

# **HOPKINS ACADEMY**

## **STUDENT/PARENT HANDBOOK**

### **2020-2021**



APPROVED BY HADLEY SCHOOL COMMITTEE ON 8-31-2020

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## MESSAGE FROM THE PRINCIPAL

Dear students and families,

The purpose of education is to provide students with opportunities, skills and strengths which will allow students to embark upon the life of their choosing. Years ago education was a means of ensuring democracy and civic engagement in a community. Then education became a means to train and employ students. In the 21<sup>st</sup> century, education is so much more. We live in a continually changing global world; one where we are asked to innovate and solve novel problems regularly. Therefore students must be equipped with skills to live within such a sphere. It is for this reason that we have chosen as a district to commit ourselves to a growth mindset, diversity, inclusion, compassion and deeper learning. Our teaching and assessment practices, course and program offerings, extra-curricular and policies and protocols reflect those values. In conjunction with relevant and timely data, they guide our thinking and decision making processes. If at any time this handbook or any policies or practices within the school appear to stray from those values, please reach out to me as I am committed to holding up all values for all community members.

April A. Camuso, Principal

### **Hopkins Academy Statement of Core Values**

*Hopkins Academy is committed to fostering a learning environment which values respect, equity, empathy, perseverance, integrity, collaboration, creativity, critical thinking and intellectual curiosity. These align with Hadley Public School's values of: diversity, inclusivity, growth mindset, empathy and deeper learning.*

**Beliefs About Student Learning-** At Hopkins Academy we believe that our school creates the best conditions for high levels of student learning and growth when:

#### **Educators commit to-**

- Maintaining a safe and supportive learning environment
- Developing strong academic relationship with each student
- Designing opportunities for authentic learning and making global connections
- Providing rigorous, challenging and collaborative learning opportunities

#### **Students commit to-**

- Developing self-discipline, time management and a strong work ethic
- Understanding the impact education will have and opportunities it can provide for their future
- Taking intellectual risks

- Demonstrating pride in their academic performance
- Investing in and committing to respect our school and community

**Academic, Civic & Social Expectations:**

- Read, write, and communicate effectively and fluently for a variety of purposes
- Demonstrate innovation and creativity across fields
- Apply problem solving and critical thinking skills
- Appropriately research, analyze, and evaluate information through a variety of methods, utilizing 21st century skills
- Engage in activities that promote civic literacy and diversity, which empowers students to become knowledgeable, respectful and active global citizens
- Participate in activities that teach leadership, teamwork and civility.
- Demonstrate responsible and respectful behavior as established in the school's code of conduct.

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**Approved by:**

**Faculty January, 2019      Student Council and School Council: in progress**

## **ACCREDITATION STATEMENT**

Hopkins Academy is accredited by The New England Association of Schools & Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association of Schools and Colleges indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association of Schools and Colleges is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.  
3 BURLINGTON WOODS DRIVE, SUITE 100  
BURLINGTON, MA 01803  
(781) 425-7700

## **AMERICANS WITH DISABILITIES ACT**

### **Public Notice**

It is the policy of the Hadley Public Schools to fully abide by all state and federal statutes and the regulations promulgated there under, which prohibit discriminatory acts.

The Hadley Public Schools do not discriminate on the basis of disability. Program applicants, participants, members of the general public, students and others are entitled to access to all agency programs, activities, and services without regard to disability.

## **ACADEMIC ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES**

For extra-curricular activities during the first quarter of 2020-2021, a student must secure during the last school year a passing grade in all courses. Beginning with the second quarter of 2020-2021, a student must secure during the last marking period preceding the contest a passing grade in all courses.

A student cannot at any time represent a school unless that student is taking courses which would provide Carnegie Units equivalent to four traditional yearlong major English courses.

Academic eligibility of all students shall be considered as official and determined only on the published date when the report cards for that ranking period are to be issued to the parents of all students within a particular class.

Note: The MIAA academic eligibility standards are designed to ensure that a student is fully enrolled in school and actively engaged in his/her academic life on a consistent basis throughout the school year.

The questions you must ask in determining equivalency are:

How many credits toward graduation as approved in advance by school committee policy will be offered for this course? Is this equivalent to past academic requirements?

(If further clarification is necessary, principals and athletic directors are encouraged to contact a member of the MIAA executive staff).

Incomplete grades may not be counted toward eligibility.

A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility.

A student cannot count for eligibility any subject taken during the summer, unless that subject has been previously pursued and failed.

## **ACTIVITIES AND SPORTS**

Students are urged to participate in clubs and activities offered at Hopkins Academy. We believe in the benefits derived from participation and encourage our students to join. School clubs are only for Hopkins Academy students. Meetings and practices are held during and after school hours depending upon the activity. Each club has a school-sponsored advisor who makes all arrangements with the principal for meetings and use of facilities. Students interested in starting a new activity or team should see Mrs. Camuso and/or our Athletic Director, Erik Sudnick for guidelines and assistance.



Many of our clubs and activities promote fundraising projects such as magazine drives, bake sales, and selling of special items. The principal must approve these fund-raising activities at least one week in advance to assure notification of staff and administration.

#### Athletics:

Hopkins Academy is a school with a rich tradition in athletics. We offer participation in interscholastic sports at the varsity, junior varsity, and middle school levels. Further information on athletics may be obtained by reviewing the Interscholastic Athletic Manual.

#### **Varsity:**

Soccer  
Basketball  
Baseball  
Softball  
Golf  
Cheerleading  
Football (Co-Op w/ Northampton)  
Hockey (Co-Op w/Amherst)  
Cross Country  
Swim (Co-Op w/Amherst)

#### **JV:**

Soccer  
Basketball  
Baseball  
Softball  
  
Cheerleading

#### **Middle School:**

Soccer  
Basketball  
Baseball  
Softball  
  
Cheerleading

#### Athletic Participation/School Cancellation

On days when school is cancelled due to weather all middle school athletic activities will be cancelled. High school athletic activities may take place under the following conditions:

- The athletic director, principal, and superintendent of schools have determined it will be safe for the events to take place.
- The facilities director is able to sufficiently prepare the school for student drop off and pick up, and that students will be able to safely access the building.
- If an event is at another school, the host school is willing and prepared to host the event.

## Extra-Curricular Clubs & Activities

<u>Name</u>	<u>Age Group</u>
<u>Art Workshop</u>	<u>Grades 7-12</u>
<u>As Schools Match Wits</u>	<u>Grades 9-12</u>
<u>Gay Straight Alliance</u>	<u>Grades 7-12</u>
<u>Diversity Club</u>	<u>Grades 7-12</u>
<u>Drama</u>	<u>Grades 7-12</u>
<u>Jazz Band</u>	<u>Grades 7-12</u>
<u>Majorettes</u>	<u>Grades 7-17</u>
<u>Math Team</u>	<u>Grades 9-12</u>
<u>Mock Trial</u>	<u>Grades 9-12</u>
<u>Newspaper</u>	<u>Grades 9-12</u>
<u>Peer Mentors</u>	<u>Grades 9-12</u>
<u>Pep Band</u>	<u>Grades 7-12</u>
<u>Pro Merito</u>	<u>Grades 11-12</u>
<u>Robotics</u>	<u>Grades 7-12</u>
<u>School Council</u>	<u>Grades 9-12</u>
<u>Ski Club</u>	<u>Grades 7-12</u>
<u>Student Council</u>	<u>Grades 7-12</u>
<u>Trained Active Bystanders</u>	<u>Grades 10 &amp; 11</u>
<u>Yearbook</u>	<u>Grades 7-12</u>
<u>Equestrian Team</u>	<u>Grades 7-12</u>
<u>Key Club</u>	<u>Grades 9-12</u>

### **ADVANCED PLACEMENT COURSES**

Advanced Placement (AP) courses are available to students who have successfully completed prerequisite courses. All students need to follow prerequisite guidelines, which are listed in the annual Program of Studies. Students have the option to take the national Advanced Placement exam at the end of the year. The exam cost is approximately \$94.00 per test; students will be responsible for the entire payment. Students taking AP exams will be required to pay a deposit of \$30.00 per exam by a due date established by the AP Coordinator. Students taking AP exams for classes they are taking that do not have the AP designation will be required to pay the full cost of the exam prior to an exam being ordered from the College Board per exam. Those students needing financial assistance should see the Guidance Counselor. If students have not paid for AP Exams in full by the deadlines communicated by the AP Coordinator; they will not have an exam ordered for them.

### **ATHLETICS**

The cut-off date for students joining a team will be determined by the Director of Athletics. Should there be openings after the start of the season, due to a lack of players; any new players joining will be expected to practice for the number of days equivalent to the pre-season prior to participating in a game. A sport physical will be required prior to attending the first practice session.

In order for a student-athlete to participate in an activity (game, practice, or team event), a student must be in attendance for that school day. For weekend events, the student must be in attendance on the school day prior to the event. Students must arrive to school prior to 10:30 AM, and may not be dismissed prior to 11:00 AM to be considered as present and eligible for participation; students must be in for half of the school day (3.5 hours). Students who require a documented, exempted absence for extenuating circumstances (ex: medical/dental appointment, court appearance, family bereavement or health crisis) may be granted a waiver by the Principal and Athletic Director.

### **ATTENDANCE REQUIREMENTS & PUNCTUALITY EXPECTATIONS**

The purpose of school is to educate students. Regular attendance is essential to earn good grades and experience educational success. Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process. Students are expected to be in attendance every day of the school year. Parents/Guardians have a legal responsibility to ensure that their child or children are in attendance each day school is in session.

## **Attendance Communication Responsibilities**

**Parents/Guardians:** Parents/guardians are requested to call the main office (584-1106) by 7:20 am on the day of a student's absence. If the office does not receive a phone call on the day of the absence, the absence will be unexcused. If you are going on vacation when school is in session, parents/guardians need to inform the Principal and main office in writing of the dates. Missed instructional time cannot be recovered and can negatively impact a student's education.

**School:** The school is required to notify a parent/guardian of a child's absence if the school has not received notification by the parent/guardian within 3 days of the absence. We are further required to notify parents/guardians if a student has missed 2 or more classes as unexcused in a 5-day period of time or if the student has missed 5 or more unexcused days in the school year. The Principal and/or designee will arrange a meeting with families of students who have 5 or more unexcused absences for the purpose of developing action steps to improve student attendance at school.

Absences which are not encouraged, but for which work may be made-up are:

1. Any vacation taken during school time. When a parent/guardian absents a student from school for a trip, vacation, etc. the parents/guardian and student assume all responsibility for work missed, with the understanding that classroom participation and discussion cannot be duplicated. When the Principal is notified in advance of the absence, make-up work is allowed. Parents/Guardians must notify their child's teacher. Understand that teachers are under no obligation to provide special help, classes, or tutoring.
2. Medical and dental appointments should be scheduled during a time when school is not in session or during after school hours. If appointments must be made when school is in session, students are expected to attend school before dismissal and after they return.

### **ATTENDANCE REQUIREMENTS, DEFINITIONS & APPEALS**

In accordance with M.G.L. c. 76, Section 5, every school aged child residing in Hadley, Massachusetts shall have a right to attend Hadley Public Schools. Any child not residing within Hadley shall not be enrolled unless such enrollment is authorized by law or by the School Committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to Hadley Public Schools. No person shall be excluded from or discriminated against in admission to Hadley Public Schools, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

**Requirements:** Hopkins Academy students are expected to maintain good attendance - 90% or higher for the school year.

**Hopkins Academy students must meet the school's attendance requirement in order to earn credit for courses at the high school level or to be promoted to the next grade at the middle school level. By definition, this requirement means students must not exceed 9 Non-Exempted absences for semester-long courses or 18 Non-Exempted absences for full year courses. Students who exceed the allowable number of excused or unexcused absences shall not be granted credit for their courses. Retention may be a consideration for students with more than 18 non-exempted or unexcused absences in grades 7 and 8.**

**Definitions** - Exempted, excused, unexcused absences, and truancy are defined as follows:

**1. Exempted Absences** - Students may be *exempted* from school attendance for the following reasons:

- Illness as documented by a physician's note (note needs to be provided upon reentry to school).
- Bereavement or serious family illness.
- Observance of religious holidays.
- Planned absences for college or post-secondary education planning visits.
- School-sponsored activities that require students to miss school (i.e. field trip).
- A student may also be exempted from school for other exceptional or extenuating circumstances with prior approval of the school administration.

**2. Excused Absences** - Students may be excused from school with documentation from parents/guardians. Family vacations taken on school days with prior written notification may be considered excused absences, but are not considered exempted absences. If the students are needed to remain home from illness without documentation from a physician, parents/guardians should contact the school by phone the day a student will be out. Families may send a note on the student's return to school. *Although these absences are excused, they are not exempted absences.* A doctor's note is required for any child who is absent for five (5) or more consecutive school days and should be sent to the attention of the school nurse.

**3. Unexcused Absences** - Students who fail to attend school without parental communication will have their absence considered unexcused. Such absences may be considered truancy.

**Attendance Appeals:** Students who exceed the number of Non-Exempted absences and are thus not granted course credit or grade-level promotional status may appeal their status to the Attendance Appeals Committee. The Attendance Appeals Committee shall

be comprised of the school nurse, director of guidance, members of the faculty, and the principal. Determinations regarding appeals may result in a waiver being granted, a student being required to attend additional assigned sessions and/or meet conditions set forth by the Committee or appeals being denied. Any students who do not attend assigned sessions or meet necessary conditions set by the Attendance Appeals Committee will have no change made to lost course credit or grade-level promotional status. Decisions of the Attendance Appeals Committee must be approved by the principal and are considered final.

### **PUNCTUALITY EXPECTATIONS & TARDINESS**

Being on time for all classes, school, family and work-related obligations are expected of all Hopkins students. Students are allowed 5 Non-Exempted Tardies (the same definitions for types of Absences are also applied to types of Tardies) to school each semester without the need to complete additional time through the Remedies and Consequences for Tardiness outlined below.

The school begins with the homeroom bell at 7:25 am. The tardy bell will ring at 7:30 am and students arriving after this time will be marked tardy. Students arriving late to school after 7:30 am will be sent to the main office to sign-in. Students are also expected to arrive on time to each of their classes throughout the day. If a student needs to arrive late to a class, they should obtain and provide a pass indicating the reason for their tardiness to be excused.

