceptable absences. If excessive tardies persist, a student may be required to stay after school to make-up the missed time.

Attendance Standards and Procedures

Regular and punctual school attendance is essential for success in school. The school does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

- Illness or quarantine.
- Bereavement or serious illness in family.
- Weather so inclement as to endanger the health of the child.
- Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by refusing to allow them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

Student Absence Notification Program

Each principal will notify a student's parent/guardian within three (3) days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies. .

Absentee Phone-In Policy

In an effort to make our community a safer environment for our children, an absentee phone-in system is in place at Hatfield Elementary. Parents/Guardians should contact the school before 8:30 AM to notify us that your child will be absent for that day. The absentee number is **247-5010 ext 300**. Parents/Guardians must call the absentee number line and leave the following information:

1. the person calling
2. child's name
3. teacher's name
4. the reason for the absence

Any absences not phoned in will be followed up with a phone call to the home and/or to other numbers listed on the emergency form. Therefore, in order to ensure the success of this procedure, emergency notification cards must be accurate and kept **up-to-date at all times**. This procedure works best with the cooperation of everyone involved.

Arrival

Students should not arrive at school before 8:05 AM. Personnel will not be responsible for students arriving before 8:05, and therefore, parents/guardians should assume that a child will be unsupervised if they are present before 8:05.

Early/Regular Dismissal

For your child's safety, please remember to send a note to your child's teacher with the time of dismissal and the name of the person picking up your child. When picking up your child, you are required to come into the school's office and sign your child out in the appropriate dismissal book/log. Remember - your child's safety is our primary concern!

Regular dismissal is at 2:40 pm. Please follow the guidelines below for dropping off or picking up your child:

Morning Drop-off/Afternoon Pick-up

Increasing bus and car traffic while dropping children off in the morning is a continual safety concern. The vehicle congestion also causes problems for the buses attempting to enter and exit the school. It is hoped that with the cooperation of everyone involved, these guidelines will ensure the safety of the children and reduce traffic congestion especially during high traffic hours.

1. Last minute details such as giving out lunch money or giving children instructions should be done prior to getting in the vehicle drop-off line.
2. Once your child has exited the vehicle at the appropriate spot, you may leave the line and proceed out the drive.
3. Assigned personnel are on duty to receive your child starting at **8:00 AM**

Buses Only buses enter into the front of the school except if there are individuals who need to access the handicapped parking slots. Children **will leave buses at 8:10** to enter the school and walk directly to their classrooms. **Only buses** may pick-up in the front area at the end of the school day.

Cars Car drop-off/pick-up is at the back door by the kitchen/cafeteria beginning at 8:00. This is a quick drop-off zone. If you need to assist your child, please park in the lot and walk your child into the school to avoid backing up traffic. Students are expected to sit quietly in the cafeteria area waiting for the 8:10 bell. There will be supervision starting at 8:00. Students will go directly to their classes at 8:10 and will be considered tardy at 8:15. Reminder: **No vehicles may be parked in the fire lines.** All students must be picked up in the cafeteria by a responsible adult and escorted to the parking lot for dismissal. The doors are unlocked each day at 2:35 for parents to enter and wait in the cafeteria for students to be dismissed at 2:40.

Walkers/Bikers Students arrive at 8:05 ready to begin their day. Limited supervision will start at 8:05 in the front hallway for students to sit quietly until 8:10.

Preschool Car Riders Student drop-off and pick-up is at the side door area of the classroom area. An adult must park and walk the preschool student into the classroom each day. If a student has an older sibling, the older student may enter in this area as well and then proceed to the front hallway if it is after 8:05 or to the classroom if it is after 8:15. Families must help their preschool child enter; please park in any of the parking lots when you are leaving your car to enter the building. **Reminder: No vehicles may be parked in the fire lines or on the grass.**

Dismissal

To further help with a smooth dismissal, **all cars must back into a parking space** and parents must receive students in the cafeteria. Dismissal is at 2:40. The back door will be unlocked at 2:35. **Parents must wait in the cafeteria and exit thru back doors.**

Preschoolers dismiss by their classroom entrance depending on their individual schedules.

If there is a change in the regular routine of dismissal, please send a written note to the

teacher with the complete instructions. This information will be relayed to the office from the classroom teacher.

Cancelled School Days

Cancellation of school due to inclement weather conditions will be made by 6:00 AM or as soon as possible. The ultimate decision will be based on student safety.

On days when there is a delayed opening, all half day preschool classes will be cancelled. If you work, please designate a place where your child can be supervised if school is cancelled or delayed. Please do not call the schools for information. The School District will notify parents via the K-12 phone alert system for a school cancellation, delay, or early dismissal. Information about how to sign up for the alert system is available in the school office. The school will also post an announcement on its web site if we are closed or delayed for the day. If an announcement is not made over the radio or television, it may be assumed that there will be school as usual. Listen to the following radio and television stations below for information regarding school cancellations, delays or early dismissals:

WGGB - TV Channel 40

WWLP - TV Channel 22

WHMP - Northampton - 99.3 FM/1240 AM

WHA1 - Greenfield - 95.3 FM

Emergency Dismissal Procedure

Please make sure you provide a specific place in Hatfield where you have arranged for your child to go should we have to dismiss students early due to an emergency or severe weather conditions. This would be an extremely rare occurrence; however, we want to make sure of your arrangements. Without this critical emergency dismissal procedure information from you, your child will be dismissed to his/her regular destination (home/regular daycare) whether or not there is supervision at the destination. Forms will be sent home at the beginning of the year for parents/guardians to indicate the necessary information.

Fire Drills and Emergency Procedures

Fire drills, emergency evacuation routes, and “alternate” routes are posted within each classroom. Practice emergency procedures will be held periodically throughout the school year. The function of any of these drills is to practice a rapid, safe, and organized method of keeping everyone safe whether in the building or by exiting the building. An additional purpose of practicing any of the procedures is to also help students and adults be calm and prepared during an actual emergency. Among the practiced procedures, students will also be practicing severe weather emergencies and lockdown procedures which would be implemented if there were a possibility of a person within the building causing a possible risk to students. All drills must be considered an actual emergency and all persons present during a drill or actual emergency will be expected to follow the established procedures. With fire drills or emergency evacuations, any visitor or student that is not with his/her class at the time the alarm sounds should leave the building by the nearest exit. Students should report to the nearest adult for further instructions.

Due to the age of our students, explanations about the emergency procedures will definitely be age appropriate and will be explained to students prior to any of the practices. If the

building must be evacuated, elementary students report to the Congregational Church next to the Hatfield Public Library. No one should return to the building for any reason until the all-clear signals have been given. Emergencies are unexpected, unpredictable and take many forms. No one can be fully prepared for everything that may happen, but guidance and strategies are helpful in any emergency. The school's primary goal is to ensure that our students are safe in any situation.

Food Services School Meal Information Lunch

The National School Breakfast and Lunch Program is governed by United States Department of Agriculture and the Department of Elementary and Secondary Education regulations and all menus must meet the Dietary Guidelines for Americans.

School Lunch Pricing

School Lunch- \$3.00
\$.40 reduced/ no cost
Free to eligible students

Free and Reduced Meal Applications

Applications are sent home in backpacks on the first day of school. You can also download the application from the Hatfield Public School website under Food Services, pick up and application in the main office of each school or contact the Food Service Director at 413-247-5010, ext 314. Please complete and return applications promptly for processing to ensure uninterrupted services if qualified. Students must submit an application each year. Qualified benefits are in place for the entire school year. An application can be submitted at any time during the school year or when a family's income changes. Direct Certification for free and reduced is performed at a minimum of three times a year to capture qualifying students and at the time of enrollment after the start of school.

All students purchasing lunch items/meals must prepay and adequately fund student accounts.

Pre-Pay Options: www.MySchoolBucks.com

Parents are encouraged to sign up for Myschoolbucks, an on-line secured payment center for processing school lunch payments. This service offers online payment, transaction history, balances, auto-pay, low-balance reminders, etc. There is a \$2.00 fee per online payment. You can also send in payment by check made out to Hatfield Public Schools. Cash can be sent in with students. The money must be sent in a clearly marked with student's full name and grade.

School Menu

The school menu (printable version) can be found on the web site or in each school's main office. Please be aware in addition to the school meal listed on the menu, other items are available to be purchased.

Elementary School lunch options - Bagel Meal, Sandwich Meal, Salad Meal are additional entree meals that are not listed on the menu but are offered daily. A second entree can be purchased in addition to the main meal. The cost of a “Second” entree is \$2.00. Students can not purchase a second entree if the student does not have funds in their account. Second entrees are offered everyday but tend to be more popular with certain menu items (chicken nuggets & french toast for example). Menu choices “lunch counts” are done in the classroom with the teacher and sent via the office to the Cafeteria for assistance in preparing accurate lunch counts for less waste.

Vegetarian Options - When a main entree contains meat there will be a vegetarian option alternate listed on the menu with an asterisk*

Preschool - A modified menu will be provided to the preschool parents. The Office of Food & Nutrition Programs in Massachusetts has deemed some menu items be restricted because of potential choking hazards. Substitutions will be offered to still offer a variety of meal choices. Some items like sunbutter and jelly sandwiches, hot dog, breakfast sausage, grapes, raisins, etc. will no longer be served at the preschool level. These menu restrictions are designed for choking prevention.

Students ages 2.9 - 5 are not eligible to purchase chocolate milk - To implement this requirement, all students in first lunch will not be permitted to purchase chocolate milk. Students in first lunch will receive 8 oz. - 1% unflavored milk that will be placed on their tray. Home Lunch students purchasing milk will be directed to the cashier where they can purchase their milk.

Preschool - 1st Grade is a “Serve Only” lunch line - All 5 food components are required to be on the student's tray. Components required will be fruit, vegetable, grain, meat/meat alternative & dairy.

Grades 2nd - 6th is an “Offer vs. Serve” lunch line - This type of service let's students make choices from 5 meal components: fruit, vegetables, meat/meat alternative, whole grain and dairy. Students are encouraged to take one of each components and items offered but are required to take at least 3, one of which needs to be a fruit or vegetable to be a school meal.

ChooseMyPlate - MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image that helps you choose a healthy eating style and build it throughout your lifetime. ChooseMyPlate is modeled in the cafeteria, taught in the classroom and we encourage families to re-enforce it at home by making half your plate a variety of proteins and choosing low fat or fat free dairy items.

Food allergy - If your student has an intolerance or food allergy and they purchase school meals please contact the Food Service Director or School Nurse for the required medical information needed to meet special dietary needs / accommodations in the school meal program.

The cafeteria is a learning environment where students are reminded to use appropriate table manners while they socialize and eat lunch. Once seated, the students should stay in their seats until their lunch is finished and the adults have dismissed them. Children may not share food. Sharing food in the cafeteria is not allowed due to allergy concerns.

Please also review the following information on our website to better understand what is required for a National School Lunch Program: Wellness Policy, Meal Charge Policy, Offer vs. Serve Policy, Nutritional Standards in Schools, Smart Snacks in Schools and Healthy Fundraisers.