#### **Definitions**

**Extensive Tardiness** is defined as more than 5 Non-Exempted Tardies to school in a semester.

**Excessive Tardiness** is defined as more than 9 Non-Exempted Tardies to school in a semester.

#### **Remedies & Consequences**

**Extensive Tardiness:** For the 6<sup>th</sup> and consecutive tardies (until 9), as tardiness impacts a student's instructional time with a teacher, tardies will be made up with the teacher that is owed. For example, if a student missed 30 minutes of math, they would spend an extra 30 minutes with their math teacher. This time will be recorded in the front office and shared with the teacher. The student is then required to arrange for the time to be made up. This time must be made up within two weeks of missing it. Students are required to communicate the desired arrangement for approval by their teacher within 48 hours of missing the time.

Should the student fail to arrange for the time, or fail to show for their time the student will then serve a lunch detention. At this detention the student will work with the principal to arrange missed time with the teacher(s).

Additionally, students and families will meet with the principal (and school counselor as relevant) to discuss a Punctuality Plan. This plan will review attendance and academic data, identify possible causes for tardiness and develop relevant interventions for increased attendance. Furthermore, privileges—such as driving rights or extra-curricular participation—may be revoked.

**Excessive Tardiness:** For the 9<sup>th</sup> tardy the student and family will reconvene to review the punctuality plan and update it as needed. At this meeting a Principal Detention will be arranged along with identifying a partner for community service hours to be served. Starting with the 9<sup>th</sup> and any consecutive tardies, the student will complete one hour of community service (as arranged between the student and principal).

As with extensive tardiness, the student will also continue to make arrangements for missed time with their teacher. Should the student fail to arrange for the time, or fail to show for their time the student will then serve a Principal's Detention. Additionally, privileges—such as driving rights or extra-curricular participation—may be revoked.

### **AUTOMOBILES AND PARKING REGULATIONS**

- Prior to being issued a parking permit, a student must complete an auto registration form, which must be approved by the principal.
- When vehicles are on school property, a parking permit (hang tag) should be displayed at all times.
- Speed limit is not to exceed 10 mph in the school parking lot.
- Cars not registered with the school are subject to towing at owner's expense.
- Student vehicles are only allowed to park in areas specifically designated for student parking.
- No vehicles of any kind are permitted on school playing fields.
- Students are not allowed to sit in or on cars during the school day.
- All state laws governing the operation of a motor vehicle are to be followed—passing a school bus on either side while it is loading or unloading is illegal. This regulation applies to parking lots as well.
- Horseplay, burning rubber, etc., or any potentially life-endangering or property-damaging acts will result in permanent loss of automobile privileges as well as written police notification.
- All operators and passengers of a motor vehicle are required to fasten safety belts while on school property.
- Automobile privileges may be revoked for failure to abide by the automobile regulations as stated above or failure to comply with the attendance/tardy policy.
- Driving is a privilege.
- The Hopkins Academy parking lot is not a thruway. Please do not drive through the parking lot in order to avoid the light.
- "Car Chalking" and other actions taken against another person's vehicle without permission are considered an act of vandalism and may also be considered harassment.

## **SEAT BELT/JUNIOR DRIVERS**

### **Hopkins Academy Seat Belt Use Policy**

All operators and passengers of motor vehicles are required to properly fasten their safety belts while on school property. Any operator of a vehicle in which the driver or any passenger is not wearing a safety belt or otherwise properly restrained in an infant or child seat will receive the following penalties:

#### **STUDENTS:**

- First time student offender will receive a written warning and parents/guardians will be notified.
- Second time student offender will lose parking privileges at the high school for two weeks and parents/guardians will be notified.
- Third time student offenders will then have his/her parking privileges at the high school revoked for the remainder of the school year and the parents/guardian will be notified.

Any other operator who is not a student will receive a warning along with safety educational material.

Any school administrator, staff member or police officer may report a seat belt violation of this policy to the appropriate school administrator.

Junior licensed drivers must abide by the passenger limitations or the same consequences as listed in the Seat Belt policy will be enforced.

## **AWARDS AND PRIZES**

Each year, recognition is given to a number of students whose dedication to the school, service to the community, or academic standing is considered above average. Respecting the wishes of our benefactors, without whose generosity such prizes could not be made available, a set of guidelines is referred to in determining students' eligibility for particular awards. Information regarding scholarships and awards can be obtained from the guidance Office. Details of each award are available in the graduation booklet. Additionally, all students receive academic awards from their classroom teachers.

## **BELL SCHEDULES**

For the 2020-2021 School Year, please refer to the District Plan for current bell schedules as they vary during phases.



## **BUSES**

The School Committee, through its school staff, shares with students and parents the responsibility for student safety during transportation to and from school. To ensure the safety of all students who ride the buses, it may occasionally be necessary to revoke the privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

### **A. Loading and unloading at 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 will be required.
4. Instructions and directions of the driver must be followed by the riders when entering and leaving the bus.

### **B. Required conduct aboard the bus:**

1. Riders must remain in seats or in place when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Profanity and obscene language are forbidden.
4. Smoking is prohibited.
5. The following disturbances are prohibited:
  - a. pushing or wrestling
  - b. annoying other passengers or disturbing their possessions
  - c. talking to the driver
  - d. throwing objects within the bus or out of windows
  - e. climbing over seats
  - f. opening or closing windows
  - g. leaning out of windows
  - h. littering the bus
6. Parents will be held responsible for any defacing or damaging of the bus
7. There is no eating on the bus.

### **C. Procedures for drivers and parents:**

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school principal. The principal will report the incident in writing to the parent concerned.
2. In case of a repetition by the same student, the principal will suspend the student's transportation privileges with written notice to the parent.
3. If a third incident occurs, bus privileges will be denied the student and the responsibility for transportation will then rest with the parent.
4. The administration reserves the right to impose any of these penalties on the first offense, dependent on its severity. A hearing will be held whenever this step is considered necessary, following notification of parents and the student involved.

## **LATE BUS PASSES**

### **(Suspended during Cohort Schedule, 2020-2021)**

Riding the late bus is a privilege. Middle school students who stay after school for extra help, teacher detention, or school activities may ride the elementary bus, which leaves Hopkins Academy at approximately 2:45 p.m. Students must obtain a late bus pass from a teacher in order to ride the late bus in advance. Since space is limited, students must sign up with the middle school team before 2 PM. Students riding the late bus are not permitted to leave school grounds; doing so will result in revoked privileges. Only one name is allowed on a pass. The bus driver will collect these passes. High School students are not permitted to ride the late bus but exceptions may be made in extenuating circumstances with administrative approval. Any profanity, inappropriateness, or public displays of affection will not be tolerated and will result in not being allowed to ride the late bus anymore. It is expected that middle schoolers be positive role models to younger students and represent Hopkins Academy in a positive manner.

## **CAFETERIA**

The cafeteria operates on a two-period lunch schedule. The first lunch period, 11:24 - 11:54 a.m., accommodates Grades 7 and 8. The second lunch period, 12:17-12:47 p.m., is reserved for students in grades 9-12. All students are to report to the cafeteria during their scheduled lunch period.

A hot lunch is available for all students or they may eat food brought from home. The Café serves well-balanced meals including milk that are in compliance with the federal and state guidelines. School lunch prices are \$3.10 for students. Extra milk is \$.45 and snack prices vary from \$.50-\$1.50. Reduced or free lunches are available for students who qualify. Students qualifying for reduced lunch will pay \$.40 for their lunch. Families wishing to receive free or reduced lunch must complete an application and return it to the school within 30 days. Please see the School Committee policy for more information on account charges. No food should be brought to the cafeteria at lunchtime for groups of students without advance clearance with the principal and cafeteria director.

1. Each student will return his/her tray, papers, etc., to the proper containers and ensure that the immediate area is picked up – floor and table.
2. Students will not leave the cafeteria with open food or drink.
3. Proper student behavior is required at all times. Shouting, running, food throwing, other unacceptable behavior is not permitted and will result in disciplinary consequences.
4. Students should not bring lunches that need to be reheated or refrigerated in school.
5. Breakfast is offered at \$1.85. Breakfast program consists of a bagged "Grab N Go" style breakfast which the students may pick up and eat in the cafe or

take to their classrooms. This breakfast complies with all regulations from USDA, contains juice, fruit & servings from the bread/grain food group - the student then chooses the milk they wish. Breakfast is sold a la-carte, from 8:52 am-9:00 am for Middle School students and at 10:17 am-10:25 am for High School students, in the kitchen on full days of school.

File: EFDA

## **HADLEY PUBLIC SCHOOLS FOOD SERVICE ACCOUNT MANAGEMENT**

Hadley Public Schools Food Service Department strives to provide students with healthy meals each day. However, unpaid charges place a financial burden on the district. In order to maintain compliance with federal reporting requirements for the USDA Child Nutrition Program, and to provide oversight and accountability for the collection of outstanding student meal balances, the Hadley School Committee hereby establishes uniform meal account procedures. The provisions of this policy pertain to regular priced school lunch meals only. While the USDA Child Nutrition Program does not require that a student who pays for regular priced meals be served a meal without payment, Hadley Public Schools provides this service as a courtesy to its students.

### **Full-Pay Students**

Students at all grade levels will pay for meals at the district's published standard rate. A student will be allowed to charge a maximum of five (5) meals to their account after the balance reaches zero. A student will not be allowed to charge a la carte items once they have a negative balance on their account.

### **Free Meal Benefit**

Students eligible for free lunch will be allowed to receive a lunch each day. A student will not be allowed to charge a la carte items once they have a negative balance on their account.

### **Reduced Meal Benefit**

Students eligible for reduced lunch will be allowed to receive a lunch for \$.40 each day. A student will be allowed to charge a maximum of ten (10) meals to their account after the balance reaches zero. A student will not be allowed to charge a la carte items once they have a negative balance on their account. A student will not be allowed to charge a la carte items once they have a negative balance on their account

### **Outstanding Balance Notification Procedures**

Parents/guardians are responsible for meal payment to the food service program. Notices of low or deficit balances will be sent to parents/guardians on a weekly basis during the school year. If a student's account becomes deficient by thirty dollars (\$30) or more, then notices will be sent by the Food Service Director. All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies

deposited and spent for each student, and said records are available by setting up an account online or by speaking with the Director of Food Services.

Students/parents/guardians may pay for meals in advance online, with a check payable to Hadley Public Schools Food Service or with cash at a register. Further details are available on our webpage at <http://www.hadleyschools.org>. 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 will be carried over to the next school year. Refunds are granted for graduating students; a written request for a refund of any money remaining in their account must be submitted. An email request for refund is also acceptable for non-seniors. Students who are graduating at the end of the year will be given the option to transfer to a sibling's account with a written request. Unclaimed funds must be requested within one school year. Unclaimed funds will then become the property of the Hadley Public Schools Food Service Program. If a student is without meal money on a consistent basis, the administration will 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.

### **The Collection Process**

Step 1: When the charge amount exceeds the amounts set above, the Food and Nutrition Services Manager or designee will send a letter or email to the parent(s)/ guardian(s) requesting immediate payment.

Step 2: If a student's account balance exceeds \$50.00, the administration may prohibit participation by the student in any future fee-based program (field trips, user-fee based programs, etc.) and/ or privileges (parking, senior privileges) until the deficit balance is paid in full.

Additional Steps: If a student's account is not in good standing at the end of the school year, the administration may take one or more of the following actions, unless prohibited by state law or regulation:

- Delay the issuance of class assignments until or unless the negative or delinquent balance is paid in full.
- Prohibit the student's participation or other students in the student's household from participating in any future fee or charge-based program until or unless the negative or delinquent balance is paid in full.
- If a senior's account is not in good standing as of May 1<sup>st</sup>, the administration may prohibit the student from participation in senior activities and/ or graduation exercises.

### **Debt Forgiveness**

Nothing in this policy should preclude representatives of the District from pursuing and implementing compassionate debt forgiveness avenues for legitimate unforeseen circumstances which have contributed to the debt.

Adopted by the School Committee on 08-29-16 Rev. 7-24-17

## **CARE OF MATERIALS**

Textbooks, workbooks, and other study materials, including computers, laptops, etc. are the property of the school and are assigned to students for their personal use during the school year. Students are expected to cover all textbooks and handle them carefully so that they may be returned in good condition. Students will be expected to pay for lost, stolen, or damaged books and materials. School athletic uniforms are considered school property, and students will be held responsible for their proper care and return.

Desks and lockers are the property of the school. Students are expected to take reasonable care when using them. Students will be held responsible for any damage that can be attributed to misuse. Because they are school property, desks and lockers may be searched by any school staff member with reasonable suspicion that such locker or desk may contain stolen property, weapons, drugs, or other contraband of any kind.

## **ACCEPTABLE USE POLICY - TECHNOLOGY**

### **Purpose**

The Hadley Public Schools shall provide access for employees and students to the system/network, including access to external networks. Educational purposes shall be defined as classroom activities, career and professional development, and high-quality self-discovery activities of an educational nature, and 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 Hadley Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Hadley 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 Hadley 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 may be monitored by the school district to audit student use to identify those users 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 help protect students from inappropriate access. Inappropriate access will be reported to the superintendent or designee.

**Liability**

The Hadley 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 Hadley Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

**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 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.
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 of inappropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
28. Pretending to be someone else when using the 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.

Adopted by the Hadley School Committee: September 22, 2014  
Rev. April 27, 2020



**USER AGREEMENT FOR PARTICIPATION  
IN AN ELECTRONIC COMMUNICATIONS SYSTEM  
Students and Parents**

**PLEASE READ CAREFULLY BEFORE SIGNING**

I, \_\_\_\_\_, I have read the District's Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions.

I realize that the use of the Internet is a privilege, not a right. I understand that violation of the terms of this agreement may lead to penalties, including loss of access privilege, disciplinary action, and/or legal action.

I agree not to participate in the transfer of illegal materials through Hadley Educational Network or any other Internet Service provider. I understand the transfer of such material may result in legal action against me. If I am given an account on the system, I agree not to allow other individuals to use or access my account, and I agree not to give anyone my password or telephone access number.

I release the Hadley School Department, and its officials and employees, from any liability or damages that may result from my use of Hadley Educational Network or any other Internet service provider. I accept full responsibility and liability for my willful and deliberate actions in using the system.

**Signature of Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**The following section needs to be signed if the applicant is under eighteen (18) years of age.**

I, \_\_\_\_\_, **the parent/guardian of the above-named student**, have also read the District's Acceptable Use Policy and Administrative Procedures. 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

**Signature of**  
**Parent/Guardian** \_\_\_\_\_ **Date** \_\_\_\_\_

## **DANCES & PROM GUIDELINES**

### **I. Scheduling:**

- A. Dances may be held on request of a class or activity group and its advisors to the principal.
- B. Dances will be held in the cafeteria, unless held elsewhere by special permission, from 7:30 pm to 10:30 pm for High School students and 7:00 pm to 9:30 pm for Middle School students.
- C. After 9:00 pm the doors to the High School dance will be officially closed and no students will be admitted to the dance. (Exceptions may be made for students who sign up ahead of time with the principal.) The doors will be closed at 8:00 pm for the Middle School.