Meal Charge Policy

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

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

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

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

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

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

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

The Hatfield Public School District will provide a regular meal to students who occasionally forget their money or have a balance below zero. If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for parental assistance.

Policy Communications

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

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

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

Adoption Date: May 9, 2018

Student Health Services

The school nurse serves as a liaison between staff, family, community, and health care providers to enhance academic achievement by promoting student health and a healthy school environment. The nurse is available each day to see students.

REPORTING ILLNESS

Students who become ill during school hours should report to their teacher and come to the health office for assessment and treatment as needed. Students experiencing a communicable disease or are absent due to illness for five or more school days are required to present a note from their physician for a medical excuse and for reentry to school. Students being treated for strep throat or conjunctivitis ("pink eye") must remain out of school for 24-48 hours after receiving the first dose of medication. Students with a fever will need to stay home until at least 24 hours fever-free without the aid of medication.

Students who vomit will need to stay home at least 24 hours. Parents are also urged to consider annual flu vaccinations for their children and may find information at www.mass.gov/eohhs/docs/dpd/cdc/flu/the-flu-guide-for-parents.pdf.

INJURY

Students who become injured need to report this to the nearest staff member and will be assessed by the nurse as needed. Students experiencing an injury who are seen by a physician must bring a physician's note specifying the individual student's anticipated level of participation for return to school and any plans for gradual re-entry as appropriate.

DISMISSAL

When students report that they are ill or injured, the nurse or nurse's designee will attend to their needs. If it is considered best for the student to go home or to be evaluated by a physician, the parent/guardian or emergency contact person will be called and asked to pick up the student at school.

SPECIAL SERVICES

Vision and Hearing Screening is provided during the school year. Students are asked to wear their glasses or contacts during the screening. Parents/guardians will be notified of any results that are outside normal limits.

Height and Weight Measurements are done at the beginning of each school year. Parents may request that their child not participate in this screening by providing written notice to the school nurse at least 10 days prior to the screening.

Postural Screening is provided for students in grades 5 and 6. Girls are asked to wear a two-piece bathing suit or sport bra under their school clothes on screening day. Parents/guardians will be notified of any results that are outside normal limits.

SPECIAL HEALTH CARE NEEDS

The nurse will work closely with families and physicians to develop individual health care plans to help each student participate fully in school.

MEDICATION POLICY

Students are **not** allowed to carry their own medications to and from school. Please do not send medication to school with your child. The only exceptions are epi-pens, inhalers, insulin, and pancreatic enzymes provided the physician, parent/guardian, and school nurse deem the student capable of self-carrying and self-administration.

In accordance with Massachusetts state law:

Any medication, prescription or nonprescription, to be given to a student during school hours must be accompanied by written parent/guardian permission, in an appropriate container, and labeled. The following steps must be completed first:

- a. Complete the "Authorization for Administering Medication Form" (available in the health office or main office).
 - b. The medication must be brought to the nurse by a parent or adult designee in a container with a pharmacy label that includes the student's name, physician's name, name and strength of medication, and the amount and time(s) to be administered. The medication will be kept in a locked area.
 - c. The medication will be administered by the school nurse or nurse's designee.
- Limited "over-the-counter" medications with standing orders from the school physician will be offered as needed provided written parental permission is on file.

IMMUNIZATIONS AND PHYSICAL EXAMS FOR PUBLIC SCHOOL STUDENTS

Physician documentation of a physical exam completed within the past year must be provided to the school nurse for all students in grades K, 4, 7, and 10 per Department of Public Health requirements. The current immunization requirements are published online by the DPH through mass.gov. Documentation of all required immunizations, written physician exemption, or written statement indicating conflict with religious beliefs must be provided prior to starting school. Physician exemptions must be renewed each year.

Students lacking documentation will be excluded from school per Massachusetts general law. In the event of an outbreak, all under-immunized students will be referred for physician follow up and potentially excluded from school following DPH and Board of Health requirements.

NEWLY ENTERING AND KINDERGARTEN STUDENTS

These students must provide appropriate physical examination and immunization documentation, and a birth certificate upon enrollment. Upon entering Kindergarten or within 30 days after the start of the school year, the parent/guardian of each student shall present documentation that the child has passed a vision screening within the past 12 months. Students with neurodevelopmental delays and those who fail the vision screening will be referred for a comprehensive eye examination by a licensed ophthalmologist or optometrist. Results must be given to the school nurse.

Asbestos Management Plan

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFT Part 763 of Title II of the Toxic Substances Control Act). The Asbestos Report as required is on file at Smith Academy.

Library

The library is an area to be used for quiet study, research, and selection of materials as well as listening to stories read by our library staff. Classes go to the library every week and students have the opportunity to check out books on a regular basis. Students need to return their books in order to check out new ones. If a student's name is on the circulation card, the student is responsible for the item should it be lost. Payment will be based on the Books in Print or catalogue price. Students are permitted to purchase the lost item and donate it to the library in lieu of payment. Should a lost item be found, refunds will be made. If books and/or materials are destroyed or defaced, payment will also occur and additional consequences will be determined on an individual basis.

Homework

Homework has a variety of purposes and is very important at the elementary level. Some of the purposes of homework are to improve knowledge and enhance skills; to provide feedback for teachers regarding both the understanding of and ability of students to utilize the skills learned; and it is utilized as a tool to augment the school day to allow students increased opportunities for discovery, applications, and responsibility.

Each teacher oversees and utilizes homework in an individual way and will inform parents of expectations early in the year. A parent can help in developing responsibility by establishing a routine for completing assignments. Homework effort is evaluated on report cards and is an integral component of the learning process. If a student is absent due to a family vacation during scheduled school days, the assignment of class work/homework is up to the discretion of the classroom teacher whether it is provided prior to the scheduled absence or when the student returns.

The time that a child spends on homework is influenced by factors such as level of difficulty, the assignment of special projects, and whether or not some homework was left to the last minute causing the amount of homework to back up. You are always encouraged to keep in contact with your child's teacher regarding any difficulties that your child may have in completing homework assignments. Please contact your child's teacher for individual homework guidelines.

Hatfield School Volunteer Program

An effective volunteer program is a means of promoting understanding and appreciation between schools, parents/guardians, and the community. Anyone who wishes to contribute his or her services to the school can be of help. Persons of all ages and backgrounds have something valuable to offer. Forms asking for volunteers and availability are sent home early in the school year. Adults need to sign in and out and wear an official Volunteer Badge while volunteering. It is very important to always know who is out and about in our school buildings and to keep track of volunteer hours.

The Commonwealth of Massachusetts has amended the current laws protecting children and students from potential harm. **All school volunteers will need to be officially registered and approved prior to volunteering in our school without exception.**

A volunteer must have a positive Criminal Offender Record Information (CORI) Report on

file at the Central Office at Smith Academy. Please contact Brenda Kempisty at Smith Academy (247-5641) for assistance with the CORI process. This process must be up-dated every three years.

Volunteers are an extremely valuable asset to the school!

Visitations/Observations

Visitors are very welcome at Hatfield Elementary School. The following guidelines to classroom and school visits/observations should be followed:

- Parental/Guardian requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end, we ask that such requests be made in advance to allow for proper arrangements to be made and to ensure that students will be in the classroom setting. Classroom observations will be strongly discouraged during the first three weeks of school in September and during the close of school. Observations will also not occur during MCAS administration per state guidelines.
- Parents/Guardians need to contact the classroom teacher or principal for permission. When the visitation is for a parent/guardian and/or a specialist to observe a classroom setting and student, a staff member will accompany the observer to help facilitate the observation.
- The Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the upcoming visits. This is done to ensure that the student's learning environment and schedule is not overly disrupted.
- For security purposes, it is requested that in the main office, all visitors sign a guest log showing arrival and departure times, along with picking up a visitor's badge to wear while in the building.
- Staff will approach unidentified visitors and ask if they may help them. If in the teacher's judgment a visitor exhibits unusual behavior, the Principal will be notified immediately. If a visitor refuses to identify him/herself or refuses to leave, the police will be notified immediately.
- The main entrance security system is activated after the start of school each morning.

Service Animals (Guide or Assistance Dogs)

The Hatfield School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

Report Cards

Please refer to the school calendar for report card dates

Preschool and Kindergarten are issued report cards twice a year. Grades 1-6 are issued report cards three times a year. Parent-teacher conferences in Kindergarten and First Grade are initially held without a formal report card. Conferences can be held throughout

the year at all grade levels.

At the elementary level, report cards are only one indicator of growth and achievement. Each grade level report card strives to reflect the appropriate developmental stages and the expected academic standards pertinent to the age level of the students. Supplementary progress reports may be sent home between each report card period on an individual basis as determined by the classroom teacher. Progress reports are usually given to those students who are experiencing difficulty with a particular subject or behavior. Parents/Guardians are encouraged to consult with the teacher as necessary.

Open House

Open House is scheduled early in the fall. Open House gives parents/guardians and teachers a chance to meet. It also allows children to show their classrooms to their families and introduce their new classmates to them. It is not a time to discuss progress and/or behavior of students. Families are welcome to attend.

MCAS Dates

Grade 4	ELA Composition, Sessions A and B ELA Compositions Make-Up
Grades 3, 5, 6	ELA Reading Comprehension
Grade 4	ELA Reading Comprehension
Grades 3, 4 5, 6	Mathematics
Grades 5	Science and Technology

*The exact dates for the above MCAS testing will be set at a later date. It is **imperative** that your child/children are in school during the above MCAS dates. Please **do not** schedule any vacations during these dates.*

Parent/Guardian Conferences

The parent/guardian-teacher conference is recognized as a valuable means of reporting and reviewing student progress. Information and ideas about the “individuality” of each child can be exchanged and shared resulting in a better understanding of the child's needs and achievements.

Please respect the time limits of the conference. If more discussion is needed, it is important to arrange another meeting with the teacher so that the teacher is able to meet with the other parents/guardians who are waiting and have been scheduled at specific times.

School Insurance

In September, parents/guardians are given the opportunity to purchase accident insurance for their children. Please note that failure to submit the enrollment document by the due date in September will mean that the student is not covered. Parents/Guardians work directly with the insurance company and do not submit the information to the school. After the official enrollment period in September, parents/guardians wishing to obtain the

insurance must contact the insurance company personally. The name of the company may be obtained through the school.

Lost and Found

If your child has a missing item, please send in a note with a description of the lost item to your child's teacher, or feel free to come to school yourself and ask for the "Lost & Found" area in the front hallway. Unclaimed articles are distributed and donated appropriately during the school year and summer. It is strongly recommended that all clothing, especially boots, snow pants, jackets, etc. be marked with your child's name somewhere on the inside. Students are also given the opportunity to look through the Lost & Found several times throughout the school year.

School Pictures

School pictures are taken each year during the early part of fall and in the spring. A flyer from the picture company explaining costs, backgrounds, etc. is distributed a week before pictures are taken.

Videos/Release Forms, Media and Voice Publicity

It is the practice of the school to give permission for school personnel and the media (e.g., cable television, newspapers, commercial television, radio, and the world wide web) to develop and present to the public, (print, pictures, and voice) information related to school programs and students for the purposes of public relations and the dissemination of non-confidential information (i.e., news stories). Hatfield Elementary School gives permission once parents/guardians have signed the release. This form is distributed at the beginning of the school year.

Students at the school are also occasionally photographed and/or videotaped by local newspapers and/or television and radio stations while participating in school-wide and/or classroom events.

Court Orders

It is the parents'/guardians' responsibility to inform the Principal, Counselor, and the classroom teacher **immediately of any court orders** (i.e. restraining, custody, etc.) that must be adhered to (via/per court injunction) that is in place or occurs during the school year. The safety of your child is very important to us and we want to ensure that the school is following legal guidelines concerning any custody issues.

Parties

Please check with the teacher in advance if your child wishes to share a special type of celebration or birthday snack with his or her class and be sure to notify all related staff of your child's food allergies, restrictions, and religious practices regarding food consumption, modifications, and/or constraints. Our Wellness Policy indicates that food served for all snacks, celebrations and parties are strongly encouraged to include healthy choices and have age appropriate selections and portions (such as: fruit, cheese & crackers, popcorn, pretzels). More complete information about our Wellness Policy is included in the Policy Section of this Handbook.

Please refrain from distributing birthday invitations at school. It can be a very uncomfortable situation for children who do not receive invitations.

Student Placement

Visits by parents/guardians to classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are not permitted. The assignment of a student to a particular teacher based solely on a parent's request is not permitted. In the spring, we begin the process of student placement for the following year. We place children in classrooms with many factors in mind including, but not limited to, learning style, personality, gender, special needs, behavior, and class size. Parents/Guardians are a very important resource because they know their child's interests, aptitudes, learning style, work habits, aspirations, attitudes, and behaviors from a different perspective. We appreciate parental/guardian input to help in the placement of your child and to allow next year's teacher to get to know your child. Please refrain from indicating any particular teacher. Any parental/guardian input should allow for placement flexibility while being informative. Final placement decisions will be with the Principal in consultation with staff. Please know we will make a concerted effort to provide an appropriate placement for your child while developing well-balanced classrooms.

School Council

The School Council was established under the Massachusetts Education Reform Act of 1993. The Council consists of parents, staff, administration, and community members. Elections are held during the spring/fall and are conducted by the PTA. Please call the PTA President or Principal if you are interested in being on the Council. The Council meetings are open to the public and posted throughout the community. Time for public input is scheduled at the beginning of each meeting.

Some of the Council's duties include:

- Adopting educational goals for the school
- Identifying the educational needs of students attending the school
- Reviewing the school building's annual budget
- Formulating a school improvement plan
- Reviewing and updating the school improvement plan
- Facilitating and reviewing a professional development plan

Parent-Teacher Association

Our PTA is an active part of our school community. Membership information is distributed at the start of the school year. We encourage you to consider joining the PTA. The Hatfield Elementary PTA believes that working together makes a difference in our schools.

The PTA strives to help the home, school, and community work together to provide the best possible learning environments for our children. The organization works closely with the school to organize fundraisers, assist teachers with classroom projects and to foster strong community school relationships. Any fundraising just for the elementary grades is accomplished through the PTA and with the knowledge/consent of the superintendent. More information on the PTA can be obtained through the school office.

Be a member of the PTA because working together does make a difference!

Hatfield Parent Advisory Council

The Hatfield Parent Advisory Council is a volunteer organization of parents/guardians, educators, and other members of the community desiring to address issues affecting students with special needs. The primary objective is to provide an open forum with the goal of educating the community in general and parents/guardians of special needs students in particular on issues of interest to the organization. For more information, please contact the Office of Student Services at 247-9534.

Special Needs Program

Under Massachusetts Law, any individual, between the ages 3-22 who has been identified as needing specially designed instruction or related services to be successful in an educational program may qualify for a special education program. For more information, please call the Office of Student Services at 247-9534 or the Superintendent's Office at 247-5641.

Speech and Language Pathologist

A speech and language pathologist is also available full time at our school to provide services. If any parents/guardians feel their child may need help in the area of speech/language development, they should contact their child's teacher or the Office of Student Services at Hatfield Elementary. Through our referral process, students may be referred for an evaluation to help determine the need for speech/language services.

Individual Accommodation Plan – IAP

In order to continually meet the needs of all the students, state guidelines, and the No Child Left Behind (NCLB) guidelines, classroom teachers will regularly make accommodations to help ensure that each student be successful in the classroom setting. The accommodations are part of regular education and are implemented prior to further evaluations under the Special Education Guidelines. Parents/Guardians would be contacted if there were a need for a IAP. Report cards will indicate if there are any regular accommodations being used in the classroom for a student to be more successful.

Student Assistance Team Meetings – SAT

A staff member and or parent/guardian may also request a Student Assistance Team Meeting if there are concerns about a student's progress academically, behaviorally, socially and/or emotionally. The purpose of the meeting is to provide support and recommendations to the classroom teacher in order to maximize a student's learning experience. A parent/guardian may attend the meetings and/or they may complete the questionnaire which provides an opportunity for them to express their concerns.

Section 504 of the Rehabilitation Act of 1973

Section 504 is an Act which prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self,

- performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such impairment; or
 3. Is regarded as having such an impairment

In order to fulfill its obligation under Section 504, the Hatfield Public School system recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school district.

The school system has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate education services.

Services which are sometimes provided under Section 504 are Speech, Occupational Therapy, Physical Therapy and accommodations to a student's educational program based on the guidelines above. Additional information concerning Section 504 may be provided by contacting Celeste Palladino, the 504 Coordinator, Tim Luce, Interim Principal at 413-247-5010.

Problem-Solving Procedures for Parents/Guardians

If during the course of the school year you have any concerns regarding your child, a staff member, or any other aspect of the school, you are requested to follow the suggested procedure listed below. This method of handling problems/concerns expedites matters.

1. Contact the staff member and make an appointment to meet with the individual involved to see whether your concern/problem can be addressed and resolved at this level.
2. If the situation has not been resolved to your satisfaction by the discussion with the staff member, make an appointment with the Principal to discuss your concerns at this level.
3. If you continue to be in need of resolution, please contact the Superintendent of Schools to make an appointment to discuss your concern at this level.
4. If you still feel the need for further discussion about the problem/concern, you may ask to have your name placed on the agenda of the School Committee in order to discuss your concern at this level.

In summary, concerns/problems should be addressed first to the person or persons who are directly involved. If for example, you have a concern about a classroom procedure, you should direct your question to the teacher first. After taking the first step, other steps will follow as necessary.

Part II. Code of Conduct

Code of Student Conduct

Hatfield Elementary School's Vision Statement encourages staff, parents/guardians and community to provide a caring, safe, and challenging environment for all students to reach their fullest potential. To that extent, staff and students continually evaluate the discipline aspects of the Code of Conduct. The Code of Conduct will provide more details outlining acceptable behavior and the expected consequences when inappropriate behaviors occur. The Principal has the authority to use discretion and common sense when enforcing the Code of Student Conduct.

The Code of Conduct in the elementary school emphasizes mutual **respect** - the *Respect for Yourself, Others and the Environment*. In conjunction with the *Second Step Program*, our students develop skills which lead to a high level of respect, cooperation, responsibility, empathy for others and verbal and physical self-control. The school is committed to providing a safe and orderly school environment where students may receive and staff may deliver quality educational services without unnecessary disruption or interference. When inappropriate behaviors occur, students problem-solve in a safe manner to ensure minimal disruption to the learning process. Problem-solving can occur with the teacher, counselor and/or principal. Disruption to learning and teaching will lead to logical consequences. The age of the student and the frequency of the misconduct will be taken into consideration when considering the consequences.

Not all acts of misconduct can be itemized in this handbook. The classroom teacher will evaluate each incident of student misconduct and will select appropriate interventions including office referrals. The teacher needs to maintain safety and order in the classroom and may select to make an office referral. The following is a listing of some of the main areas of misconduct which may lead to disciplinary action through the office:

- Continued failure to complete class assignments
- Repeated tardiness to school
- Violating of general rules in the classroom, cafeteria, playground, hallways
- Disrespectful or rude behavior/gestures towards others
- Failure to follow directions in class or to do class activities
- Leaving school grounds without permission
- Recognized disturbances in the class, cafeteria, hallways, or lavatories
- Defiance or oppositional behaviors towards the adults
- Playground misbehavior (snowballs, physical aggression, tackling)
- Verbal or written harassment (threatening, name calling, harmful teasing)
- Swearing, use of profane language and/or gestures which are offensive
- Any unprovoked and unauthorized physical contact
- Inappropriate dress
- Repeated behaviors that represent unacceptable student conduct or behavior
- Disrespect for the environment (damaging property, writing on property)
- Misuse of our computers
- Cheating or plagiarism; academic dishonesty
- Possession of a weapon or controlled substance on school grounds and at any school related event
- Any actions endangering the physical health and safety of students and staff
- Vandalism – interior or exterior of school property
- Stealing

Steps or interventions for misconduct can include, but are not limited to:

- conferencing with student, peers, staff, parents/guardian, and any other persons involved
- time spent in another classroom
- referral to the school counselor for problem-solving
- lowered grade (especially when academic dishonesty is involved)
- loss of privileges during the school day
- denied access to computer privileges if the computer/technology is involved
- loss of recess if the misconduct is directly related to recess and occurs during recess
- writing a letter to parents/guardians indicating the problem and solution, letters of apology
- creation of a discipline contract
- restitution
- detention (classroom teacher and administrative detentions)
- exclusion from school activities; i.e. field trips, special events, assemblies
- internal suspension
- external suspension
- further disciplinary action according to the school district's guidelines especially when safety issues arise.

Repeated misbehaviors can also lead to the more serious consequences including internal/external suspension. Office referrals are documented. Conferencing with the student is the first action in all cases of misbehavior. If there are frequent office referrals for the same action, more privileges may be withdrawn. It is the goal for students to develop self-discipline and to reduce the number of times of misconduct as well as the referrals to the office. Refer also to the section on suspensions/expulsions in Part III.

If a student is referred to the office, the Principal and/or teacher will notify the parent/guardian. The level of parental involvement concerning discipline is dependent on the extent of the inappropriate behaviors and the disruption to the school environment. Parents/Guardians will be included in the process especially when detention and suspensions are involved. An important goal is to continually teach and model acceptable, respectful behavior.

Detentions

Detentions may be assigned by the classroom teacher and/or the Principal for behaviors which are not permitted in the classroom and/or the school environment. Detention may occur in the classroom after school for 30-45 minutes or in the office area 30 – 60 minutes. The age of the student is also a factor in the amount of detention time.

Suspensions

Appropriate behaviors are expected from all students and suspensions are considered for continued display of the same unacceptable behaviors as well as for behaviors that significantly impact and disrupt student learning.

Internal suspension means that a student will be separated from other students in a designated area for the term of the suspension. The purpose is to provide necessary consequences for a particular offense as well as to address the problems and needs of the

individual student. During Internal Suspension, discussion with the student will occur in an effort to change the inappropriate behavior. Schoolwork will be accomplished during the time period of internal suspension.