### **II. Student attendance and guests:**

- A. Senior High dances will be held for grades 9 – 12. Middle School students will not be admitted to these dances. Outside guests will only be permitted to attend the High School Semi-Formal and prom.
- B. Middle School dances will be held for students in grades 7 and 8. High School students will not be admitted to these dances.
- C. Any student bringing an outside guest (someone who is currently not attending Hopkins Academy) to the Semi-Formal or prom must have a signed permission slip, which will be approved by administration.
- D. The host student understands that they are responsible for the guest understanding and adhering to the Hopkins Academy rules, and the guest signs in at the dance.
- E. Students who leave the building after being admitted to the dance will not be allowed to re-enter the building.
- F. All school rules will be in effect. Any student who violates these rules will be removed, parents will be notified and the student may be denied attendance at future dances. Further disciplinary action will follow if deemed necessary.

### **III. Logistics:**

- A. Date to be approved by principal; building use form to be completed
- B. Advisors (2) of the class or activity responsible for each dance will chaperone their dance. Advisors will work with administration to access the appropriate number of chaperones.
- C. Refreshments may be served. Each sponsoring group will be expected to appoint a committee to be responsible for set-up and selling.
- D. A general clean-up committee will be appointed and will assist the custodian in cleaning the area.
- E. Admission should be collected by the advisors and given to the principal for deposit in the school safe.
- F. It is the responsibility of the class or group officers and advisors to see that all details are properly completed at least one week before the dance.

IV. Band/Disc Jockey if used:

- A. The class sponsoring the dance is responsible for obtaining a band/disc jockey for its dance, and is subject to the approval of the principal.
- B. The class advisors will provide a contract form to be filled out and completed by the class and the band/disc jockey.
- C. Payment will be made to the band/disc jockey in the form of an official school check and will be issued through the principal's office. This bill will be paid within five days after the dance from the class treasury. Bands/disc jockeys are not allowed any outside guests.

V. Prom Guidelines:

- A. The principal must approve guests prior to attending the prom. The principal has a right to refuse any guest.
- B. All dance rules, as previously listed in the Handbook, are in effect for the prom.
- C. Police will be on duty in the parking lot throughout the evening. Students may not return to cars during the prom.
- D. All students attending must be in grade 9 or above, no exceptions.

## **HOPKINS ACADEMY STUDENT CODE OF CONDUCT**

### **Philosophy**

1. The Code of Conduct provides a structure to ensure a safe and orderly learning environment, so that all students are able to gain the maximum possible educational benefits of our academic, civic and social programming.
2. The Code of Conduct is a teaching tool designed to provide clarity for the legal and quasi-legal parameters for student, community and faculty interactions and apprise students of their rights and responsibilities in a manner that best helps students develop qualities of character necessary to effectively conduct themselves in a variety of professional, civic, and family environments.
3. The Code of Conduct is designed to ensure that students understand the impact of their actions on peers, the faculty and staff, the school and the community and are provided with appropriate opportunities to rectify harm their actions may have caused.

## **RESPECT, RESPONSIBILITY & INTEGRITY**

**Three overarching values inform our Code of Conduct**

### **Respect:** Respectful students will...

- Conduct themselves with civility and dignity and behave politely in all interactions with their peers, faculty and with members of the Hopkins Academy school community
- Effectively and productively collaborate with faculty and a wide variety of their peers

- Demonstrate sensitivity and empathy for the cultural differences and uniquely challenging circumstances faced by each of their peers
- Recognize and provide support for their peers who may be facing a challenge
- Act in a manner that supports the protected civil rights of all students
- Follow classroom protocols and expectations for collaboration, responding to, or addressing the faculty and staff
- Carry themselves and interact with peers, faculty, their family and members of the school community in a manner that demonstrates a sense of self-respect and awareness of perceptions and impacts of their actions
- Repair interpersonal relationships that may have been harmed by their actions or communications
- Exhibit a balance between confidence and humility
- Provide honest and productive feedback on the quality of educational experiences to faculty

**Responsibility:** Responsible students will...

- Dedicate themselves to gaining a deep understanding of academic, civic, and social skills
- Make decisions and take actions that help support a safe learning environment
- Be aware of and follow school rules and expectations
- Interact with their peers inside and outside of school in a manner that supports the emotional security of their fellow students and the school environment
- Take actions to help support a clean and well-maintained learning environment that demonstrates pride in their school
- Resolve conflicts with peers in a manner that demonstrates appropriate public disagreement and expressions of displeasure, frustration or anger and is acceptable for such communications in a school or professional environment
- Seek out an adult and let them know when there is concern that a peer is being harmed or is in danger of being harmed
- Be on time and have excellent attendance to classes
- Develop a strong academic work ethic, seek staff assistance with learning and make productive contributions to the learning of others

**Integrity:** Students with integrity will...

- Complete their own assignments and avoid plagiarism, copying, and cheating to ensure that they are able to effectively learn from their own academic effort
- Follow through with obligations for meetings, practices, events and proactively communicate schedule conflicts
- Conduct themselves with dignity in representing Hopkins Academy in the public and the community
- Hold themselves accountable for their actions and fully cooperate in resolving concerns brought to them by faculty or school administration
- Support school expectations for student conduct through honestly and confidentially providing their accounts of student actions or incidents when requested

- Advocate for themselves by following civil and professional protocols with faculty, staff and administration when they have questions or wish to dispute a decision
- Recognize, acknowledge and seek to rectify and repair the impacts of poor decisions

## **CODE OF CONDUCT**

### **INFRACTIONS, INTERVENTIONS & RESTORATIVE ACTIONS**

In order for the Hopkins Academy Student Code of Conduct to be effectively used as a framework for learning strong behavioral and interaction skills, we have implemented research from restorative justice actions. While there are consequences for each infraction against our conduct expectations listed below, students will also be required to repair the harm they have caused to other students, staff, property or the school environment.

### **EXPECTATIONS FOR ACCOUNTABILITY**

All students are expected to be honest and forthcoming when asked about their behaviors and their actions. Students who demonstrate this level of integrity and are willing to engage in an approved Restorative Action, may not incur an additional Behavioral Consequence/Intervention. Students found to be deceptive or dishonest by school administration are likely to face maximum penalties for infractions.

### **PROGRESSIVE DISCIPLINARY ACTION**

The measures listed as Interventions and Restorative Actions below represent those measures that are appropriate only for the First Infraction of particular areas of the Code of Conduct. For subsequent Infractions of the same type, consequences will be increased.

### **BEHAVIORAL STANDING**

Students who abide by the Student Code of Conduct are considered to be in good behavioral standing. Students who do not complete assigned detentions, service time or fulfill restorative obligations are not considered to be in good behavioral standing. Students who are not in good behavioral standing may be removed or precluded from participation in extracurricular and other school activities, including but not limited to, athletics, clubs, field or class trips, dances and performances, until they have fulfilled or made acceptable arrangements to complete behavioral obligations. Removing students from privileges or participation in such activities for poor behavioral standing is action that may be taken at the discretion of the principal, athletic director, teachers, club advisors or other supervisors and coordinators of school activities.

### **BEHAVIORAL INTERVENTIONS & CONSEQUENCES**

The following list provides a description of Interventions and Consequences for Infractions listed in the Code of Conduct:

**Lunch Detention** – Students will be assigned to eat lunch in a classroom or the office rather than with their peers

**Teacher Detention** – Students required by individual teacher to meet in their room after school for a designated period of time

**Principal Detention** – Students assigned to 60 minute after school detention supervised by the Principal

**Revocation of Privileges** – Privileges, such as Senior Privileges, Driving Privileges, Dance, Prom, Activities or Club participation can be denied, or revoked by the principal for any length determined to be appropriate as a consequence for a variety of unacceptable behaviors

**In-School Suspension**- Students are assigned with a designated supervisor in a full day of school, but are prohibited from attending any afterschool activities

**Out-of-School Suspension** –Students are not allowed on school grounds on days they are suspended from school and are prohibited from attending any school functions or afterschool activities

**Alternatives to Suspension** – Hopkins Academy recognizes that in and out of school suspension are appropriate consequences for the most egregious infractions of the student code of conduct. When students confronted with a suspendable offense meet the expectations for accountability and are willing to engage in a Level 3 Restorative Action and repair harm they have done, every effort will be made to provide students with an alternative to suspension from school. (see Level 3 Restorative Actions)

## **RESTORATIVE ACTIONS & LEVELS**

Restorative actions may be used by the principal or faculty in place of consequences or in conjunction with consequences. For some offenses, only suspension or expulsion may be considered as consequences. Each of the following Level of Restorative Action provides a recommended menu of research-based, proven practices intended to provide students the opportunity to repair or “make right” harm they have caused as a result of poor decisions and actions. Within each level below, faculty, counselors, the school administration, students or parents may recommend additional or alternative Restorative Actions for approval of the Principal as appropriate to address an Infraction of the Code of Conduct. Restorative Actions may be assigned in conjunction with detentions, revocation of privileges, and/or suspension.

### **Level 1** – Recommended Restorative Actions

- Brief personal acknowledgement of actions, expression of impact and/or apology face- to-face or by note of apology
- Peer mediation
- Counseling with brief written reflection of what was learned
- An assignment for community service

### **Level 2**- Recommended Restorative Actions

- Staff or professionally facilitated mediation/circle between student parties
- Formal letter acknowledging impact and apologizing for harm done
- On-going counseling with school staff
- Whole class or peer group circle facilitated or supervised by adult staff

- Provide support or assistance to other students
- Design and implement a project or campaign to promote positive social norms in the area of the Infraction
- Attend a seminar or presentation in school or the community and provide a summary of what was addressed
- An assignment for community service

**Level 3-** Recommended Restorative Actions. Level 3 Restorative Actions are most likely to be selected as alternative measures to suspension from school, when determined by the Principal to be an appropriate course of action

- Community or school service (**1 Day of suspension= 5 hours school/community service- SCS**)
- Saturday detention and increased academic time
- On-going counseling by an outside counselor, with mandatory release to discuss share information between the school and service provider
- Participate in a Restorative Circle with those who incurred harm from student actions as well as the families and/or advocates from multiple parties
- An assignment for community service

<b>Infractions</b>	<b>First Offense Intervention</b>	<b>Restorative Action Level</b>
Violation of the technology acceptable use policy	Depending on the nature of offense, penalty may range from prohibition of technology use at school and/or 1-3 day Out of School Suspension	● Level 1, Level 2, or Level 3
Disrespectful or profane language and/or gestures	● Lunch and/or Teacher detention	● Level 1
Disrespectful or profane language and/or gestures directed at a person	● Teacher and/or Principal Detention	● Level 1 or 2
Insubordination, refusal to follow a staff directive	● Teacher and/or Principal Detention	● Level 1 or 2

Cutting class or truancy from the building or campus, student in unauthorized area	<ul style="list-style-type: none"> <li>Teacher and/or Principal Detention</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 or 2</li> </ul>
Theft, vandalism or willful destruction of property	<ul style="list-style-type: none"> <li>Principal Detention and/or 2-5 day Out of School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>Level 2 or Level 3</li> </ul>
Extensive or Excessive Tardiness to school or class	<ul style="list-style-type: none"> <li>See Punctuality Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Level 1</li> </ul>
Failure to serve an assigned lunch or teacher detention	<ul style="list-style-type: none"> <li>Principal Detention</li> </ul>	<ul style="list-style-type: none"> <li>Level 1</li> </ul>
Failure to serve assigned community service	<ul style="list-style-type: none"> <li>Principal Detention and/or 1-3 days In School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 or 2</li> </ul>
Violation of the Academic Integrity Expectations (Cheating, copying, plagiarism)	<ul style="list-style-type: none"> <li>See policy on page</li> </ul>	<ul style="list-style-type: none"> <li>Level 1</li> </ul>
Forgery or production of false or misleading documents	<ul style="list-style-type: none"> <li>Teacher and/or Principal Detention</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 or Level 2</li> </ul>
Unsafe operation of a motor vehicle on school grounds or at school related activities	<ul style="list-style-type: none"> <li>Suspension of driving privileges, 10 days to permanent suspension of driving privileges</li> </ul>	<ul style="list-style-type: none"> <li>Level 1</li> </ul>
Disruptive behavior that interferes with instruction and/or student learning	<ul style="list-style-type: none"> <li>Lunch and/or Teacher Detention</li> </ul>	<ul style="list-style-type: none"> <li>Level 1</li> </ul>



Behavior which may endanger a person and/or property or that disrupts the classroom or school environment; such as horseplay, rough-housing, throwing food and/or other objects	<ul style="list-style-type: none"> <li>• Lunch, Teacher Detention and/or Principal Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1 or Level 2</li> </ul>
Taunting, teasing, annoying behavior	<ul style="list-style-type: none"> <li>• Lunch and/or Teacher Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1 or Level 2</li> </ul>
Verbal and/or physical Harassment	<ul style="list-style-type: none"> <li>• Principal Detention and/or 1-3 days In or Out of School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 or Level 3</li> </ul>
Knowingly making false statements or knowingly submitting false information during the grievance process of a Title IX investigation	<ul style="list-style-type: none"> <li>• Principal Detention and/or 1-3 days In or Out of School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 or Level 3</li> </ul>
Organizing or participating in hazing	<ul style="list-style-type: none"> <li>• 2-5 days Out of School Suspension and MIAA mandatory sanctions where applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 or Level 3</li> </ul>
Bias Incidents	<ul style="list-style-type: none"> <li>• Principal Detention and/or 1-3 days In or Out of School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1, 2 or 3</li> </ul>
Violation of the Hadley Public School's Civil Rights, Bullying, Sexual harassment policies	<ul style="list-style-type: none"> <li>• 2-10 days Out of School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 or Level 3</li> </ul>
Use and/or possession of a tobacco product or nicotine delivery system	<ul style="list-style-type: none"> <li>• Principal Detention and/or 1-3 days In School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 or 3</li> </ul>
Possession of an incendiary device (lighter, matches, etc...)	<ul style="list-style-type: none"> <li>• Lunch Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1</li> </ul>

Possession of fireworks, chemicals or other potentially dangerous materials	<ul style="list-style-type: none"> <li>• 2-10 days In or Out of School Suspension and confiscation, possible referral to police</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 or Level 3</li> </ul>
Threats (verbal, written, electronic, image, video and/or gestures) of physical harm – assault	<ul style="list-style-type: none"> <li>• 2-4 days In or Out of School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 or Level 3</li> </ul>
Physical attack, battery, fighting	<ul style="list-style-type: none"> <li>• 2-10 days In or Out of School Suspension &amp; possible referral to police</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 or Level 3</li> </ul>
Acts of arson, bomb threats and false fire alarms	<ul style="list-style-type: none"> <li>• 5-10 days Out of School Suspension and expulsion hearing, police referral</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 or Level 3</li> </ul>
<b>Ch. 71 sect. 37H of Massachusetts General Law</b> Sale, distribution or intent to distribute drugs, alcohol, or prescription medication on school property or at school sponsored events, wherever held	<ul style="list-style-type: none"> <li>• 5-10 days Out of School Suspension and expulsion hearing, police referral</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3</li> </ul>
<b>Ch. 71 sect. 37H of Massachusetts General Law</b> Possession, consumption, use of or being under the influence of alcohol or other drugs/ paraphernalia on school property or at school sponsored events, wherever held.	<ul style="list-style-type: none"> <li>• 5-10 days Out of School Suspension and expulsion hearing, police referral</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3</li> </ul>
Possession of a dangerous weapon, including, but not limited to, a gun or a knife	<ul style="list-style-type: none"> <li>• 5-10 days Out of School Suspension and expulsion hearing, police referral</li> </ul>	1. Level 3
Assault of a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events	<ul style="list-style-type: none"> <li>• 5-10 days Out of School Suspension and expulsion hearing, police referral</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3</li> </ul>

## **ACADEMIC INTEGRITY EXPECTATIONS**

### **Cheating and Copying**

Each student is expected to do his/her own work. Copying from another student's responses on an examination, from another student's report, or another student's homework is dishonest and unacceptable. If the other student is an accomplice in the act, that student is equally guilty of academic dishonesty.