Internal suspension would be for the following:

- Behaviors that represent unacceptable student conduct
- Repeated referrals to the office
- Profanity or extreme discourtesy directed at a staff member
- Insubordinate or openly defiant behavior toward any school personnel
- Cheating or plagiarism
- Copying, falsifying or changing in any manner any school document, including notes from staff and parents/guardians
- Leaving school grounds without permission
- Verbal or written harassment of faculty, staff or students
- Any unprovoked and unauthorized physical contact by one student upon another
- Violations of the Computer Acceptable Use Policy

External suspension will be an option considered by the administration in particular for the following:

- Repeated referrals to the office and the nature of the referrals
- Insubordinate or extremely disruptive behavior that may require immediate and possibly extended removal
- Repeated behavior that represents unacceptable student conduct or behavior
- A confirmed act of sexual harassment by a student upon any other student, employee or any other individual acting legitimately on school property
- Malicious damage or destruction of school or personal property
- Possession of a weapon or controlled substance on school grounds and at any school related event
- Possession and/or use of incendiary devices including fireworks, smoke bombs, stink bombs and other such devices
- Making a bomb threat
- Endangering the physical health and safety of students and staff (for example, fighting and/or a provoked or unprovoked attack on a student or staff member; verbal threats which mention a weapon)
- A felony charge or felony conviction

DUE PROCESS FOR SUSPENSIONS

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:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) 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;
- e) the date, time, and location of the hearing;
- f) 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. 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.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL 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 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.

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.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. 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, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. 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;
- ii. 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;
- iii. 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
- iv. the right to cross-examine witnesses presented by the school district;
- v. 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:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. 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 provide more detailed information.
- v. 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.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the 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 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, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

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. 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. The principal may not remove a student from the school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 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.

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.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

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.

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.

DISCIPLINE FOR STUDENTS WITH DISABILITIES**Students identified as having special needs**

1. All students are expected to meet the requirements for behavior as set forth in this Handbook. Chapter 71B of the Mass. General Laws, formerly known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP).
 - a. Students with Special Needs may be suspended for up to ten (10) consecutive days, and may also be suspended in excess of ten (10) cumulative days, as fully outlined under M.G.L.c. 71B, and the Individuals with Disabilities Education Act. Such suspensions may be carried out without any further or additional process.
 - b. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability, and the

District provides educational services which will allow the student to access the general curriculum and to make progress toward his/her goals.

2. The IDEA and M.G.L. c. 71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property, or inflicts serious bodily injury on a person, including him/herself. The appropriate interim alternative educational setting shall be determined by the IEP TEAM.
3. The IDEA and M.G.L. c. 71B also allow school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to 45 school days, if they are substantially likely to injure themselves or others in their current placement.
4. When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP TEAM will meet to conduct a manifestation determination. Parent/Guardians will be provided with a notice of procedural Safeguards. Relevant members of the TEAM meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student:

Is the misconduct the result of failure to implement the student's IEP? And

Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the Parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

5. If the TEAM finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook. The student will receive educational services during this period of suspension or exclusion. If the TEAM finds that the misconduct was a manifestation of the student's disability, then the school may still be able to implement an IAES (see #2 and 3 above). If the IAES is not possible, then the student will remain in his/her current placement, and the TEAM will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of an Individual Education Program or a behavior intervention plan.
6. The Principal (or designee) will notify the Special Education Office of the suspendable offenses of a special needs student and a record will be kept of such notices.

Students not yet determined to be eligible for special education

1. If prior to the disciplinary action, the school had knowledge that the student may be a student with a disability, then the school will make all protections available to the student until and unless the student is subsequently determined not to be eligible. The school may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. School staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.The school may not be considered to have had prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the school had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the school will conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

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

1. Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

Is the misconduct the result of failure to implement the student's 504 plan?

Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the Parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review."

Interventions Prior to Discipline

Occasionally, some students will act out in class, become difficult to manage or

become unable to calm themselves and to reengage in the learning process. Prior to any discipline being imposed on a student, particularly at the elementary level, the District employs interventions to enable a student to calm down and reengage in the learning process. These interventions include, but are not limited to, the student's spending time with the counselor, nurse or other professional with whom the student has a relationship, spending time with the principal or assistant principal, going to a supervised quiet space where they can calm themselves, or going to a supervised quiet space where they can do their work. All of these interventions have the goal of getting the student back into the classroom and learning environment as quickly as the student is able.

Illegal Acts

Illegal infractions may involve notification of the police or other governmental agencies. Infractions include vandalism, larceny, sexual harassment, assault, hazing (as an organizer, participant or observer), possession and/or use of alcohol or drugs, possession of dangerous objects including knives and firearms, setting false alarms, bomb threats, unauthorized use of computer networking systems, tampering with computer equipment or resident programs and files, and any other illegal acts. Disciplinary action for illegal acts may include actions up to and including permanent expulsion from school.

Code of Conduct procedures are also indicated under the particular headings; for example, bus behavior and computer use. Also refer to Massachusetts General laws Chapter 71, Sections 37H and 37L as amended by Sections 36 and 37 of the Education Reform Act of 1993 for additional information on codes of conduct; expulsion of students for weapons, controlled substances or assault on school staff; and reporting requirements with respect to expulsions.

Items Prohibited in School

Toys can be lost, broken and are a classroom distraction. It can be very difficult for a student when a favorite item is no longer available. The school cannot be responsible for items that are brought from home. Please help your child determine which items are appropriate to be brought to school. Remind your child that buying/selling of items from other students at school or on the bus is not allowed.

Many items may be suggestive of violent actions or may be disruptive to the learning environment and the school appreciates your assistance in monitoring what is brought to school. Electronic toys/musical devices brought from home may not be used at anytime while students are at school. We ask that parents/guardians help us by assuring that the following items are kept at home:

- Alcohol, drugs
- Medication – adults need to carry medication to the nurse
- Weapons – toy weapons, sharp objects
- Money – other than used for specific situations such as lunch, milk, or field trips
- Laser pointers
- Aerosol bottles, spray bottles, pump bottles
- Electronic toys, musical devices – i.e. Game Boys, CD players, iPods, MP3 Players

- Gum – gum chewing is not allowed at school unless indicated on an IEP
- Skateboards, rollerblades- not used on school property during school hours
- Shoes – appropriate shoes for safe play; for example, no wheels can be used during the school day
- Cellular phones - If your child needs to have one in school, phones must be kept turned off and not visible throughout the entire day. This also includes the school bus.
- Items that are traded – Pokeman, Yugioh and Bakugon cards and Bey Blades
- Silly Bands
- Fidget Spinners
- Putty
- Toys, dolls and stuffed animals
- Items that may be of significant distraction to the learning process as determined by the administration.

**Prohibited items will be confiscated and kept in the office until
parents pick them up**

Bicycles

Students in grades 2 – 6 may ride their bicycles to school with prior written/verbal permission from their parent/guardian. Students must walk their bikes across the school parking lot and to the front of the school. Bicycles should be secured as the school is not responsible for stolen or damaged bicycles. Massachusetts law requires that children wear helmets when riding bicycles. If a child rides a bicycle to school without a helmet, the parent/guardian will be notified and the child will not be allowed to ride home without a helmet.

Appropriate Dress for Students

The following dress guidelines must be followed in the building, on the school grounds, and at all school related functions to allow your child to safely attend and play at school:

1. Students are not to wear clothing that causes a significant disruption to the educational process or the orderly operation of the school. The health and safety of students must not be jeopardized.
2. Dress needs to be appropriate for the grade level in regards to pictures and/or words on clothing. This includes clothing that has any comments, pictures, slogans, or designs that are obscene, profane, or vulgar.
3. Students need to wear appropriate clothing for the weather so they may play outdoors as well as indoors.
4. Students must have full sneakers for weekly participation in gym.
5. Students must wear secure footwear. In recent years flip-flops have led to accidents on the playground and are not permitted on the playground: sandals that are secure are permitted. Thick-soled black boots must also be replaced upon entering the building.
6. Hats, hoods, visors, or other headwear may not be worn inside the building except for medical or religious purposes.
7. During the winter, heavy outerwear (including boots) must be placed in a locker unless a specific need for it exists. Please have your child bring a second pair of shoes to change into during the winter.
8. Sunglasses may not be worn unless a medical need exists which requires their use.

A doctor's note will be required to explain the medical need.

There may be special days or events designated which would permit hats or particular items to be worn. Parents/Guardians and students will be notified of these special events.

Rules and Regulations for Bus Students

The school day begins when students board the school bus and ends when they disembark the school bus. Remember that it is a privilege to ride the school bus. If students are not well behaved and courteous, or the health and safety of other students are endangered, this privilege can be taken away. The driver of a school bus shall be responsible for the safety of the students on a bus, both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the transportation contractor and the principal of the school involved if any student continues to violate the established rules of conduct.

Bus Rules

Rules include but are not limited to the following:

Loading and Unloading at the bus stop:

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property is required.
4. Instructions and directions of the driver must be followed by riders when entering or leaving the school bus.

Required conduct on the bus:

1. Riders must obey the bus driver at all times.
2. Riders must remain in seats or in their place when the bus is in motion.
3. No eating or drinking on the bus. (including gum)
4. Whistling and shouting are not permitted.
5. Smoking is prohibited.
6. Shouting, swearing, roughhousing, pushing, wrestling, fighting or throwing things on or out of the bus is prohibited.
7. Climbing over or under seats is an unsafe action.
8. Opening/closing windows and/or leaning out of windows is prohibited. Keep hands, arms, and heads inside the bus.
9. No littering on the bus.
10. Name-calling and/or bullying actions are not acceptable on the bus.
11. Annoying other passengers or disturbing their possessions is not acceptable conduct.
12. Be picked up and unloaded only at regularly scheduled stops and on the assigned bus.
13. Parents/guardians are held responsible for any defacing or damaging of the bus.
14. No cell phone use or electronic texting on the bus.

Students who refuse to promptly obey the directions of the bus driver, refuse to obey regulations, or endanger the safety of other students, may be denied the privilege to ride on the bus.

Consequences of unacceptable bus conduct:

Depending on the gravity of the offense, the Principal will meet with the students and talk with the parent/guardian and further action may include losing transportation privileges ranging from one day, several days, one week, and possible bus suspension for the remainder of the school year depending on the severity of the offense. A Bus Report given to a student will be sent home to the parent/guardian as soon as one is received from the driver. Consequences will be imposed only after the offense has been verified by the administration and the parent/guardian has been notified by phone and/or in writing. Dependent on the age and the behavior, a consequence may be an assigned seat on the bus. The Principal reserves the right to impose any of the listed consequences on the first offense.

Consequences of unacceptable bus conduct:

- First bus notice: Assigned seat
- Second bus notice: Denial of transportation for one day to a week
- Third bus notice: Denial of transportation for up to two weeks
- Fourth bus notice: Denial of transportation for one month
- Fifth bus notice: Denial of transportation for the remainder of the school year.

Bus Eligibility

All students who live 1.5 miles or more may be transported to and from school unless the parent/guardian determines that such transportation is not necessary or desired. Students who live closer will be transported at the discretion of the Principal and are subject to the criteria below as well as preference will be given on the basis of location of residence and age of the student:

1. Transportation does not cause additional transportation costs.
2. Transportation does not alter existing bus routes or stops.
3. Space is available on the bus.
4. Other situations which concern the safety, welfare and/or age of the student will be considered by the Principal on a case-by-case basis.