Process: Should a teacher discover work that appears to be plagiarized, the following steps will be taken.

1. The teacher will notify the student (in person when possible) of the findings.
2. The teacher will then notify the parent and offer a conference to review the work.
3. Consequences and remedies will then be shared with the student and parent. The parent(s) may provide input regarding the student, and the teacher will provide the expertise regarding curriculum and student work.
4. Should the student and parent disagree with the findings, they may appeal to the department chair. Please note that the school district has the authority to determine work integrity and related consequences.

**Consequences:** These consequences are per course. The consequences are designed to help students understand the gravity of plagiarism while also teaching them how to avoid it in the future when consequences are far greater.

**Middle School:** Students will be required to attend a student/teacher conference, and redo the original or alternative assignment for 80% credit. On the second offense they will redo the original or alternative assignment and receive 50% credit. On any subsequent offenses they will receive no credit. Where the student does not redo the work they will receive a zero for the assignment. When the assignment is between two students and a determination cannot be made as to who plagiarized whom, both students will be held to the same consequences.

**High School:** Students will be required to redo the original or alternative assignment after school for 50% credit. On the second and subsequent offenses they will receive no credit. Where the student does not redo the work they will receive a zero for the assignment. When the assignment is between two students and a determination cannot be made as to who plagiarized whom, both students will be held to the same consequences.

### **Plagiarism**

Plagiarism is the appropriation of words or ideas of another and passing them off as one's own. Quoting from a published work without the use of quotation marks and identification of the author is plagiarism. Please note that this requires in text citations in addition to a final works cited, unless otherwise instructed.

The use of ideas and information in another person's work, even if that person's exact words are not copied, is also plagiarism, unless documented properly. If the task did not require outside ideas or sources, using those would constitute plagiarism, as the task's

purpose was for you to analyze and use your own ideas, not another's. Should you need help getting started with your own ideas, use your class resources, or meet with your peer or a teacher. In the case where a teacher allows it, you may also wish to review peer reviewed journals for ideas. Please use best practices when identifying varied and credible sources as well as documenting them. Any questions about identifying and citing sources can be directed to your classroom teacher and/or the school librarian.

In the 21<sup>st</sup> century it has become even more important to clarify the use of ideas as well as Google Translate (or like systems). Using one's ideas, which can come in the form of using another's analysis or identification of quotes or themes from a text, is plagiarism. Likewise, using a translation system in a foreign language class is plagiarism. Please refer to your course's honesty policy and reviewing the expectations with your teachers to avoid accidental or intentional plagiarism.

Individual student assignments require students to submit their own individual work even if they were allowed to work together during the process.

### **CELL PHONE POLICY**

**Cell Phone Policy:** Students carrying cell phones and other handheld devices must turn them off or place them in airplane mode at the start of class. Student cell phones and other handheld devices may be used in the classroom for appropriate purposes at the discretion of the teacher. All students who are permitted to use such devices are expected to follow all expectations and policies for acceptable use of technology in school.

**Middle School Students** may only use cell phones and/or handheld devices with teacher permission. Their phones should be off and in their lockers at all other times. They may not use their phones at lunch or during passing time. Cell phones may be used to listen to music during independent work time, as approved by their teacher. They may not be used during testing, lectures or group work.

**High School Students** may use their cell phone and/or handheld devices without permission during snack time and lunch time. During class their phones should be on silent and away and remain as such unless permission is granted by the teacher. Cell phones may be used to listen to music during independent work time, as approved by their teacher. They may not be used during testing, lectures or group work.

**First Offense:** Device confiscation for the day

**Second Offense:** Device confiscation for the day, parent notification, Lunch Detention

**Third Offense:** Device confiscation for the day, parent notification, and removal of cell phone privileges for one week

**All Subsequent:** Device confiscation for the day, parent notification and device pick-up, removal of phone privileges for a time as determined by the principal

Excessive violations of the expectations for appropriate use of electronic devices may result in students being prevented from having such devices in class or school.

## **STUDENT DRESS ATTIRE**

Hopkins Academy is a school dedicated to providing an environment for all students to learn and feel safe. Furthermore, we wish to respect student's desires for self-expression, and that style and fashion is one such place where students have the opportunity to present themselves as individuals. Through this self-expression students are able to exist within a comfortable learning environment and thus learn more. Therefore, we have student dress expectations in place in order to create this expressive and safe environment.

### **General Attire Expectations**

- Shoes must be worn at all times, with exceptions for medical purposes or class activities
- Hats may not be worn within the school building; however, they may be worn outside on school grounds. Religious exemptions may be made for head coverings.
- Students must come dressed in a complete outfit, such as a top and bottom, or a dress, jumpsuit etc.
  - A top will be defined as a garment that covers the majority of one's torso; i.e. a tank top, t-shirt, polo, long sleeve, sweatshirt, sweater, etc.
  - Bottoms must be long enough to cover one's rear.
- Clothing must not be see-through in areas that expose undergarments or where undergarments are usually placed, such as the torso.
  - Undergarments must not be intentionally exposed (a bra strap does not warrant exposure, nor does an inch of boxers).
  - Netted shirts without solid shirts underneath are not permitted.

### **Lab Science and Physical Education Safe Attire**

#### **Lab Science**

- Long hair tied back. (Long hair is defined as anything longer than touching the shoulders.)
- Closed toed shoes such as sneakers must be worn.
- No bare midriffs.
- No ramie. Ramie is a flammable fabric usually combined with cotton spun into yarns for apparel such as sweaters.
- No loose, dangling clothing or jewelry.
- Aprons and goggles must be worn.

## **Physical Education**

- Students should be dressed appropriately for class. For example: Shorts, t-shirts, sweatpants, warmup pants etc.
- No undergarments should be visible and dress should be of appropriate length. Sleeveless shirts are permitted; however, they may not have large holes on the side which expose a student's' bare side (for safety purposes).
- Dress appropriate for weather and/or unit. Staff will do their best to make sure you are aware ahead of time but try and bring outside clothes to always leave in your locker.
- Sneakers are required for class. No boots, heels, sandals etc.
- No cleats for physical education class. Any cleats for after school events should be put on outside and taken off outside the building.

## **Illegal/Profane/Suggestive Content which is prohibited**

- Clothing which advertises alcohol, drugs, drug paraphernalia, or tobacco.
- Clothing which is derogatory and/or discriminatory in nature which intimidates or is threatening whether towards: gender, sexual orientation, gender identity, race, religion, etc.; or that may violate students' civil rights.
- Clothing which suggests sexual assault.

## **Transgender and Gender Non-conforming**

As suggested by the National Center for Transgender Equality, "Students shall have the right to dress in accordance with their gender identity and expression, including maintaining a gender-neutral appearance within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students" (National Center for Transgender Equality, 2013).

## **When Issues of Dress Attire Arise**

### **Standard Protocol**

1. If a faculty/staff member has a concern that a student is not meeting the student dress expectations, then the faculty/staff member will privately notify the student.
2. If the student and faculty/staff member are unable to come to an agreement, the student must then change the attire to conform to the faculty/staff member's instructions.
  - a. This may be happen through a parent bringing a student a change of clothing, student returning home with parent permission to change, or student utilizing an item in the lost and found.
3. The student may submit a dispute in writing to the Superintendent regarding the dress attire in question.
4. Within three (3) school days of receipt of the dispute the advisory board shall make an independent determination if the clothing in question is consistent with

student dress expectations. If the advisory board determines the clothing is inconsistent with student dress expectations, the student will not be permitted to wear the clothing to school in the future. If the advisory board determines the clothing in question is consistent with student dress expectations, the student may wear the clothing to school in the future. The decision of the advisory board shall be final.

### **Advisory Board**

1. The superintendent will convene an advisory board for the purpose of reviewing minor potential student dress violations. This board will review the policies and protocols relevant to student dress expectations and the student code of conduct.
2. The advisory board will include one class officers s 9-12), two faculty members, one support staff an administrator or head teacher.
3. When a faculty member has a concern about a student's attire, the board will meet to review the report; the student is not required to be present at the meeting, but may choose to be present and share his/her views.

Nothing in this procedure shall prohibit the District from taking disciplinary action in accordance with the student code of conduct.

### **PUBLIC DISPLAYS OF AFFECTION**

Public displays of affection between students beyond handholding are not appropriate for school, public or professional environments. Students who violate this expectation will have a conference with the Principal for the first offense. A second offense will result in a conference with the parents of offending students. Subsequent offenses will be treated as insubordination.

*The consequences delineated in the table occur after the first offense. Repeated violations of the code of conduct will result in progressive discipline.*

### **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 exceed ten (10) days of suspension over the course of the school year shall be conducted in accordance with this section.

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. Prior to removal, the principal will make sure adequate provisions have been made for the student's safety and transportation.

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 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.

#### **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/her 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.

**SPECIAL EDUCATION: DISCIPLINE OF SPECIAL NEEDS STUDENTS**

All students are expected to meet the requirements for behavior as set forth in this handbook. Massachusetts Laws and Regulations require that additional provisions be made for students who have been found by an evaluation TEAM to have a disability and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to the discipline of these students.

1. Any modifications to the discipline code for a disabled student will be described in the student's IEP.
2. The principal (or designee) will notify the Student Services Office of the suspended offense of a student with disabilities, and a record will be kept of such notices.
3. When it is known that the suspension(s) of a student with disabilities will accumulate to ten (10) days in a school year, a review of the IEP will be held to determine the appropriateness of the student's placement or program. The TEAM will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and with parent/guardian approval will:

- a. design a modified program for the student; or
- b. write an amendment to provide for the delivery of special education services during the suspension or any needed modification of the IEP relative to discipline code expectations.

In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

Copies of the Regulations and Parents' Rights brochure, which addresses the discipline of students with disabilities, are available in the Student Services Office.

- 4. If prior to the disciplinary action, the school had knowledge that the student may be a student with a disability, the school makes all protections available to the student until and unless the student is subsequently determined not to be eligible. Prior knowledge consists of:
  - a. The parent had expressed interest in writing.
  - b. The parent had requested an evaluation.
  - c. The school staff had expressed concern that the student has a disability.
- 5. If the student's parent requests an evaluation subsequent to the disciplinary action, the school will conduct an expedited evaluation to determine eligibility

Approved by the School Committee 09-22-14

#### **SECTION 504: DISCIPLINE OF STUDENT ON 504 PLAN**

##### **Section 504 of the Rehabilitation Act of 1973**

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law that protects individuals with disabilities. A student "one who has had a physical or mental disability which substantially limits a major life activity or, has a record of such or is regarded as disabled by others" may be placed on a 504 plan. The 504 plan documents the presence of a disability which limits a major life activity, and includes the adjustments that will be made in order to allow the student to receive the necessary related services to make their education comparable to non-disabled students.

Discipline resulting in suspension of more than ten (10) days, or discipline of shorter periods which collectively demonstrate a pattern of exclusion, shall result in a manifestation determination to determine if the student's behavior was caused by, or had direct and substantial relationship to, the child's disability, and whether the misconduct was the direct result of the District's failure to implement the 504 plan. If the behavior is

not a manifestation of the student's disability, the school will institute the disciplinary measure according to its code of conduct as it would apply to all non-disabled students.

If there is a determination that the behavior was a manifestation of the student's disability, the 504 plan must be amended to reflect a new program designed to meet the student's needs. If the behavior was not determined to be a manifestation of the student's disability, the student may not be removed from the current educational placement except in the case of weapons or drug possession or infliction of serious bodily injury to another person unless the parent and school agree upon a new placement.

If the team determines the behavior was not related to the student's disability, the student may be suspended or otherwise disciplined according to the school's code of student conduct. During the suspension, the student will continue to receive instruction and special programs.

Approved by the School Committee 09-22-14

### **HAZING**

Every school in the Commonwealth of Massachusetts must include in its discipline policy a copy of An Act Prohibiting the Practice of Hazing as found below, in Chapter 260 sections.

Students or groups at Hopkins Academy will abide by the law as outlined in sections 17 and 18. Students or groups in violation of this law are subject to disciplinary action. Specific action taken may include detention, suspension, or expulsion of students. In addition, students or groups are also subject to disciplinary action imposed by the Commonwealth of Massachusetts.

Due to the importance and seriousness of this section, any student or group who has questions regarding the meaning and intent of sections 17 and 18 should seek clarification from the principal.

S2540

Chapter 269

**THE COMMONWEALTH OF MASSACHUSETTS: AN ACT PROHIBITING  
THE PRACTICE OF HAZING.**

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by

imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

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

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

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

Section 19. Each institution of secondary and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen (17) and eighteen (18); provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen (17) and eighteen (18) to unaffiliated student groups, teams or organizations shall not constitute evidence of the institutions recognition or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen (17) and eighteen (18) to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen (17) and eighteen (18), that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen (17) and eighteen (18), and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen (17) and eighteen (18).