Computer Use

In order to match electronic resources as closely as possible to the district curriculum, school system personnel will review and evaluate resources in order to offer home pages and menus or materials to students. Teachers will provide appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum.

All students will be informed by their teachers of their rights and responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group. As much as possible, access to district information resources will be designed in ways that point students to those resources that have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others that have not been evaluated by staff, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue electronic research independent of teacher supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared.

Guidelines

1. Students are responsible for good behavior on school computer networks just as they are in a classroom. General school rules for behavior and communications apply.
2. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required for minors – those under the age of 18. Access is a privilege, not a right. Access entails responsibility and individuals will be held accountable for their actions.
3. Individual users of the district computer networks are responsible for their behavior and communications over those networks. Users are required to comply with district standards and will honor the agreements they signed. Beyond the clarification of each standard, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.
4. Network storage areas may be treated like school lockers. Network and school administration may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users files stored on district servers are not the private property of the student.
5. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephone, movies, radio and other potentially offensive media.
6. The Hatfield Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence or cost incurred by users. The Hatfield Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Examples of Student Misuse:

1. Sending or displaying offensive messages/pictures
2. Giving your password to another student
3. Using another person's password
4. Downloading any program
5. Using obscene language
6. Employing the network for commercial purposes
7. Interfering with a terminal signed on by another person.
8. Harassing, insulting or attacking others
9. Damaging computers, system, or computer network
10. Violating copyright laws
11. Attempting to remove any software/system devices, etc.
12. Trespassing in others' folder, work or files

Possible consequences of misbehavior

1. Loss of access for a period of time determined by the Principal and staff involved
2. Detention and/or Suspension
3. When applicable, law enforcement agencies may be involved, along with fines and punishment.

Part III. District Policies

Refer to the District's Policies for more complete information under each category.

Student Records

The regulations pertaining to Student Records were developed by the Massachusetts Department of Education to ensure confidentiality, inspection, amendment, and destruction of student records. A copy of the complete regulations is available in the main office.

The student record contains all information concerning a student that is kept by the school.

Each student and parent/guardian with physical custody has the right to see their own student records. Copies of any information in the records may be obtained upon request.

No information in the student's record is available to anyone outside the school system without written permission from the student and/or parent and/or guardian. Exceptions to this would be a probation officer, court order, or upon transfer to another school district. However, students and parents will be notified before these records are released.

The student record consists of the transcript and the temporary record. The transcript contains name, address, and birth date; the name, address, and telephone number of parent/guardian(s); course titles; grades; and grade level completed.

The temporary record consists of all the information in the student record that is not contained in the transcript. It may include standardized test scores, school health records, extracurricular activities and evaluations.

A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

Non-custodial Parents Access to School Records

Per the Family Educational Rights and Privacy Act (FERPA), non-custodial parents retain full rights of access to the child's student records unless the school has been provided with evidence that these rights have been specifically revoked. The Department of Education recently amended (Summer 2006) the section pertaining to access procedures for non-custodial parents and this information will be made available once the regulations are finalized. Please contact the school for additional information.

Hatfield Public Schools Wellness Policy

The Hatfield Public Schools provides healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through support and promotion of good nutrition and physical activity. Good health fosters consistent attendance, increased attentiveness and higher academic achievement throughout the school community.

In compliance with Section 204 of Public Law 108-265 of the Child Nutrition and WIC Reauthorization Act of 2004; Section 204 of the Healthy, Hunger-Free Kids Act of 2010; Public Law 111-296, Section 9A, the following policy has been developed.

Student Nutrition and Physical Activity

Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors:

A healthy school positively influences a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity.

Support and promote proper dietary habits contributing to students' health status and academic performance:

All foods available on school grounds and at school-sponsored activities during the instructional day (30 minutes before the beginning of the school day until 30 minutes after the school day ends) will meet or exceed the district nutrition standards. Emphasis should be placed on foods that are nutrient dense per calorie. To ensure high-quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, safety, and packaging.

Provide more opportunities for students to engage in physical activity:

A quality education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from Grades Pre-K through 12. Physical activity should include regular instructional physical education, in accordance with the Hatfield physical education curriculum, health curriculum, as well as co-curricular activities and recess.

Establish and maintain a District-wide Health and Wellness Advisory Committee with the following responsibilities:

The school district will establish a Health and Wellness Advisory Committee that consists of at least one:

- A parent from each school.
- School nurse.
- Student (if interested).
- Physical education teacher.

- The Food Service Director.
- School administrator.
- School Committee member (if available).
- Community member.
- Member of the local Board of Health.
- School staff such as interested health teachers, school psychologist, classroom teachers.

The school district will maintain a Health and Wellness Committee that is responsible for advising on the following:

- Implementation of District nutrition and physical activity standards.
- Integration of nutrition and physical activity in overall curriculum.
- Monitoring and measuring the implementation of this policy.
- Serving as a resource to school sites (i.e., providing staff with a list of health incentives, snack, birthday parties, etc.).
- Evaluate policy progress.
- Revision of the policy as needed.

Implement the requirement for information and updating the public about the content and implementation of the Hatfield Wellness Policy:

Nutrition promotion and health lifestyle information will be provided to parents throughout the school year. This information will be provided in the form of handouts, postings on the District website; articles and information provided in school newsletters; and through any other appropriate means available for reaching parents and the community.

Student Nutrition

The School Lunch Program

Cafeteria Environment:

A cafeteria environment that provides students with a relaxed, enjoyable climate shall be maintained. The cafeteria environment is a place where students have:

- Adequate space to eat and clean, pleasant surroundings.
- Adequate time to eat meals.
- Convenient access to handwashing or hand-sanitizing products before eating.
- Access to water.

Fundraising:

- All food-related fundraising projects that occur on school grounds, where the sale of the product will result in consumption of the product between 30 minutes before the beginning of the school

- day until 30 minutes after the school day ends must follow the Mass Action for Healthy Kids Nutrition Standards (7:00 am to 2:30 pm for Smith Academy and 7:45 am to 3:00 pm at the elementary school).
- Only two (2) door-to-door food-related fundraising projects for sale and consumption after 30 minutes of the instructional day that do not follow the Mass Action for Healthy Kids and Nutrition Standards will be allowed each year. All other door-to-door food-related fundraising projects must follow the Mass Action for Healthy Kids and Nutrition Standards. These standards will be made available in the office and are posted on the District website.
- Organizations operating concessions at school functions will be encouraged to include healthy food choices in their offering. It is recommended that groups market healthy options at a reasonable price to encourage selection by students.

Teacher-to-Student Incentive:

- **Rewards:** Schools will not use foods or beverages as direct rewards for academic performance or good behavior and will not withhold food or beverages as a punishment. Food items cited in a student's IEP, and not in compliance with this policy, will be allowed.
- **Snacks:** Snacks served by the school during the school day or in after-school care or programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The Hatfield Schools strongly encourages health snacks from home that are in compliance with the Mass Action for Healthy Kids and Nutrition Standards. Suggested snacks include cheese and whole wheat crackers

Physical Activity Goals

Physical education courses will be the setting where students learn, practice, and be assessed on developmentally appropriate motor skills, sportsmanship and knowledge.

Policies ensure that state-certified physical education instructors teach all physical education classes.

- The time allotted for daily physical activity will be consistent with research, national and state standards.
- Recess period for K-6 is offered each day.
- Physical Education classes shall be taught in all grades.
- Physical activity and discipline. Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as discipline.*

*Unless misconduct occurs during recess or other physical activities.

Physical Activity Guidelines

The National Association for Sport & Physical Education recommends formal instruction in physical education at a minimum of 60 minutes per day.

The Hatfield Public Schools is committed to integrating physical activity into the Classroom Setting.

Our objective is for students to receive an average of 30 minutes per day (elementary), and an average (of

middle/high) 45 minutes per day physical activity, and for students to fully embrace regular physical activity as a personal behavior. Students need opportunities for physical activity beyond physical education class. Toward that end:

- Classroom health education can or should complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television or playing video games.
- Opportunities for physical activity can be incorporated into other subject lessons and classroom teachers can provide short physical activity breaks between lessons or classes as appropriate.

Other School Based Activities

- After school programs will be encouraged to promote our district's wellness policy.
- Local wellness policy goals are encouraged in planning all school-based activities (such as school events, field trips, dances, and assemblies).

Revision Date: February 12, 2013

Physical Restraint

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement (Physical escort is defined as touching or holding a student without the use of force for the purpose of directing the student. Physical escort is not physical restraint and is not covered by this policy/procedure). Physical restraint shall only be used as a behavior management tool when other less intrusive alternatives fail or are inappropriate.

In the event that physical restraint is required for the protection of school community members, the Hatfield Public Schools has adopted the following policy and procedures (see JKAA-R) to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint.

These procedures will be reviewed annually, provided to school staff, and made available to parents of enrolled students. None of the policy/procedures precludes any teacher, employee or agent of the Hatfield Public Schools from using reasonable force to protect students, or other persons or themselves from assault or imminent, serious harm.

Adoption Date: January 14, 2010

Physical Restraint Procedures

Staff Training

1. All staff/faculty will receive training regarding the Hatfield Public Schools' restraint policy within the first month of each school year, and employees hired after the school year begins will receive training as soon as it can be reasonably scheduled.
2. Required training for all staff will include review of the following:
 - The Hatfield Public Schools' restraint policy;
 - Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors;
 - Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
 - Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
 - Identification of program staff who have received in-depth training (as set forth below in Number 3) in the use of physical restraint.

3. Designated staff members shall participate in at least sixteen (16) hours of in-depth training in the use of physical restraint.
 - At the beginning of the school year, the principal will identify those staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.

In-depth training will include:

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

Administration of Physical Restraint

1. Physical restraint **may only be used** in the following circumstances:
 - When non-physical interventions would be ineffective; and
 - The student's behavior poses a threat of imminent, serious, harm to self and/or others.
2. Physical restraint is **prohibited** in the following circumstances:
 - As a means of punishment; or
 - As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.
3. Only school personnel who have received in-depth training pursuant to this policy shall administer physical restraint on students, with one adult witness who does not participate in

the restraint. The training requirements, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious physical harm.

4. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious physical harm.
5. A person administering physical restraint shall use the safest method available and appropriate to the situation. Floor or prone restraints may only be administered by a staff member who has received in-depth training as specified in this policy, and when in the judgment of the trained staff member, such method is required to provide safety for the student or others.
6. Physical restraint shall be discontinued when it is determined that the student is no longer at risk of causing imminent physical harm to self or others.
7. Additional safety requirements:
 - A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
 - If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
 - Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
8. At an appropriate time after release of a student from physical restraint, a school administrator or other appropriate school staff shall:
 - Review the incident with the student to address the behavior that precipitated the restraint;
 - Review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and
 - Consider whether any follow-up is appropriate for students who witnessed the incident.

Methods of Physical Restraint

1. **Children's Control Position** - This position is designed to be used with children. You should consider using this position only with individuals considerably smaller than yourself:
 - Gain control of the child's arms from behind and cross the arms in front of the child.
 - The arms should be positioned high on the child's upper chest and secured by locking one arm under the other. This will prevent the child from slipping through and will minimize any pressure on the child's chest or abdomen.

- Position yourself behind the child while maintaining close body contact and standing to one side. This position allows you to maintain a balanced stance while managing the child. The auxiliary team members will monitor safety and assist, if needed.
2. **Team Control Position** – This position is used to manage individuals who have become dangerous to themselves or others. Two staff members hold the individual as the auxiliary team members continually assess the safety of all involved and assist, if needed. During the intervention, staff members who are holding the individual should:
- Face the same direction as the Acting Out Person while adjusting, as necessary, to maintain close body contact with the individual.
 - Keep their inside legs in front of the individual.
 - Bring the individual's arms across their bodies, securing them to their hip areas.
 - Place the hands closest to the individual's shoulders in "C-shape" position to direct the shoulders forward.
3. **Transport Position** – This position will assist you in safely moving an individual who is beginning to regain control.
- Prior to moving an individual, assist the person into a more upright position and remove your hand from the individual's shoulder.
 - Reach under the individual's arm to grab your own wrist. This "cross-grain grip" better secures the individual between staff during transport.
 - Remove your leg from directly in front of the individual prior to transport while maintaining close body contact.
- It is not recommended that an individual who is struggling be transported. If necessary, return to the CPI Team Control Position if the individual's and/or staff's safety is at risk.
4. **Interim Control Position** – This temporary control position allows you to maintain control of both of the individual's arms, if necessary, for a short term.
- Starting from the CPI Transport Position, maintain control of the individual's arm but release the "cross-grain grip."
 - Use free arm to reach across and gain control of the opposite arm.
 - If the individual attempts to strike, use your free arm to block and safely move away.

Chemical/Mechanical/Seclusion Restraints Prohibited

1. **Chemical Restraint**, which is the administration of medication for the purpose of restraint, is prohibited unless explicitly authorized by a physician and approved in writing by the parents(s)/guardian(s).
2. **Mechanical Restraint**, which is the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his/her body, is prohibited unless explicitly authorized by a physician and approved in writing by the parent(s)/guardian(s).

- A protective or stabilizing device, such as a harness, lap or other belts for securing a child in a chair, ordered by a physician or a therapist shall not be considered mechanical restraint.

3. **Seclusion Restraint**, which is physically confining a student alone in a room or limited space without access to school staff, is prohibited.

- The use of “time out” procedures during which a staff member remains accessible to the student, although not necessarily present, shall not be considered “seclusion restraint.”

Reporting Requirements

Staff shall report the use of physical restraint after administration of a physical restraint.

1. The staff member who administered such a restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day.

- The written report shall be provided to the principal or his/her designee, except the principal shall prepare the report if the principal administered the restraint;
- The principal or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the Department of Elementary and Secondary Education, upon request.

2. The principal or his/her designee shall verbally inform the student’s parent(s)/guardian(s) of such restraint as soon as possible, and by written report postmarked no later than three school working days following the use of such restraint.

- If the school customarily provides school-related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.

3. The written report required by Number 1 and 2 above shall include:

- Names and job title of the staff who administered the restraint, and observers, if any;
- Date of restraint and time restraint began and ended;
- Name of administrator who was verbally informed following the restraint;
- Description of the activity the student, other students, and staff in the area were engaged in immediately preceding the use of physical restraint;
- Student’s behavior that prompted the restraint;
- Efforts made to de-escalate the situation and alternatives to restraint that were attempted;
- Justification for initiating physical restraint;
- Description of administration of restraint including:
 - the holds used and reasons such holds were necessary.
 - the student’s behavior and reactions during the restraint.
 - how the restraint ended and

- documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided;
 - For extended restraints (restraints lasting more than twenty (20) minutes, description of the alternatives to extended restraint that were attempted, the outcome of those efforts, and the justification for administering the extended restraint;
 - Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student; and
 - Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions, and/or other related matters.
4. The school will, within five (5) school working days of the reported restraint, provide to the Department of Elementary and Secondary Education a copy of the written report as described above and a copy of the record of physical restraints maintained by the program administrator for the 30-day period prior to the date of the reported restraint when:
- A restraint has resulted in a serious injury to a student or program staff member, or;
 - When an extended restraint has been administered.
5. Parent(s)/guardian(s) may voluntarily waive the reporting requirements as stated above for restraints that do not result in serious injury to the student or a program staff member and do not constitute extended restraint.
- The Hatfield Public Schools may seek such individual waiver for students who present a high risk of frequent, dangerous behavior that may require the frequent use of restraint.
 - The Hatfield Public Schools shall not require parental consent to such a waiver as a condition of admission or provision of services.
 - Parent(s)/guardian(s) may withdraw consent to such waiver at any time without penalty.
 - Extended restraints and restraints that result in serious injury to a student or program staff member must be reported as described above regardless of any individual waiver.
 - The following documentation regarding individual waiver of reporting requirements will be maintained on-site in the student's file and will be made available for inspection to the Department of Elementary and Secondary Education upon request:
 - informed written consent of parent(s)/guardians(s) to the waiver, which shall specify those reporting requirements listed above that the parent(s) / guardian(s) agree to waive; and
 - specific information regarding when and how the parent(s)/guardian(s) will be informed regarding the administration of all restraints to the individual student.

Students with Disabilities

1. Restraints may be administered to a student with a disability pursuant to the student's Individualized Education Plan (IEP) or other written and agreed upon plan developed in accordance with state and federal law, subject to the following exceptions:

- The limitations on chemical, mechanical, and seclusion restraint as stated above shall apply; and
- The training and reporting requirements described in this policy shall apply.

Revised Date: June 16, 2014

ANTI-HARASSMENT

The Hatfield Public School District is committed to providing all members of the school community with a safe and supportive school environment. Members of the school community are expected to treat each other with mutual respect and to accept the diversity that makes up the school community. Disrespect among members of the school community is unacceptable behavior that threatens to disrupt the learning environment and decrease self-esteem.

Harassment is a form of unlawful discrimination as well as disrespectful behavior that will not be tolerated.

It is hereby the policy of the Hatfield Public School District to oppose and prohibit, without qualification, unlawful harassment based on color, race, religion (creed), national origin, marital status, sex, gender identity, sexual orientation, or disability.

Any unlawful harassment of a member of the school community by a member of the school community is a violation of this policy.

The Hatfield Public School District shall act to investigate all complaints of harassment, formal or informal, verbal or written, and to discipline or take other appropriate action against any member of the school community who is found to have violated this policy.

Definitions

School Community – includes but is not limited to all students, school employees, contractors, unpaid volunteers and other visitors.

School Employee – includes but is not limited to all teachers, support staff, administrators, bus drivers, custodians, cafeteria workers, coaches, school committee members and agents of the school.

Criminal Harassment – M.G.L. c. 265, sec. 43A makes it a crime to willfully and maliciously engage in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress. Conduct or acts may include, but are not limited to; those made by using any telephonic or telecommunication device such as e-mail or Internet communications.

Harassment can include any unwelcome verbal, written, or physical conduct which offends, denigrates, or belittles any individual because of a student's actual or perceived race, religion (creed), color, national origin, marital status, sex, gender identity, sexual orientation or disability and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile or offensive environment. Such conduct includes, but is not limited to unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures. These apply to all of the characteristics listed above. For more specific examples, see below.

Sexual Harassment - means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of employment or a student's education.
- B. Submission to or rejection of such conduct by a student or school community member is used as a basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of substantially interfering with an individual's educational or work performance, or creating an intimidating, hostile or offensive employment or educational environment.

This applies whether the harassment is between people of the same or different gender. Sexual harassment can include unwelcome verbal, written or physical conduct, directed at or related to a person's gender, such as sexual gossip or personal comments of a sexual nature, sexually suggestive or foul language, sexual jokes, whistling, spreading rumors or lies of a sexual nature about someone, demanding sexual favors, forcing sexual activity by threat of punishment or offer of educational reward, obscene graffiti, display or sending of pornographic pictures or objects, offensive touching, pinching, grabbing, kissing or hugging or restraining someone's movement in a sexual way.

All individuals associated with the Hatfield Public School District, but not necessarily limited

to the School Committee, the administration, the staff, students and members of the public while on campus, are expected to conduct themselves at all times as to provide an atmosphere free from sexual harassment.

Additional examples of specific types of prohibited harassment are listed below:

Racial and Color Harassment - Racial or color harassment can include unwelcome verbal, written or physical conduct, directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on a manner of speaking, and negative references to racial customs.

Religious (Creed) Harassment - Harassment on the basis of religion or creed is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's religion or creed, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti.

National Origin Harassment - Harassment on the basis of national origin is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

Marital Status Harassment - Harassment on the basis of marital status is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's marital status such as comments regarding pregnancy or being an unwed mother or father.

Disability Harassment - Disability Harassment includes harassment based on a person's disabling mental or physical condition and includes any unwelcome verbal, written or physical conduct, directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.

Retaliation - It is a separate and distinct violation of this policy for any member of the school community to retaliate against any person who reports alleged harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have violated this anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of this policy. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment. In addition, a person who knowingly makes a false statement report may be subject to the same action that the Hatfield Public Schools may take against any other individual who violates this policy. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of unlawful harassment.

Consequences - Any school employee or student that is found to have violated this policy through a specific act or by engaging in a knowing pattern of conduct or series of acts over a period of time is subject to disciplinary action. This may include, but is not limited to, warning, remedial training, education or counseling, suspension, exclusion, expulsion, transfer, termination or discharge.

Revision Date: September 18, 2012

PROCEDURES FOR IMPLEMENTATION OF ANTI-HARASSMENT POLICY

Reporting

Any school employee, who observes, overhears, or otherwise witness's harassment, which may be unlawful, or to whom such harassment is reported, must take appropriate action to stop the harassment and to prevent its reoccurrence. A written report of the incident and the action taken by the school employee in response to it must also be given to the appropriate Hatfield Public Schools harassment complaint official designated to oversee the handling of harassment complaints.

In the event that the school employee is unable to personally take prompt and appropriate action, the employee must report the incident or complaint in writing to the appropriate Hatfield Public School District harassment complaint official designated by this policy.

Any student or other person who believes that unlawful harassment of a student has occurred may inform any school employee or the harassment complaint official.

Any student who believes that she/he has been the target of unlawful harassment as defined in this policy may bring their complaint to the attention of any school employee or the harassment complaint official.

Any student who believes that any corrective action taken by a school employee was ineffective may bring their complaint to the attention of the harassment complaint official. The complaint may be made either orally or in writing. The following are harassment complaint officials:

Hatfield Elementary School:	Jennifer Chapin
Smith Academy:	Andrew Berrios

If one of the harassment complaint officials is the person alleged to be engaged in the harassment, the complaint shall be filed with the Principal of the School Building. If the alleged harassment involves the Principal of the Schools, the complaint shall be filed with the Superintendent of Schools. If the alleged harassment involves the Superintendent or a School Committee member, the complaint shall be filed with the Chairperson of the School Committee. If the alleged harassment involves the Chairperson, the complaint shall be filed with the Vice Chairperson of the School Committee (or if there is no Vice Chairperson, the complaint can be filed with any other member of the School Committee).