Each institution of secondary education and each public or private institution of post-secondary education shall deliver, at least annually, before or at the start of enrollment, to each person who enrolls as a full-time student in such institutions, a copy of this section and sections seventeen (17) and eighteen (18).



Each institution of secondary education and each public or private institution of post-secondary shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the Board of Education, certifying that such institution has complied with its responsibility to inform student groups, teams, organization and to notify each full time student enrolled by it of the provisions of this section and sections seventeen (17) and eighteen (18) and also certifying that said institutions has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report.

## **BULLYING**

### **HOPKINS ACADEMY ANTI-BULLYING STATEMENT:**

Hopkins Academy provides a safe and supportive environment, one which is conducive to learning and working, for everyone. Any behavior which interferes with this is unacceptable. Our expectation is for every student to succeed academically, physically, emotionally and socially.

#### **Types of Bullying:**

1. **Physical: inflicting** physical harm (pushing, hitting, kicking, punching, biting, scratching, spitting, tripping, etc.)
2. **Verbal:** threats, taunts, extortion of food or money, racist remarks, teasing, sexually suggestive language, name calling, cruel remarks, intimidation, spreading of malicious rumors
3. **Social Aggression:** intentional exclusion from a group (gesturing, whispering, facial gestures, body language, posturing, isolation, shunning, excluding, encouraging other students to dislike someone)
4. **Cyber bullying:** any threats, gossip, or rumors spread through the internet, email, online social networking sites (MySpace, Facebook, YouTube, etc.), text messaging, etc. Parents should be aware that most social networking sites require participants to be at least 18 years old.

#### **Incidents that Occur in School, at the Bus Stop or at School Sponsored Activities:**

Incidents that occur in school, at the bus stop or at school sponsored activities need to be referred to an adult immediately, either by the target or by a witness. The adult, whether it be a parent, teacher or staff member need to report the incident to the administration immediately. A Bullying Incident Report Form will be completed. The administration will thoroughly investigate every incident, provide supports, issue any disciplinary consequences when necessary, and notify parents/guardians when appropriate.

**Disciplinary Consequences:** Consequences may include, but are not limited to, one or more of the following:

1. a written warning
2. a lunch, teacher or principal detention
3. parent conferences
4. classroom transfer
5. limiting or denying student access to a part or area of the school
6. adult supervision on school premises
7. exclusion from participation in school sponsored functions or extra-curricular activities
8. short or long term suspension
9. exclusion, expulsion, or discharge from school
10. an apology to the victim
11. awareness training (to help students understand the impact of their behavior)
12. participation in empathy development, cultural diversity, anti-bullying or anti-harassment or intergroup relations programs
13. mandatory counseling
14. any other action authorized by and consistent with the disciplinary code

**Incidents That Occur Outside of School:** Incidents that occur outside of school should be referred to the Hadley Police Department. Administration should also be made aware of any incidents in order to be able to provide a safe environment and offer any necessary supports to the student. Incidents that occur outside of school but continue at school or incidents that disrupt the school environment will be subject to disciplinary consequences.

**Student Responsibilities:** Each student is responsible for:

1. complying with the district's Civil Rights Policy and Hopkins Academy Code of Conduct
2. ensuring that (s)he does not harass or discriminate against another person
3. ensuring that (s)he does not bully another person
4. ensuring that (s)he does not retaliate against another person for reporting or filing a complaint, encouraging or aiding of the filing of such complaint, or for cooperating in an investigation of bullying or harassment.
5. co-operating in the investigation of a report or claim of bullying or harassment
6. encouraging bystanders to either tell an adult about the situation or walk away from the situation

7. maintaining a safe and positive environment in the school community.

## **Hadley Public Schools Bullying Prevention and Intervention Plan**

### **I. Policy Statement**

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

The Plan was developed 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 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. The Principal will also serve as the school official responsible for receiving all bullying reports.

### **II. Training and Professional Development**

- A. The professional development of staff and training for students is a critical part of this policy. All staff and students will receive annual trainings on this policy.
- B. Ongoing professional development to build the skills of all members, including educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors, and paraprofessionals, will be offered annually.
- C. The content of professional development for this policy shall include, but not limited to, (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to particularly at risk in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying.

- D. Each school shall provide age-appropriate instruction at each grade level on bullying prevention annually.

Each school shall update their bullying prevention and intervention plans annually, in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

### **III. Access to Resources and Services**

The Hadley Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students and employees and appropriate family members of the involved students or employees, both targets and perpetrators, affected by bullying, as necessary. Administration and Student Services will work in conjunction with local police.

Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's ability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (See M.G.L. c. 71B, §3, as amended by chapter 92 of the Acts of 2010.)

### **IV. Academic and Non-academic Activities**

- E. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role-plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students' in a safe, supportive school environment that is respectful of diversity and difference.

- F. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and employees and establishing school and classroom routines;
- creating safe school and classroom environments for all students and employees, including for students and employees with disabilities, lesbian, gay, bisexual, transgender, and homeless students;
- use appropriate and positive responses and reinforcement, even when students/employees require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students and each other;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely;
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

## **V. Procedures for Reporting and Responding to Bullying and Retaliation**

### **Reporting**

Students or employees, 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/school principal. 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 and employees of incidents of bullying. Reporting forms are readily available on the district's website and in each school's main office. Students, parents or employees that witness or become aware of a bullying incident of any kind are strongly encouraged to either report the incident directly to a school official or anonymously through completing the required form by downloading and mailing the bullying reporting form on the district website to the respective school principal or verbally contacting an Administrator regarding the alleged bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student or employee who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

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 his/her designee.

**Hadley Public Schools Bullying Incident Complaint Reporting Form**

(This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.)

**Directions:** Bullying is a serious offense and will not be tolerated. If you are a student, the parent/guardian of a student, a volunteer or visitor, and wish to report an incident of alleged bullying, complete this form and return it to the Principal or Administrative Designee at the student's school. All school employees are required to report alleged violations. Contact the school administration for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name and returning to the school principal.

**Every reported act of bullying will be investigated, and parents/guardians will be informed.**

Name of Target: _____		Grade/School: _____	
Name(s) of Alleged Aggressors	Grade	School	Is she/he a student?
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Incident Date: ____/____/____			

Where did the incident occur? (Check all that apply)	What happened during the incident? (Check all that apply)	Did a physical injury result from this incident? (Check one)
<input type="checkbox"/> School Bus/ Bus Stop	<input type="checkbox"/> Taunting <input type="checkbox"/> Retaliation	<input type="checkbox"/> No
<input type="checkbox"/> To/From School	<input type="checkbox"/> Threat <input type="checkbox"/> Humiliation	<input type="checkbox"/> Yes, medical attention required
<input type="checkbox"/> Text/Phone/Internet/ Social Media	<input type="checkbox"/> Intimidation <input type="checkbox"/> Exclusion	<input type="checkbox"/> Yes, medical attention NOT required
<input type="checkbox"/> School sponsored activity	<input type="checkbox"/> Stalking <input type="checkbox"/> Physical Contact	<b>Student absent from school as a result of the incident?</b>
<input type="checkbox"/> Event off school property	<input type="checkbox"/> Theft <input type="checkbox"/> Cyber-bullying	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> School Grounds <input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	Number of days absent: _____

Describe the incident: (use the back of this sheet for additional space) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Witnesses:** (List people who witnessed the incident or have information regarding it.):

Name: \_\_\_\_\_ ☐ Student ☐ Faculty/Staff ☐ Other: \_\_\_\_\_

Name: \_\_\_\_\_ ☐ Student ☐ Faculty/Staff ☐ Other: \_\_\_\_\_

Are you: ☐ Student ☐ Faculty/Staff ☐ Parent/Guardian ☐ Other: \_\_\_\_\_

**Leave blank if reporting anonymously.**

Person reporting incident: (Please Print) \_\_\_\_\_

Telephone/Cell Information: \_\_\_\_\_

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

## INVESTIGATION PROCEDURES

The principal or designee, upon receipt of a viable report of bullying or retaliation whether verbally or in written form, shall promptly contact the parents or guardians of a student/employee who has been the alleged target and the parents of the alleged aggressor, if a student is involved. 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/Cyber-bullying 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 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 Superintendent to determine that 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 fourteen days from the date of the report. The involved employee or parents or guardians shall be contacted upon completion of the investigation and informed of the results, as applicable, including whether a violation of this policy was found, and whether disciplinary action has or shall be taken. Furthermore, the employee or parents or guardians, when a student is involved, will also be apprised of the actions taken to prevent any further acts of bullying or retaliation. At a minimum the Principal or his/her designee shall contact the employee or parents or guardians as to the status of the investigation on a weekly basis, if a student was involved.

Disciplinary actions for the student(s) or employee(s) 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 the principal or designee shall maintain a file. A monthly report shall be provided to 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.

## **VI. Collaboration with Families**

Parents share the responsibility to (i) reinforce the curriculum at home and support the district plan; (ii) learn the dynamics of bullying; and (iii) reinforce proper online safety and cyber-bullying.

Parents will be informed about the district's Bullying Prevention and Intervention Plan, anti-bullying curricula and trainings. The district will offer annual parental presentations pertaining to anti-bullying in collaboration with Hadley PTO and School Councils.

## **VII. Prohibition Against Bullying and Retaliation**

The district is committed to providing all students and employees 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 that can impede the learning process.

Acts of bullying, which include cyber-bullying, are prohibited:

- (i) on the 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
- (ii) 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 a 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, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.



## **VIII. Definitions**

Aggressor is a student or adult who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G. L. c. 71, § 370, is the repeated use by one or more students or adults of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at the target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school;
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted to whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communication. Cyber-bullying shall include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creator or impersonation creates any of the conditions enumerated in the clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of communicating 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 clauses (i) or (v) inclusive, of the definition of bullying (to include:)

1. Cyber-bullying may occur through the use of data, telephone, or computer software that is accessed through a computer, computer system, or computer network or any public education institute.
2. As used in this Section, "electronic communication" also means any communication through an electronic device including, but not limited to a telephone, cellular phone, computer or pager.

Hostile Environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule and/or insult that is sufficiently severe or pervasive to alter the condition of a student's education.

Hazing is any conduct or method of initiation, even if consented to, 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 persons.

Such conduct shall include, but is not limited to, whipping, beating, forced calisthenics, exposure to the weather, forced consumption of 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, rest, or extended isolation.

Involvement: If an incident of bullying or retaliation involves students or staff from more than one school district, charter school, non-public school, approved private day, residential school, or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the local school district, charter school, non-public school, approved private day, residential school, or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement officials consistent with the provisions of state law.

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

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

Target is a person(s) against whom bullying, cyber-bullying, or retaliation has been perpetrated.

## **IX. Related Laws**

### **G. REFERENCES:**

Massachusetts Department of Elementary and Secondary  
Education's Model Bullying Prevention and Intervention Plan

### **H. LEGAL REFERENCES:**

Title VII, Section 703, Civil Rights Act of 1964 as Federal  
Regulation 74676 issued by EEO Commission  
Title IX of the Education Amendments of 1972  
Board of Education 603 CMR 26.00  
MGL 71:370  
MGL 265:43,43A  
MGL 268:13B  
MGL 269:14A

### **I. CROSS REFERENCES:**

AC, Nondiscrimination  
ACAB, Sexual Harassment  
JBA, Student-to-Student Harassment  
JICFA, Prohibition of Hazing  
JK, Student Discipline Regulations

## **Publications & Notice**

The bullying prevention and intervention plan shall be posted on the Hadley Public Schools Website.

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.

## **SEXUAL HARASSMENT AND TITLE IX NONDISCRIMINATION ON THE BASIS OF SEX**

### **Title IX – Non-discrimination**

#### **a. Non-discrimination Statement**

1. Pursuant to the intent of Federal Legislation, i.e., Title IX of the Educational Amendments of 1972, the Hadley School Committee hereby adopts a formal statement addressed to the matter of sex discrimination:

*“The Hadley School System will not discriminate on the basis of sex in all matters related to the operation of its educational programs and activities and its employment practices.”*

2. Pursuant to Section 86.8 of the rules and regulations governing the implementation of Title IX, the following employees are designated the responsible employees for administering Title IX.

Anne McKenzie, Superintendent of Schools  
Hadley School Department  
125 Russell Street  
Hadley, MA 01035 Phone: (413) 586-0822

### **TITLE IX COORDINATORS**

Pamela Haywood, Director of Special Education  
Hadley Elementary School  
25 River Drive  
Hadley, MA 01035  
Phone: (413) 584-5011  
Email: phaywood@hadleyschools.org

Erik Sudnick Athletic Director Hopkins Academy  
131 Russell Street  
Hadley, MA 01035  
Phone: (413)  
584-1106  
Email: esudnick@hadleyschools.org

Revised by The Hadley School Committee: May 1, 2017

**GENERAL STATEMENT:**

All persons have the right to be free from sexual harassment; therefore, sexual harassment in any form is strictly forbidden in school, on school grounds, or at school related activities.

**DEFINITION:**

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment"); Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Sexual harassment is not, by definition, limited to prohibited conduct by a male toward a female. A male, as well as a female, may be the victim of sexual harassment, and a female, as well as a male, may be the harasser. Further, the victim does not have to be of the opposite sex from the harasser. The victim does not have to be the person whom the unwelcome sexual conduct is directed. Finally, any adult may be the victim of sexual harassment by a student.

**EXAMPLES:**

Examples of sexual harassment include but are not limited to: demanding sexual favors accompanied by threats; engaging in reprisals as a result of an individual's refusing to engage in sexual behavior; contact with any sexual part of another's body (e.g., touching, patting or pinching); touching any nonsexual part of the body (e.g., shoulder, etc.) after that person has indicated that such touching is unwanted; displaying sexually suggestive pictures or objects; calling a person a demeaning, sexualized term, or making a reference to a person's physical characteristic when that person has indicated he/she does not wish to be addressed or referred to in that manner; leering (i.e., prolonged staring) at a person's body; sexual language or conduct in another's presence, even if not directed to said individual, once it is known that he/she objects.

**REPORTING:**

Any student who believes he/she is a victim of sexual harassment should talk to the Title IX Coordinator as soon as possible. Students should avoid trying to solve the problem of sexual harassment alone.

All persons shall promptly report knowledge of actual knowledge of sexual harassment to the Title IX Coordinator.

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

#### **FORMAL COMPLAINT:**

The Title IX Coordinator must then contact the complainant upon receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant’s wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint

Formal complaint means *a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the District investigate the allegation of sexual harassment.*

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant’s preferences.