Informal Procedure

It may be possible to resolve a complaint through a voluntary conversation between the complaining student and the alleged harasser that is facilitated by a school employee or by a designated harassment complaint official. If the complaining student or alleged harasser is a student under the age of 18, the harassment complaint official should notify the student's parent(s)/guardian(s) if, after initial consultation with the student, it is determined to be in the best interest of the student. A person of their choice for support and guidance may accompany both the complaining student and the alleged harasser. If the complaining student and the alleged harasser feel that a resolution has been achieved, then the conversation may remain confidential and no further action needs to be taken. The facilitator, in writing, shall report the results of an informal resolution to the Superintendent of Schools or to the alternative complaint official as specified above.

If the complaining student, the alleged harasser, or the school employee/harassment complaint official, chooses not to utilize the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, she/he may proceed to the formal procedure. Any complaint against a school employee shall be handled through the formal procedure.

Formal Procedure

Step 1:

The harassment complaint official shall fill out a harassment complaint form based on the written or verbal allegations of the complaining student. This complaint form shall be kept in a centralized and secure location.

- a. The complaint form shall detail facts and circumstances of the incident or pattern of behavior.*
- b. If a student under 18 years of age is involved, his/her parents shall be notified immediately unless, after consultation with the student, it is determined not to be in the best interest of the student.*
- c. An investigation shall normally be completed by the harassment complaint official within 14 calendar days from the date of the complaint or report.*

Step 2:

The investigation may consist of personal interviews with the complaining student, the alleged harasser and any other individuals who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. When investigating whether alleged conduct may constitute a violation of this policy, the harassment complaint official should consider surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination by

the Superintendent of Schools or the alternative complaint official based on all facts and surrounding circumstances.

In addition, the Hatfield Public School District may take immediate steps, at its discretion, to protect the complaining student, alleged harasser, witnesses, and school employees pending completion of an investigation of alleged harassment and may make any appropriate referrals for assistance, including but not limited to counseling, rape crisis intervention, contacting the local police department, etc.

The investigation will be completed as soon as practicable, but in normal circumstances no later than fourteen (14) calendar days from the complaint or report. The harassment complaint official shall make a written report to the Superintendent of Schools or the alternative complaint official upon completion of the investigation. The report shall include a determination as to whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

The Hatfield Public School District shall take appropriate action in all cases where it is concluded that this policy has been violated. Any person who has been determined to have violated this policy shall be subject to action, including but not limited to, warning, exclusion, suspension, expulsion, transfer, termination, discharge or any other remedial action, including but not limited to, training education, or counseling. Action taken for violation of this policy shall be consistent with the requirements of any collective bargaining agreement, district policy, state and federal law, including but not limited to the due process protections for students with disabilities.

Step 3:

If the Superintendent of Schools or the alternative complaint official concludes that a professional educator or administrator has violated the policy, a report of the findings shall be filed with the certification office of the Massachusetts Department of Education.

The complaining student and the alleged harasser shall be informed of the results of the investigation, including whether the allegations were found to be factual, whether there was a violation of the policy, and whether disciplinary action was or will be taken.

Reporting of potential physical and/or sexual abuse

Several behaviors listed as sexual harassment (i.e., sexual touching, grabbing, pinching, being forced to kiss someone, being forced to do something other than kissing, sexual assault) may also constitute physical or sexual abuse. Sexual abuse is defined as any act or acts by any person involving sexual molestation or exploitation of a child, including but not limited to incest, prostitution, rape, sodomy or any lewd or lascivious conduct involving a child. Thus, under certain circumstances, alleged harassment may also be possible physical and/or sexual abuse under Massachusetts law. Such harassment or abuse is subject to the duties of mandatory reporting and must be reported to the Department of Social Services within 24 hours of the time the educator becomes aware of the suspected abuse, and the local Police Department.

Confidentiality

The Hatfield Public School District recognizes that both the complaining student and the alleged harasser have strong interests in maintaining the confidentiality of the allegations and related information. The privacy of the complaining student, the individual(s) against whom the complaint is filed, and the witnesses will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

Additional Complaint Procedures

In addition to filing a harassment complaint through this policy, a person may choose to exercise additional options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit.

Outside Agencies

A charge of harassment may also be investigated by the Massachusetts Human Rights Commission, the Massachusetts Department of Education, the District Attorney's Office, the Department of Social Services or the Office for Civil Rights of the U.S. Department of Education. These agencies may be contacted as follows:

*Office for Civil Rights
U.S. Department of Education
8th Floor, 5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111*

*Civil Rights Division
Office of the Attorney General
One Ashburton Place
Boston, MA 02108
(617) 727-8400*

*Northwestern District Attorney's Office
Hampshire County Office
One Gleason Place
Northampton, MA 01060
(413) 586-9225*

*Massachusetts Dept. of Elementary and
Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
(781) 388-3300*

*Department of Children & Families
Child @ Risk Hotline – 800-792-5200
Abuse/Neglect Reporting Hotline*

Notice and Publication

The Hatfield School Committee shall provide notice of the policy and procedures to students, custodial parents or guardians and school employees on an annual basis. Notice to students shall be in age appropriate language and should include examples of harassment. At a minimum, the policy shall be conspicuously posted throughout each school building in areas accessible to all members of the school community. The notice shall also appear in the student handbook and any other publication of the Hatfield Public School District that sets forth the comprehensive rules, procedures and standards for conduct for the school. There shall be procedures for publicizing, on an annual basis, the identity of the harassment complaint officials who are designated to receive complaints. The School Committee shall use its discretion in developing and initiating age-appropriate programs to effectively inform students and school employees about the substance of the policy and procedures in order to help prevent harassment.

Revision Date: September 18, 2012

Security cameras have been installed at both schools and may be used at any time.

Smoking, Alcohol, Firearms, and Controlled Substances

Please refer to the School Policies and Massachusetts General Law (MGL) at Hatfield Elementary School or Smith Academy for more detailed information pertaining to the following:

- There is absolutely no smoking or use of tobacco products (including E-Cigarettes) by any individual within school facilities or on school grounds. (MGL Chapter 71,

Section 37H)

- Possession of any alcoholic beverage in a school facility or on school grounds is prohibited. (MGL Chapter 272, Section 40A)
- Possession of any firearm, loaded or unloaded, or any other dangerous weapon is prohibited within school buildings or on school grounds. (MGL Chapter 269, Section 10)
- Possession or use of any illegal or controlled substance is prohibited within school boundaries. (MGL Chapter 94C, Section 32J)

There are specific penalties for students who violate any of these laws, but especially those dealing with dangerous weapons or controlled substances. An individual is still considered a student, for the purpose of the school disciplinary code, even if the activity or event is not school related (e.g. attending a Scouting meeting or attending C.C.D. classes in a school building). MGL Chapter 71, Section 37H requires that the building principal conduct a hearing for possible expulsion of a student "... who is found on school premises...in possession of a dangerous weapon, including, but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine and heroin."

Threats

Bomb Threats

It is of the greatest importance that each staff member be completely aware of the procedures to be followed and that each staff member cooperates in the event of a bomb threat. Each classroom and staff member has a copy of the school's emergency procedures which outlines in detail the steps to be taken in the event of a bomb threat.

Threats – general in nature

All threats to students, staff or property will be treated as real.

1. The administration and appropriate staff will conduct a thorough investigation of all threats. They will conduct interviews, make phone calls to appropriate people, read all pertinent documents, and secure written statements from eye witnesses.
2. A hearing will be conducted if the person making the threat is a student or an employee.
3. The Principal will take appropriate action, up to and including expulsion of a student or termination from employment of a staff member. Age of the student will be taken into account
4. A report will be filed with the superintendent and when appropriate, the police.

Violence

In the event of a confrontation involving a knife, gun or other weapon, the emergency procedures available in each room are to be immediately followed including the following steps:

- The Principal will be alerted immediately and the Superintendent will be notified as soon as possible by either the Principal or the office staff at the direction of the Principal.

- Police will be called immediately using 911 emergency service.

Bullying Prevention

The Hatfield Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the internet. It includes, but is not limited to, email, instant messages, text messages, internet postings, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page 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 may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

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

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At 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 school district; or,
- Through the use of technology or an electronic device owned, leased or used by the
- Hatfield Public Schools;
- 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 a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or orderly operation of a school.

Bullying and cyber-bullying are 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 Hatfield School District if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activity and paraprofessionals. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

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

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of bullying shall be subject to

disciplinary action in accordance with district disciplinary policies.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible a member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed. The school principal or a designee shall promptly investigate the report of bullying, using a Bullying Incident Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff 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 used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the police and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within one to five school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken.

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

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee, as well as by the Superintendent. Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

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.

Target Assistance

The Hatfield Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Hatfield Public schools website.

Revised Date: September 13, 2013

Hatfield Public Schools Bullying Prevention and Intervention Plan

TABLE OF CONTENTS

I.	NEEDS ASSESSMENT	2
II.	PRIORITY STATEMENT	3
III.	DEFINITIONS	3
IV.	REPORTING AND INVESTIGATION PROCEDURES	4
V.	ACCESS TO RESOURCES AND SERVICES	8
VI.	STUDENT PREVENTION PROGRAMS AND ACTIVITIES	8
VII.	STAFF TRAINING AND PROFESSIONAL DEVELOPMENT	9
VIII.	COLLABORATION WITH FAMILIES	10
IX.	PROBLEM RESOLUTION SYSTEM.....	10
X.	RELATIONSHIP TO OTHER LAWS	10

APPENDIX A: INCIDENT REPORT FORM

PROHIBITION AGAINST BULLYING AND RETALIATION

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

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

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

I. NEEDS ASSESSMENT

The Hatfield Public Schools will periodically assess the needs of the District by: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses). Information will be gathered through analyzing the Incident Report Forms completed for the prior year as well as surveying student and staff. This information will help to identify patterns of behaviors and areas of concern, and to help the District make informed decisions about prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. A task force will meet

annually to review the effectiveness of the plan and make adjustments based on data gathered at each school, as well as to discuss the latest up-to-date research on ways to prevent bullying.

At least once every four years beginning with 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

The original Task Force Members involved in the development of the Bullying Prevention and Intervention Plan included:

Superintendent	John Robert
HES Principal	Jen Chapin
SA Principal	Scott Goldman
HES Counselor	Amy Crisafulli
SA Counselor	Casey Mones
School Committee	Catherine Englehardt
HES teacher	Kathy Marks
SA teacher	David Keir
Middle School teacher	Emily Case
Sped Representative	Amy Braman
HES Parent	Tracy Channell
SA parent	Kim Lampron
SA Student	Nathaniel Hanson
SA Student	Kory Wagner
Nurse	Sallie Swartz
Police	Chief Tom Osley

The following are responsible for the implementation and oversight of the plan:

The Building Principal, in consultation with the Superintendent and various school staff, is responsible for: 1) receiving reports on bullying; 2) collecting and analyzing building-and/or-school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and 4) planning supports that respond to the needs of targets and aggressors; 5) designating key staff to be in charge of implementation of the plan; 6) and amending student and staff handbooks and codes of conduct.