This decision may be appropriate when safety or similar concerns lead the district to conclude it must investigate and potentially sanction a respondent.

A Title IX Coordinator’s decision to override the complainant’s decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary.

An informal resolution may be found if a formal complaint is not filed. The Title IX Coordinator can consider offering mediation. The parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent.

#### **INVESTIGATION:**

##### **Prior to Investigating**

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include: identities of the parties involved in the incident, if known, conduct allegedly constituting sexual harassment, date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.

The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

#### Investigating

The Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report.

The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. During the investigation, each party must be provided an equal opportunity to present both fact and expert witnesses. The parties will have the opportunity to provide relevant written questions to each other before the decision maker reaches a determination. In the event the decision maker decides not to allow a particular question, the decision maker must explain to the parties why the question is not relevant to the determination. \* Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The investigation shall consist of personal interviews with the complainant, the individual(s) against who the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods deemed pertinent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

In addition, the Title IX Coordinator may take immediate steps, at his/her discretion, to protect the complainant, students and employees pending completion of the investigation of alleged sexual harassment.

#### **DECISION MAKING AND DISCIPLINARY ACTION:**

The decision-maker must not be biased against any of the parties at the outset of this process. The decision-maker will offer both the complainant and respondent the opportunity to offer additional limited follow-up.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

The written determination must be issued to both parties simultaneously and must include:

- Identification of the allegations potentially constituting sexual harassment;

- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

- Findings of fact supporting the determination;

- Conclusions regarding the application of the recipient's code of conduct to the facts;

- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and



The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred.

The decision-maker shall further recommend what action, if any, is required.

The report, once finalized, must be submitted to the parties in electronic form, or a hard copy. The parties then have another 10 days to provide additional information before a determination is made.

If there is a finding that sexual harassment occurred, the school district will provide remedies to the complainant designed to restore or preserve equal access to the school district's education program or activity. Such remedies may include supportive measures.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

School district cannot take discipline in the absence of following this formal process. It does not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

### APPEALS

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

Procedural irregularity that affected the outcome of the matter;

New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a

reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

RECORDS:

Records must be kept for seven years.

REPRISAL:

Reprisal, threats, or intimidation of the victim or a person who provides information regarding a claim of sexual harassment will be treated as a most serious offense, which may result in a recommendation of permanent separation from the school community through expulsion from school.

FRIVOLOUS COMPLAINTS:

When a complaint of sexual harassment is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and corrective actions consistent with the Code of Conduct.

REPORT TO POLICE:

Depending upon the seriousness and frequency of incidents, the Hadley or Massachusetts State Police may be contacted by the school administration.

Hadley School District

**SEXUAL HARASSMENT/DISCRIMINATION COMPLAINT FORM**

Name of Complainant: \_\_\_\_\_

Position of Complainant: \_\_\_\_\_

Date of Complaint: \_\_\_\_\_

Name of alleged harasser: \_\_\_\_\_

Date and Place of Incident or Incidents: \_\_\_\_\_

\_\_\_\_\_  
Description of Misconduct: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Witnesses: \_\_\_\_\_

Evidence of Harassment, i.e., letters, photos: \_\_\_\_\_

\_\_\_\_\_  
Any other information: \_\_\_\_\_

\_\_\_\_\_

I agree that all information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **(Civil Rights – Policies)**

### **HATE CRIMES AND BIAS INCIDENTS**

#### **GENERAL STATEMENT:**

The Hadley Public Schools are committed to providing a safe environment in which all students have an equal opportunity to learn, regardless of their race, ethnicity, national origin, sexual preference, gender, religion, or disability. Hate crimes and bias incidents, by their nature, are confrontational; they create tension and promote social hostility. Such incidents will not be tolerated in the Hadley Public Schools because they interfere with every student's right to an education. In addition to jeopardizing academic achievement, hate crimes and bias-related harassment can undermine a student's physical and emotional well-being, provoke retaliatory violence, damage the school's reputation, and create or exacerbate tensions in the wider community.

The Hadley Public Schools will comply with all applicable federal and state laws governing hate crimes. Massachusetts law defines hate crimes as "any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted, or completed overt act motivated at least in part by racial, religious, ethnic, handicap, gender or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seeks to interfere with or disrupt a person's exercise of constitutional rights through harassment or intimidation." M.G.L. c.22C, sec. 33; M.G.L.c. 12, sec. 11H, 11I.

In addition, federal regulations prohibit the intentional use of force or threat of force against a person because of race, religion, ethnicity, handicap, gender or sexual orientation for the purpose of interfering with a student's enrollment or attendance in any public school or college. 18 U.S.C. sec.245. Both federal and state statutes and regulations contain serious criminal penalties for persons convicted of hate crimes and the resulting civil rights violations.

This policy applies to hate crimes, bias incidents, civil rights violations, and bias-related harassment, which occurs in school buildings or on school grounds, or during the course of any and all school, sponsored activities, including those which take place outside of school or in any situation where there is a detrimental effect on the school or the educational climate.

#### **DEFINITIONS:**

A hate crime occurs when a student or group of students is targeted for physical assault, threat of bodily harm, intimidation, verbal abuse, and/or damage to personal property because he or she is a member of a different race, religion, ethnic background, gender, or has a handicapping condition or different sexual orientation, or gender identity.

Bias incidents are less serious acts that are also motivated by race, religion, ethnic background, gender, handicap(s), or sexual orientation issues, or gender identity.

**EXAMPLES:**

Examples of hate crimes and bias incidents include, but are not limited to, the following:

Hate crimes:

- Together with name-calling of a bigoted nature a student who has committed a hate crime may also be subject criminal prosecution for that crime.

Bias incidents:

- Insults, jokes, mimicking, and name calling based upon a student's race, religion, ethnicity, handicapping condition, or sexual orientation, or gender identity
- Use of racial, ethnic, religious, sexual, or anti-gay slurs
- Negative comments on a student's manner of speaking or racial customs, surname, religious traditions
- Unwelcome verbal, written, or physical conduct directed at a student because of their race or skin color, such as nicknames which emphasize stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs
- Conduct directed at the characteristics of a student's national origin, such as negative comments regarding surnames, manner of speaking, customs, language
- Conduct directed at the characteristics of a student's sexual orientations, whether actual, perceived, or asserted – such as negative name-calling and imitating mannerisms
- Conduct directed at the characteristics of a student's disabling condition, such imitating their manner of speech or movement, or interfering with that student's necessary equipment
- Unwelcome verbal, written or physical conduct, directed at the characteristics of a student's religion, such as derogatory comments regarding surnames, religious traditions, religious jewelry or clothing

When a student has been subject to behaviors such as those described above, and is reasonably fearful of his or her own safety, a hostile environment has been created for that student. It may be created by a series of minor incidents, or by one serious incident. The existence of a hostile environment is a violation of the student's civil rights, as it prohibits him or her from obtaining an education.

A hate crime or bias incident will be deemed to have occurred even where the harasser is mistaken about the victim's race, ethnicity, or other targeted characteristics. In addition, targeting students simply because they associate with another student or students who are members of a particular racial, ethnic, religious, or other targeted group may also be the basis of a hate crime or bias incident.

### **Civil Rights Compliance Notice**

All programs, activities, employment, and services provided by the Hadley Public School District shall be conducted without unlawful discrimination based on race, color, age, gender, ethnicity, sexual orientation, gender identity or expression, religion, creed, ancestry, national origin, disability, or background. Equal opportunity and diversity shall be protected and affirmatively promoted in all its programs, activities, and services.

The District appoints the Director of Student Services as the District's Compliance Officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries and complaints are dealt with promptly in accordance with law. Any person believing that the any part of the school organization has violated the laws or regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Director of Student Services

Pamela Haywood

21 River Dr.

Hadley, MA 01035.

Phone 413-584-2419

Email: phaywood@hadleyschools.org

### **REPORTING:**

The designated Civil Rights Administrator for the Hadley Public Schools is:

Pamela Haywood, Director of Student Services

Hopkins Academy

21 River Drive

Hadley, MA 01035

(413) 584-5419

Students, staff, or any interested third party may report incidents. Students should report any incidents to an adult with whom they feel most comfortable – a teacher, guidance counselor, or other staff member. Staff members should report incidents to the Building Principal of the school district's Civil Rights Administrator for investigation and handling. Confidentiality will be maintained to the extent possible, but it should be understood that where a serious crime is involved, the police, and other governmental agencies such as the Office of the Attorney General, will be alerted. When a student has complained of a bias incident but does not wish to file a written complaint, school officials or the designated administrator will conduct an inquiry into the circumstances of the incident, and will keep a written record of the inquiry, in the event that further incidents involving the complaining student and the alleged harasser take place.

**INVESTIGATION:**

Upon receiving notice that a hate crime or bias incident is alleged to have taken place either verbally or in written form, the Building Principal and/or his/her designee will immediately take steps to ensure that the victim or victims are safe and secure, and will notify the Civil Rights Administrator of the allegation. All victims and witnesses will be interviewed within five (5) days following the incident, followed by interviews with any other individuals who may have knowledge pertaining to the incident and the persons involved in it. Physical evidence, if any, will be gathered. The investigator will then make a determination as to whether a hate crime or bias incident has occurred, taking into consideration the definitions contained above, the surrounding circumstances, the relationships of the parties involved, and the context in which the incident(s) took place. In addition, the investigator will determine whether there are, or have been, any related incidents of harassment, and will evaluate the kinds of damage that may have been caused, both to the victim (s) and to the school environment. The investigator will issue his/her report within five (5) days.

**NOTIFICATION TO/BY PARENTS/LEGAL GUARDIANS:**

After investigation, if there are reasonable grounds to believe that a hate crime or bias incident has occurred, the Building Principal and/or his/her designee shall notify a student's parent(s)/legal guardian(s) if the student is a victim of, or is accused of, a hate crime or bias incident. Parent(s)/legal guardian(s) are strongly encouraged to report hate crimes or bias incidents to their child's Building Principal or to the Superintendent of Schools.

**INFORMAL RESOLUTION PROCEDURE:**

It may be possible to resolve a complaint through a voluntary conversation between the complaining student and the alleged harasser, which is facilitated by a school employee or by the designated Civil Rights Administrator. A person of their choice for support and guidance may accompany both the complainant and the alleged harasser. If the complainant and the alleged harasser feel that a resolution has been achieved, the conversation then will remain confidential and no further action will be taken.

The results of the informal resolution will be reported, in writing, to the building Principal and the Superintendent of Schools. If either party feels that the informal conversation process is inadequate, or has not been successful, they may proceed to the formal complaint procedure. Either party may also choose to forego the informal process and proceed directly to the formal complaint procedure.

**FORMAL COMPLAINT PROCEDURE:**

The designated administrator will fill out a harassment complaint form based on a student's written or oral allegations that incidents have taken place. The complaint form will be kept in a secure location, and will describe in detail the facts and circumstances of the incident(s).

If an involved student is under the age of 18, his or her parents or legal guardian will be notified immediately after consultation with the student, unless such notification is determined not to be in the best interests of the student.

An investigation will take place within five (5) school days of the date of the complaint or report. The investigator may determine that immediate steps need to be taken to protect the complaining student, the alleged harasser, and any potential witnesses, and will notify school administrators of such a determination.

The investigation will be completed as soon as possible, but no later than five (5) school days after the date of the complaint, and a written report made to the building Principal and the Superintendent of Schools. The report will contain a determination as to whether the allegations have been substantiated as factual, and whether they constitute a violation of this policy. The investigators will also recommend to the building Principal and the Superintendent what action, if any, is required. The complainant and the alleged harasser will be informed of the results of the investigation, and whether disciplinary action will be taken.

All written reports of investigations will be kept by both the building Principal and the Superintendent of Schools. The Hadley Public Schools recognizes that both the complainant and the alleged harasser have strong interests in maintaining the confidentiality as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations which may be necessary due to the severity of the incident(s), the potential involvement of the policy department, the District Attorney's Office, the Office of the Attorney General, and potential involvement of a civil and/or criminal trial.

#### **DISCIPLINARY ACTION:**

Disciplinary and/or corrective action will be taken as soon as possible following completion of the investigation of an incident of hate crime or a bias-related incident, and reoccurrences, and the re-establishment of a healthy school environment, especially for the victim(s). Such action will take into account the severity of the incident and the age identity of the victim and harasser, and the effect upon the victim. Disciplinary and/or corrective action may include one or more of the following:

- Participation in an educational program about hate crimes and bias incidents for the perpetrator;
- An apology to the victim(s);
- Mandatory counseling;
- Community service;
- Placement in an alternative educational setting;
- Detention;
- Short-term or long-term suspension; and/or
- Recommendation for expulsion



In addition, perpetrators of hate crimes which rise to the level of criminal activity may be subject to criminal punishment as mandated by state and federal laws pertaining to such crimes. Consistent with the Memorandum of Understanding between the Hadley Public Schools and Hadley Police Department, police will be notified when a probable hate crime has taken place, and in particular will be notified in an emergency situation.

### **RETALIATION:**

The Hadley Public Schools will deal seriously with any and all threats or acts of retaliation against an individual who reports a hate crime or bias incident. School staff will maintain constant contact with victims and persons who report incidents in order to ensure that no threats or acts of retaliation take place. Any person found to have threatened to retaliate and/or actually retaliated would be subject to severe disciplinary action, including potential exclusion from school. Should the retaliation rise to the level of criminal activity, school staff is required to report it to the local law enforcement agency.

In addition to the above described policies directed toward students, it is also helpful for schools to maintain a civility policy directed toward adults. Such a policy contributes to the positive functioning of the school community and encourages adults to set examples of positive behavior for students in their supervision and care.

### **CIVILITY POLICY**

Civility/Conduct of Parents, visitors, and district employees:

It is the intent of the Hadley Public Schools to promote respect, civility, and orderly conduct among District employees, parents, and the public. It is not the District's intent to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, staff parents, and other members of the community. The District encourages positive communication and discourages volatile, hostile, or aggressive communications or actions.

1. Expected Level of Behavior:

- District personnel will treat parents and other members of the public with courtesy and respect.
- Parents and other visitors will treat teachers, administrators, and other District employees with courtesy and respect.

2. Unacceptable and Disruptive Behavior:

- Using loud or offensive language, swearing, cursing, or displays of temper;
- Threatening to do physical harm to a teacher, school administrator, school employee, or student;

- Abusive, threatening, or obscene letters, e-mail, or voice mail messages;
- Any other behavior that disrupts the orderly operation of a school, classroom, and or administrative functions.