The Superintendent, in consultation with the Building Principals, is responsible for: 1) planning for the ongoing professional development that is required by the law; 2) choosing and implementing the curricula that the school or district will use; 3) leading the parent or family engagement efforts and drafting parent information materials; and 4) reviewing and updating the Plan each year, or more frequently.

The School Committee, in consultation with the Superintendent, is responsible for developing new or revising current policies and protocols under the Plan, including an Internet safety policy.

II. PRIORITY STATEMENT

The Hatfield Public School District expects that all members of the school community are committed to providing all students with a safe learning environment that is free from bullying and cyber bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate

all forms of bullying and other harmful and disruptive behavior.

The Hatfield Public Schools recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

III. DEFINITIONS

Aggressor is a student or staff member who engages in bullying, cyber bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. Causes physical or emotional harm to the target or damage to the target's property.
2. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property.
3. Creates a hostile environment at school for the target.
4. Infringes on the rights of the target at school.
5. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Cyber-harassment is defined as any willful and repeated harm inflicted through, but not limited to, Web pages, social networking sites, emails, instant messages or text messages using computers, cell phones and other electronic devices which is motivated by target individual or individuals membership in a protected group, whether real or perceived.

Harassment is defined as unwelcome, intentional, unprovoked discriminatory behavior, toward an individual or individuals, motivated by membership (real or perceived) in a protected category including: race, color, religion, ethnicity/natural origin, disability, gender, gender identity, sexual orientation and age.

Hazing is defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Sexual harassment is defined in Massachusetts as; sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when 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 or decisions regarding student evaluation or participation in school programs or activities; or such advances, request or conduct have the purpose or effect of unreasonably interfering with an individual's work or school performance by creating an intimidating, hostile, humiliating or sexually offensive environment.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, and advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

IV. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.

Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The requirement to report to the principal does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Reports can be made using an Incident Reporting Form located in the main office, counselor's offices, and the nurse's office. Forms can also be downloaded off the school's web site. Use of an Incident Reporting Form is not required as a condition of making a report. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Reports may be made to the following:

At Smith Academy, telephone: 247-5641

- **Andrew Berrios, Principal or**
- **Casey Pescitelli, Guidance Counselor**

At Hatfield Elementary School, telephone 247-5010

- **Jennifer Chapin, Principal or**
- **Molly Cole, School Psychologist**

Drop Boxes are located in the nurse's office at Smith Academy and the School Psychologist's Office at the elementary school for anonymous reports

Responding to a Report of Bullying or Retaliation

Safety

Before fully investigating the allegations of bullying or retaliation, the principal will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan;

pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

Investigation

The principal or designee will investigate all reports of bullying or retaliation; and in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The investigation should be completed within one to five school days.

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

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

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

Determinations

The principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal will:

- 1) determine what remedial action is required, if any, and
- 2) determine what responsive actions and/or disciplinary action is necessary.

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

The principal will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it

involves a “stay away” order or other directive that the target must be aware of in order to report violations.

If the principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the plan and with the school’s or district’s code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

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

The principal will consider what adjustments, if any, are needed in the school environment to enhance the target’s sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal will work with appropriate school staff to implement them immediately.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education’s problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Obligations to Notify Others

- **Notice to Parents or Guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- **Notice to Another School or District.** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- **Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

V. ACCESS TO RESOURCES AND SERVICES

Counseling and Other Services Include

- School Psychologist

- Guidance counselor
- Support groups offered in school for identified students
- Immediate response to identified incidences/crisis
- Counseling staff available for immediate family support services
- Counseling staff can make referrals to outside support services for family members of the involved students

Referral to Outside Services

If school counselors assess the student's need for counseling is greater than what can be provided in the school setting, counselors will work with student and family to identify outside resources. Counseling staff will inform families of available resources through email or phone contact as appropriate. Referrals may include the following:

- Emergency/Crisis team (Clinical and Support Options)
- Service Net
- Child and Family Services
- Private Practitioners
- Educational services through the Northwestern District Attorney's Office
- Intensive Care Coordination

Students with Disabilities

When the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. These may include among other things, social skills training, a functional behavioral assessment, or a behavior plan.

VI. STUDENT PREVENTION PROGRAMS AND ACTIVITIES

Specific Bullying Prevention Approaches

Classroom Approaches

- "Second Step" for grades PK-3.
- "Steps to Respect" for grades 4-6.
- "Owning Up" for grades 7-12.

Whole School Approaches

- High teacher visibility in hallways, at lunches, at recess, and before and after school.
- Small class sizes.
- Responsive Classroom K-6.
- Building Support Teams/Child Study Teams
- Middle School Team meetings.
- Lunch groups.
- Infusion of bullying topics and internet safety into curriculum at all levels.
- Health curriculum supports social/emotional learning.
- Superflex PK-6

Focused Strategies for Bullying Prevention and Social Skills Strategies

- Use of behavior modification plans, as needed.
- Individual Counseling sessions, as needed

- Outside Contracted Vendors to Provide Social Skills Training, as needed

VII. STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Annual Training on the Plan

Annual training for all school staff including teachers, paraprofessionals, kitchen staff, custodians, secretarial staff, administrators and bus drivers will occur within the first 30 days of each school year. Training will include staff duties under the plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to complete training within 30 days of hire. At the start of each school year, the building principal or his or her designee will review the student-related sections of the Bullying Prevention and Intervention Plan with all students.

Ongoing Professional Development

Ongoing professional development will occur at various faculty meetings, in-service days

The professional development will focus on the following topics:

- Developmentally (or age-) appropriate strategies to prevent bullying.
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents.
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying.
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment.
- Information on the incidence and nature of cyber bullying.
- Internet safety issues as they relate to cyber bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEP's). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Written Notice to Staff

The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school employee handbook and the code of conduct. Staff will sign off on all training received and copies of training records will be maintained in the Superintendent's Office.

VIII. COLLABORATION WITH FAMILIES

Parent Education and Resources

The school district will review annually for parents and guardians the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. This will be done at the Open House in the fall.

Notification Requirements

Each year the school district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used, including information about the dynamics of bullying, including cyber bullying and online safety. The school or district will include in the student handbook, the student-related sections of the Plan and the school's Internet safety policy. The school or district will post the plan on its website.

IX. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Acceptable Use Policy - Technology

PURPOSE

The Hatfield Public Schools shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

AVAILABILITY

The superintendent or designee shall implement, monitor, and evaluate the District's system/network for instructional and administrative purposes. Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures. Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Non-compliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Hatfield Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Hatfield Public Schools.

ACCEPTABLE USE

The superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Hatfield Public Schools as well as with law and policy governing copyright.

MONITORED USE

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Student Internet activities will be monitored by the school district to ensure students are not accessing inappropriate sites that have visual depictions that include but are not limited to obscenity, child pornography or are harmful to minors (The school district will use technology protection measures to protect students from inappropriate access). Inappropriate access will be reported to the superintendent or designee.

LIABILITY

The Hatfield Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Hatfield Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Adoption Date: March 11, 2014

Acceptable Use Policy - Technology

Rules and Administrative Procedures for Students and Employees

1. Commercial use of the system/network is prohibited.
2. The District will provide training to users in the proper use of the system/network.
3. The District will provide each user with copies of the Acceptable Use Policy, as well as the Rules and Administrative Procedures.
4. Copyrighted software or data shall not be placed on the District system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Initial passwords provided by the network administrator should be set to expire on login.
8. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
9. Students completing required coursework will have first priority for after hours use of equipment.
10. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
11. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the system/network.

- All such agreements are to be maintained at the building level.
12. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
 13. Principals or their designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
 14. Principals or their designee shall be responsible for establishing appropriate retention and backup schedules.
 15. Principals or their designee shall be responsible for establishing resource usage limitations, if needed.
 16. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
 17. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by District policy.
 18. System users shall not use or access another user's account, or attempt to access another user's account information.
 19. System users should purge electronic information according to District retention guidelines.
 20. System users may redistribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, District policy, and administrative procedures.
 21. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
 22. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
 23. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
 24. Physical or electronic vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration, including labor.
 25. Forgery or attempted forgery is prohibited.
 26. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
 27. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
 28. Pretending to be someone else when using the system/network is prohibited.
 29. Transmitting or viewing obscene material is prohibited.
 30. Revealing another's personal information (addresses, phone numbers, etc.) is prohibited.
 31. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's system/network.
 32. The system/network may be unavailable at any time for maintenance or repair. Reasonable effort will be made to provide notice for unscheduled work. Twenty-four hour notice will be made for scheduled work.

33. The District will not reveal student, staff, or faculty names or images without written permission. A user who violates District or policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

Revised Date: March 11, 2014

USER AGREEMENT FOR PARTICIPATION IN AN ELECTRONIC COMMUNICATIONS SYSTEM

This user agreement must be renewed each academic year. Year: Current Year

User's Name: _____ Grade Level: _____ School: _____

I have read the District's Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action including, but not limited to, suspension or revocation of privileges, suspension or expulsion from school, and criminal prosecution.

Signature: _____ PARENT/GUARDIAN
SPONSOR

I have also read Expectations for Student Computer Use in the Student Handbook, In consideration for the privilege of using the District's system/network, and in consideration for having access to the public networks, I hereby release the District, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the District's policy and administrative procedures.

- _____ I give permission for my child to participate in the District's system/network.
_____ I do not give permission for my child to participate in the District's system/network.
_____ I do not give permission for my child's name to appear on the District's web page, or their student web page should one be developed.
_____ I do not give permission for my child's photo to appear on the District web page, or their student web page should one be developed.

Signature of Parent/Guardian:

THIS SPACE RESERVED FOR SYSTEM ADMINISTRATOR

Assigned User Name:

Assigned Password:

Handbook Acknowledgement

We hope this Handbook has been helpful and informative. If you need further assistance, please do not hesitate to call (247-5010). Guidelines and Policies are very similar to what has been established over the past few years at Hatfield Elementary School. Each parent/guardian must sign the Acknowledgement Form indicating that he/she has received and read a copy of the Handbook

*Below is a **duplicate** of the Acknowledgement Forms which your child receives:*

Dear Parent/Guardian:

Your child has been issued the official Parent/Guardian & Student Handbook for the current school year. If additional policies and procedures are approved, or if significant Handbook changes occur during the school year, you will be notified with additions as needed. In the meantime, it is important to read through this Handbook with your child and make certain that your child understands both the educational and student conduct/discipline policies and procedures.

We wish to thank you, in advance, for taking the time to read through this Handbook with your child. If you have any questions, please feel free to contact us. To insure that you have received this Handbook, we are requesting that you **return this letter to us, as soon as possible, with the form completed below.**

We are looking forward to the continuation of a successful school year.

Hatfield Elementary School Handbook Receipt-Computer Use Agreement

Child's Name _____

Grade/Teacher _____

I am writing to confirm that I have received a copy of my child's school Parent/Guardian and Student Handbook and have read through the Handbook with my child.

Date

Parent/Guardian Signature

Date

Parent/Guardian Signature