3. Parent Recourse:

Any parent who believes he or she has been subjected to unacceptable or Disruptive behavior on the part of any staff member should bring such behavior To the attention of the staff member's immediate supervisor, appropriate Administrator, and/or the Superintendent of Schools.

4. Authority of School Personnel:

Any individual who acts in the following manner(s) may be directed to leave school premises or School Committee premises by a school principal or assistant principal, or their designee, any school administrator, including the Superintendent of Schools, and school security personnel. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement personnel take such action as is deemed necessary:

- Disrupts or threatens to disrupt school or school districts operations;
- Threatens or attempts to do or does physical harm to District personnel, students or others lawfully on school or School Committee premises;
- Threatens the health or safety of students, District personnel or others lawfully on school or School Committee premises;
- Uses loud or offensive language; or
- Comes onto school premises without authorization.

Should an individual persist in violating the terms of this policy, the District may limit restrict the methods of communication, which may be used by said individual. Said restrictions shall not apply in the event of actual emergencies or regulatory functions such as TEAM meetings or disciplinary hearings.

In the event that there is a serious threat of harm to student(s) or school personnel, the District may obtain an Order of No Trespass prohibiting the individual making said threat from entering on District property.

Authority to Deal with Persons who are Verbally Abusive:

- If any member of the public uses obscenities or speaks in a loud, demanding, Insulting, and/or demeaning manner, the employee to whom the remarks are addressed shall calmly and politely warn the speaker to communicate civilly.
- If the verbal abuse continues, the employee may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation.
- If the meeting or conference is on school premises, any employee may request

that an administrator or other authorized person, directs the speaker to promptly leave the premises.

- If the person refuses to leave, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement personnel take such action as is deemed necessary. If the employee is threatened with personal harm, he or she may contact law enforcement.

## **DUAL ENROLLMENT PROGRAM**

### Introduction

The Dual Enrollment Program was authorized in the Education Reform Act of 1993. Today, qualified public high school students can earn both high school and college credits through this program. The intent of Dual Enrollment is to allow students the opportunity to take courses not available at Hopkins Academy. Families must bear any costs associated with dual enrollment.

### Eligibility

High School students in their junior and senior year enrolled in public schools in Massachusetts who have a cumulative G.P.A. of 3.0 or better and are recommended by their high school guidance counselor or principal are eligible for participation. The superintendent may approve a 9<sup>th</sup> or 10<sup>th</sup> grade student to participate in Dual Enrollment at the recommendation of the principal.

### Credit Transfer Information

1. Any and all courses to be taken must receive pre-approval by the guidance counselor and the high school principal.
2. Grades from courses taken through Dual Enrollment or transferred in as credit from another administratively approved program or school are not calculated into the Hopkins Academy GPA for the purposes of class rank. Students who transfer courses will have the courses and grades added to their cumulative transcript and post-secondary institutions will apply their own calculations to arrive at a student's cumulative GPA for the purpose of admissions.
3. Each participating student is responsible for submitting an official college transcript to the Guidance Department at the completion of each enrolled semester. Under no circumstances will credit be allowed without the official transcript.
4. All Dual Enrollment courses will be recorded on the transcript.
5. In general, a one-semester college course receiving 3 credits will be transferred in as a one semester Hopkins Academy course and will be awarded 5 credits.

**\*\*Students and parents should be aware of the fact that some colleges and universities may not allow transfer credit for courses used to meet high school graduation requirements.**

## **EMERGENCY PROCEDURES:**

Emergency procedures and codes are posted and reviewed with students and staff on a regular basis.

### **EXAMS (Suspended for 2020-2021 School Year)**

#### **I. Mid-term exam policy:**

- A. Mid-term exam dates will be around mid to late January.
- B. Exams will be taken by students in grades 9-12. Students in grades 7 and 8 will have regular classes. Students in grades 9-12 will have half days on all midterm and final exam days.
- C. Students in grades 9-12 will be expected to be in school for all scheduled exams. Students are expected to report on time for exams.
- D. All students in grades 9-12 will be expected to remain in exam rooms for the entire period. Therefore, appropriate study materials should be brought to exam rooms for study purposes once exams are passed in.
- E. Students are not to linger in the corridors but are to be in exam rooms, the library, or assigned study locations.
- F. The mid-term grade is determined by counting the 1st quarter as 2/5 of the grade, 2nd quarter as 2/5, and the mid-term as 1/5.

#### **II. Final exam policy: The Final exam policy will be identical to the mid-term policy with the following exceptions:**

- A. Senior level courses will have final exams given at a time specified by the teacher of each course.
- B. Final exams for students in grades 9-11 will be scheduled in mid to late June depending upon our school completion date.
- C. Half-day sessions may be scheduled for final exams.
- D. The final exam is to count 1/10 of the final grade for full year courses. Therefore, the first semester is weighted as 5/10, the 3rd quarter as 2/10, the 4th quarter as 2/10, and the final exam as 1/10. To calculate a semester course, count the 3rd quarter as 4/10, the 4th quarter as 4/10, and the final exam as 2/10.

#### **III. Half day exam schedule transportation.**

- A. Busses run only at 2:00 for dismissal when grades 9-12 have a half-day exam schedule and grades 7 and 8 have a full school day. High school students must provide their own transportation or study in the cafeteria until 2:00. High school students can buy lunch at 11:10 in the cafeteria.

### **EXTRA HELP AND TUTORING**

Teachers are available by arrangement on school days to help students from 2:00 to 2:40 p.m. Teachers may be available by appointment before school as well. Seeking extra help from the instructor is the first step a student should take when in danger of or failing a course. Students are encouraged to seek and expected to report for extra help before attending any after school activities, including athletics. All coaches and other advisors support this policy. While a formal student tutor program does not exist, the guidance counselor will attempt to find student tutors upon request.

### **FIELD TRIPS/FIELD TRIP ASSISTANCE FUND**

At various times during the school year, teachers may plan field trips for their classes. All students who go on field trips are responsible for the work missed and work to be prepared for the following day's classes. Students are expected to adhere to all rules for school and bus conduct as described in this Handbook. Current Public Health Laws require that specific medication forms be completed for extended or overnight field trips. Any student who may require medication on a field trip must follow the medication administration policy. Financial assistance is available if you apply. Please contact advisor for more information.

The Hopkins Academy Field Trip Assistance Fund has been established to defray the cost of educational field trips for students. Individual students will be given scholarships, as needed, to defray the cost of the field trip. Scholarships will not be given for high school non-educational class trips. Students should contact their advisor/teacher for more information and are encouraged to perform some type of community service to the school. Each year each grade will be asked to donate \$25 to the fund by the end of September to help keep the fund solvent.

### **FIREARMS**

#### **MGL Ch.269, Section 10**

"Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded, in any building or on the grounds of any elementary or secondary school, college, or university without the written authorization of the board or officer in charge of such secondary school, college, or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this law, 'firearm' means any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.'" Specific action taken may include suspension or expulsion of students from school. This policy applies when students are on school buses and/or participating in any school sponsored activity.

Allegations of Firearms possessions shall also be processed under M.G.L., Ch. 71, Section 37L which provides:

“The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student’s possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.”

### **FOOD**

No food, drinks, or candy is allowed in areas other than the cafeteria unless approved by a teacher. High school students are allowed to eat in the hallways and cafeteria during their morning snack break. Energy drinks, such as Monster and Red Bull, are not allowed on school grounds or at any school event.

### **GRADING SYSTEM**

The school year at Hopkins Academy is divided into four marking periods of nine weeks duration. As soon as possible after the end of each marking period, a report card is issued to the student based on the previous quarter's work. 4<sup>th</sup> quarter report cards are issued by the end of June. Specific comments are included to reflect conduct and effort in each class. School attendance is calculated and printed to show days absent and days tardy.

Teachers maintain a numerical grading system throughout the quarter based upon pre-determined criteria, which are distributed to all students at the beginning of the quarter.

The criteria for evaluation of a student's grade is outlined in the syllabus for each course. These may include, but are not limited to: homework, classwork, collaboration, communication, writing, problem-solving, quizzes, exams, presentations, research and performance activities. Course specific criteria as articulated in each course syllabus are computed at the end of each marking period and for final grades. At the end of each quarter, numerical grades are then converted to letter grades with pluses and minuses for computer processing.

The conversion is:

97-100	A+	83-86	B	70-72	C-
93-96	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
				Below 60	F
Pass (P) or Fail (F) in special circumstances					

Students who have not completed all work due to illness or other valid reason may receive an incomplete (I) and students excused from physical education due to medical reasons will receive a medically excused (X) grade. Another special category is withdrawn from a course (W). Credit will not be awarded for any grade of I or W. A medically excused grade may receive credit.

An incomplete grade may be converted to a letter grade for credit upon completion of all course work within a reasonable period of time (usually 2 weeks). Incomplete grades will be recorded as fail (F) if work is not made up. The update on the report card will take place when grades are recorded for the next marking period. All grades will be recorded at the end of the school year except in cases of injury or illness or for some other legitimate reason.

### **Incomplete Policy**

At the conclusion of a marking period, special circumstances (such as extended health issues) may result in consideration to issue an Incomplete for a report card grade.

1. In order to obtain an incomplete, students must meet one of the following requirements:
  - a. Student must have exempted or excused absences during the final days of the marking period (see attendance policy), with appropriate documentation.
  - b. Students who have a 504 or IEP plan will be given an incomplete only if it is needed to fulfill the specific accommodations in his/her plan.
2. Incompletes must be made up based on the number of days exempted, however the teacher of record may grant extra time at their discretion.
3. Incompletes will only be granted upon completion of the Incomplete Grade Request Form.

4. If the incomplete work is not done within the allotted time, the student will receive zeroes for missing work and the final grade will be recorded.

- Adopted by School Committee 01-30-17

### **CLASS RANK AND THE COMPUTATION OF GRADE POINT AVERAGES**

Class rank is computed at the end of the sophomore year and at the middle and end of both the junior and senior years. It is computed using a modification of the system recommended by the National Association of Secondary School Principals. It is based on a cumulative grade point average (GPA) in which each curriculum level is appropriately weighted. Any student who transfers into Hopkins Academy during their high school career will acquire a cumulative grade point average based only on their courses completed at Hopkins Academy. The students' grades from the previous school are not used to calculate a grade point average for Hopkins Academy Class Rank. Final class rank will be determined by their cumulative grade point average at the completion of their senior year. Students are reminded that College Admissions offices will re-compute GPA's using only their own criteria specific to that school's admissions criteria. They will consider all courses completed at Hopkins Academy as well as any credits transferred from other schools or programs that are not included in Hopkins Academy GPA calculations.

**Valedictorian Qualification** – The position of Valedictorian is the top ranked student in the Senior Class, for the ceremonial purpose of addressing their class and community at Graduation. In order for a student to qualify for this ceremonial status, this student must have completed courses at Hopkins Academy for at least 3 school years, between grades 9-12.

LETTER GRADE	AP	HONORS	COLLEGE PREP	UNLEVELED
A+	4.93	4.73	4.53	4.33
A	4.60	4.40	4.20	4.00
A-	4.27	4.07	3.87	3.67
B+	3.93	3.53	3.33	3.73
B	3.60	3.40	3.20	3.00
B-	3.273	3.07	2.87	2.67
C+	2.93	2.73	2.53	2.33
C	2.60	2.40	2.20	2.00
C-	2.27	2.07	1.87	1.67
D+	1.93	1.73	1.53	1.33
D	1.60	1.40	1.20	1.00
D-	1.27	1.07	0.87	0.67
F	0.00	0.00	0.00	0.00



### **Course Leveling**

There are three levels of courses offered at Hopkins Academy that affect a student's GPA: Advanced Placement (**04AP**), Honors (**03**), and College Prep (**02**). Some courses do not carry a level and may be Elective (**02**) or (**01**). These courses are elective courses that are not factored into a student's GPA, unless a student's education plan requires a non-college prep core course be provided to allow a student access to curriculum. Hopkins students may also take approved college courses (**04**). Students who take college courses through dual-enrollment or other approved programs, receive a GPA from the college. College courses are not used in Hopkins Academy GPA calculations. Students may take courses in all levels during the same year. Considerable work outside of class is required at each level. In all levels students develop appropriate skills to work effectively in the subject area.

**Advanced Placement (04AP):** These courses are advanced placement courses. They contain challenging material and are taught at an accelerated pace, which requires a great deal of independent work. Advanced placement courses prepare students for the advanced placement examinations that are given in May. Departmental admission policies for Advanced Placement courses are listed with their course descriptions.

**Honors (03):** These courses are challenging college preparatory classes. They require that students have strong academic skills, technical skills and the capacity to do independent work.

**College Prep (02):** These courses prepare students for college and technical careers. They require students to engage in rigorous curriculum with the goal of honing their skills in all academic areas.

**Elective (02) and Unlevelled Courses (01):** These courses are elective courses that are not factored into a student's GPA. In some cases, a student's education plan requires a non-college prep, core course be provided to allow a student access to curriculum. In these circumstances, these courses will be calculated in the grade point average as un-weighted.

### **PROMOTION AND RETENTION OF STUDENTS**

The Hadley Schools are dedicated to the best total and continuous development of each student enrolled. All efforts are made to assist students in the successful completion of their courses. These efforts include extra help, remedial work, supervised study halls, pre-approved summer school, and individual teacher efforts.

Promotion for high school students is dependent on the number of credits earned each year, as explained under "Graduation Requirements." Seventh and eighth grade students who successfully pass all four core subjects - English, mathematics, science, and social studies - will be unconditionally promoted to the next

higher grade. Students who pass three of their four core subjects will be conditionally promoted and advised to attend summer school or be tutored in the course failed. Students who pass only two of their core subjects will be required to attend and pass summer school or tutoring at the parents' expense in order to be conditionally promoted. All tutors must be certified in the appropriate subject area. **All students conditionally promoted will be reevaluated after the first marking period by the guidance counselor, principal, the child's teachers, and the parents.**

Students who pass only one or none of their core subjects will be retained and will not have the option of summer school or tutoring. Students who do not pass three core courses are automatically retained.

The principal will make decisions concerning unique cases after consultation with the guidance counselor and the seventh or eighth grade faculty. The provisions of Special Education as they apply to promotion/retention shall be taken into consideration for any student who is covered by the provisions of the law.

### **HOPKINS ACADEMY GRADUATION REQUIREMENTS**

20 credits in English (English 9, 10, 11 and 12, or AP English Lit/AP English Language)

20 credits in Mathematics

15 credits in Social Studies (US History I, US History II, Modern World History are required)

15 credits in Science (Physics and Biology are required)

10 credits in Physical Education

10 credits in World Languages (unless approved by waiver)

2.5 credits in the Arts (art, band, chorus)

Remaining credits in additional core or electives courses (25 credits must be in courses that meet MassCore requirements)

**TOTAL CREDITS REQUIRED**

**120**

Five credits are normally granted for a course, which meets one period for a full year. These graduation requirements indicate the minimum credits needed to receive a diploma from Hopkins Academy. Students and parents must realize that the admission to many four-year colleges and universities is more competitive

than Hopkins Academy's minimum graduation requirements. Therefore, we strongly urge that students take specified challenging courses to allow them to be more competitive in the college admission process standards to these schools. We also recommend that all students visit the guidance office on a regular basis to discuss future plans, specific course needs, and available options.

Failure to meet all graduation requirements by the close of school (2:00) on the last day of senior classes will result in a student not being allowed to participate in the commencement exercises and senior week activities.

Seniors identified as being in danger of not graduating receive the following:

- An evaluation meeting with the guidance counselor and principal that includes a summary of their current status
- A written Graduation Plan that must be followed
- Mandatory help and remediation sessions that may include weekends or vacations as assigned by the principal
- Numerous other contacts beyond mid-term reports and report cards.

Students in Grade 10 will be taking a competency test (MCAS) mandated by the Education Reform Act of 1993. The passing of this test in English, Mathematics and Science/Technology by students is a prerequisite for graduation from high school. Students must satisfy the following conditions in English Language Arts, Mathematics, and Science to earn a competency determination:

1. Meet or exceed the Proficient threshold scaled score of 240 on the Gr. 10 English Language Arts and the Math MCAS tests; or
2. Meet or exceed the Needs Improvement threshold scaled score of 220 on the Gr. 10 English Language Arts and Mathematics grade 10 MCAS tests and fulfill the requirements of an Educational Proficiency Plan and
3. Meet or exceed the Needs Improvement threshold scaled score of 220 in Science/Technology

### **Special Notes**

Credit will not be granted to a student for a withdrawal prior to the normal ending of the course. Exceptions may be made by the principal for good cause such as transferring to or from another school, early graduation, and unusual circumstances. All students in grades 9 through 12 are expected to be enrolled in a minimum of the equivalent of 40 credits (eight class periods) during each marking period.

**Class Standing** (promotion/retention graduation requirements)

Class Standing with incremental adjustments to account for changes in credit-earning opportunities are listed below. Each represents total credits to be achieved at the end of a school year in order for high school students to be promoted to the next grade or to graduate:

**2018-2019 for High School Students to be considered:**

Sophomore (10th Grade) - 30 Credits  
Junior (11th Grade) - 60 Credits  
Senior (12th Grade) - 90 Credits  
A Graduate (Graduate) - 120 Credits

**Note:** Homeroom assignments will be made on the basis of credits earned. A student who has not completed the minimum for his/her class will be assigned to the grade level homeroom that corresponds with credits earned.

Program adjustments and waivers:

1. The principal may grant a waiver relating to a specific course or courses. These waivers may be granted in cases involving early graduation, lack of supported background credit data when entering Hopkins from another school, students who have disabilities and are receiving specialized instruction at locations other than Hopkins, and other cases for good cause determined by the principal who would result in an extreme hardship for a particular student.
2. In the past students have on occasion been allowed credit for courses taken at nearby colleges and universities. According to the Education Reform Act, students may now receive both high school and college credit for these courses. However, students must apply to the guidance counselor and receive approval from the principal before undertaking this option.
3. Credit and level overrides are possible at the discretion of the principal and approval by the individual teacher and are done on an individual contract basis.
4. Independent study is available to students, with approval of parents. Arrangements must be made with the teacher(s) and the guidance office. Approval of the principal is required.

5. It is not possible to foresee all situations, which might require program adjustments and waivers. There is a need for flexibility, but the accountability aspects also need to be considered. In order to control adjustments and waivers the principal is the only person authorized to grant such changes.
6. Work-study is available to seniors, with parental approval, and if all other requirements can be completed. Students must apply through the Guidance Department and sign a work-study agreement to be eligible.

Special notes relating to Physical Education:

1. Students may be excused from the physical education requirement for the following reasons:
  - a. Early graduation
  - b. Medical reasons such as extended illness, disability, or injury. The school reserves the right to have medically excused students examined by the school physician or school nurse.
  - c. In cases of hardship or extenuating circumstances, and only with prior approval of the principal.
  - d. When rigorous core academic courses create conflicts in the schedule that do not allow a student to take physical education.
2. Students will be allowed to take more than one physical education class as an additional elective.
3. Students who cannot participate in skills due to short-term injuries (up to two weeks) or previous illness must report to class and are provided alternative learning assignments.
4. Students will not be excused from the physical education requirement through their participation in classes/lessons or activities outside of school.

Summer School:

Students are allowed to make up, in summer school or through approved credit recovery options courses failed during that academic year provided that a minimum of a 60 was earned in at least one marking period or the overall course grade was at least a 50. Credit will normally be granted for said courses completed in an accepted summer school program when a student receives a C- or better.

In extenuating circumstances, a special evaluation may be made by the guidance counselor, with approval of the principal.

Any student who fails English for the year should make it up in the summer immediately following the course. Failure to do so will cause the student not to graduate with his/her class. Students cannot take two English courses simultaneously.

Note: Tuition payments and transportation costs are the responsibility of students and parents.

## **GUIDANCE**

All of our students are entitled to guidance services on a regular and consistent basis. Many of the guidance functions can be carried out very effectively with a group of students in a classroom setting, and teachers are always glad to cooperate and assist. All high school students meet individually with the guidance counselor at least once a year. Students may sign up for additional guidance appointments in the main office. Appointments should not be scheduled during tests or labs. Only through hard work, planned sessions, systematic methods of providing information, and an understanding of the needs of a small school can the services be effective.

A guidance handbook is available upon request. Questions concerning guidance functions should be addressed to the guidance counselor. Functions of guidance include but are not limited to:

1. Placement for any post-secondary educational opportunities (colleges, technical trade schools, specialized schools, direct employment, etc.)
2. Financial planning for college.
3. Counseling for any problems or concerns.
4. Program planning and scheduling students for all classes.
5. Supervision of the entire testing program, which will include achievement, interest, and aptitude tests on a group and individual basis.
6. Interpretation of all test data for students, teachers, administrators, and school committee members through classroom sessions, faculty meetings, and written reports.
7. Providing information to students, teachers, and administrators such as specific testing dates and other special future guidance-related functions.
8. Making referrals to other sources for help and assistance.
9. Writing necessary recommendations for all seniors

## **HEALTH EDUCATION**

In compliance with M.G.L.C. 71, S.32A, parents will be notified that they may exempt their child from portions of the Health Curriculum dealing with sex education or human sexuality. Students exempted will receive all other portions of the required course with accommodations made for the topics in question.

## **HEALTH INFORMATION**

### **1. Nursing Services:**

The Hadley Public Schools provide a full-time registered nurse with a minimum of a bachelor's degree and DOE licensure (or licensure eligibility) at the schools. Our school nurses perform a vast range of services that include the assessment and treatment of illnesses and injuries, the administration of first aid and emergency responses, the dispensation of medication, and the management of diseases. The nurses also complete health screenings, identify at-risk students and provide referrals for support services, connect children and families with health insurers, and respond to mental health crises.

The school physician and representatives of the Massachusetts Department of Public Health are available to the health services staff members for consultation.

### **2. Hours:**

The school nurses are on duty at all times during school hours.

### **3. Screenings**

In addition, the assessments conducted by our school nurses daily in response to a students' health needs, the nurses conduct population-based screenings to allow for early intervention that may limit disability, healthcare costs, and negative academic impact. Massachusetts law mandates that, in the absence of an exemption, every public school child be screened as follows:

Vision and Hearing – upon school entry, kindergarten through grade 6, plus grades 7 and 10.

Height and weight with BMI calculations – grades 1, 4, 7, and 10.

Posture – grades 5 through 9.

If a parent/guardian wishes to apply for a waiver for any of the above screenings, they may provide a note based on their sincere religious beliefs or a note from a healthcare provider. The waiver must be requested annually at the beginning of the school year.

Parents/guardians are notified of irregular findings in hearing, vision, and posture screenings. In addition, parents/guardians are welcome to contact the school nurse for any screening results including height and weight. If the school nurses detect anything of concern, it is the responsibility of the parent or guardian to follow up with the child's doctor or specialist and provide follow-up information to the school nurse in writing.

In addition, Massachusetts law mandates that two grades of students participate in a confidential Screening, Brief Intervention and Referral to Treatment (SBIRT) program related to substance use. HPS screens all students in grades 7 and 9 annually. Notification and an opportunity to opt out are provided to all parents/guardians and to students prior to screening. Unless there is deemed to be an immediate danger, all SBIRT results are confidential.

#### 4. Medication Administration

A. If a student requires prescription or over-the-counter medication during the school day, the student's parents or another responsible adult must bring the medication to the school nurse for safekeeping. The student will come to the nurse's office to take the medication.

Following this protocol is essential for the safety of all our students. Students acting in violation of this policy at Hopkins Academy will be subject to disciplinary action and parents will be notified.

B. Students are not allowed to carry or take prescribed or over-the-counter medications themselves during school hours. The only exceptions are for:

- diabetes related medication and treatments as per the student's diabetes medical management plan.
- students at Hopkins Academy who use inhalers, have severe/ life threatening allergies. Those students may carry their own inhalers or epi-pens if they follow a detailed protocol that the school nurse will provide.

C. The medication brought to the school nurse must bear the original pharmacy label and instructions.

D. The medication must be accompanied by a consent form signed by the parent/guardian that includes the name of the medication, the reason for the medication, the dosage, and times the medication is to be administered.

E. A physician's written authorization is required for all prescription medications (except antibiotics) to be administered by the school nurse during school hours. Antibiotics



needed for ten days or less may be given without a physician's written authorization, as long as the medication is in the original prescription labeled container with only the doses needed during school hours.

F. A physician's written authorization and parental permission are required for all over-the-counter medications including but not limited to eye drops, nasal sprays, and skin creams to be administered by the school nurse during school hours.

G. A responsible adult must pick up all medication when the medication expires or within 24 hours after the students are dismissed for the summer. In accordance with Department of Public Health guidelines the school nurse will destroy any medication that has not been retrieved.

#### H. Acetaminophen and Ibuprofen

##### Hadley Elementary School:

Parents may give written permission for the school nurse to administer acetaminophen (Tylenol) to a student up to four times a month at Hadley Elementary School in accordance with the school physician's medical directive.

##### Hopkins Academy:

Parents may give written permission for the school nurse to administer acetaminophen (Tylenol) or ibuprofen (Advil, Motrin) to a student up to three times a month at Hopkins Academy in accordance with the school physician's medical directive.

I. It is recommended that the school nurse be informed of any medications or changes in medication that the student is taking at home for acute or chronic conditions. This information will be kept confidential and is important to enable the nurse to provide appropriate and individualized care.

J. If a parent or guardian would like his/her child to receive medication during school hours without oversight from a licensed prescriber in accordance with the aforementioned guidelines, he or she has the option of coming to school to administer the medication to his/her child at a predetermined time.

#### 5. Field Trips

In the instance of a field trip if the school nurse is not available, the nurse may delegate The administration of a prescription medication to an unlicensed staff member in accordance with Department of Public Health Regulations 210.005 (E) (1) (0). unlicensed school staff will not administer any PRN medications (taken as-needed as opposed to being taken at specific administration times.) Parents/guardians also have the option of accompanying their child on the field trip to attend to their child's health needs.

#### 6. Insurance Information

All children in the state of Massachusetts have access to health insurance. If your child is not covered by health insurance, please contact the school nurse for information regarding Mass Health or other options.

#### 7. Health Education

In compliance with M.G.L. c. 71, S.32A, parents/guardians will be notified that they may exempt their child from portions of the Health Curriculum dealing with sex education or human sexuality. Students exempted will receive all other portions of the required course with accommodations made for the topics in question.

### HEALTH REQUIREMENTS:

#### 1. Health Records:

Each fall, parents/guardians will receive a Student Health Information form to be completed and returned to the school nurse.

It is vital to all concerned that the parent/guardian completes these forms and returns them promptly to the school. The forms have space for the emergency contact information and names of alternate persons to be called in case a parent/guardian cannot be reached. Please be sure that the person designated as an alternate is willing and able to serve in this capacity and that the person lives in the area. It is essential that the information on the form is accurate and that parents/guardians notify the school nurse of changes. Please know that you will be expected to have arrangements in place for your child to be picked up within one hour of being notified of the need for dismissal due to health reasons. This is especially critical due to the current COVID-19 pandemic.

#### 2. Physical Examinations:

All students are required to receive a physical examination from a healthcare provider within twelve months of the start of school prior to entering kindergarten and grades 4, 7, and 10. It is also required of all transfer students regardless of grade. If you do not have access to medical care, please notify the school nurse so access to medical care can be facilitated.

#### 3. Sports Physicals

The MIAA mandates that students participating in athletics have a physical exam within 13 months of the first day of practice. An athlete is required to have only one sports physical exam each year. Any student that intends to play a sport during the following school year is strongly encouraged to have his/her physical in late spring or summer.

#### 4. Immunizations

##### A. Requirements

All students must be fully immunized in accordance with Massachusetts state law in order to attend school. Minimum immunization requirements for enrollment in and attendance at school

(105CMR 220.00) are revised regularly. To obtain a schedule of required immunizations please see the HPS website for 2020-2021 updated Immunization Requirements. Contact your child's primary care provider, or the school nurse with any questions.

#### B. Exemptions from Immunizations

Those students with documented medical contraindications or documented religious beliefs are the only ones exempt from the immunization regulation. However, any student who is not properly immunized will be excluded from school if there is a vaccine-preventable disease outbreak (105cmr300.000, MGL. c 111, 5,3,6,7,109, 110,111,112). The length of exclusion is determined by Department of Public Health guidelines and may vary according to disease. Un-immunized or partially immunized children whose private physicians certify they are in the process of receiving the required immunizations shall be regarded as being in compliance with the law.

Our Superintendent is responsible for refusing admittance to children who have not had the required immunizations or who are not otherwise exempted as explained above. Please consult your School Nurse for further information on exemptions.

#### C. Immunization Updates

Parents/guardians are encouraged to send a copy of any and all updated immunizations to the school nurse as soon as the vaccine is administered. This information is essential to keep health records current.

#### 5. New Students

Any student entering the school must provide an up to date and complete immunization record, a physical exam that has been completed within the last year, and completed emergency and health history forms signed by the parent/guardian. No student will be allowed entrance into school without, at the minimum, a complete and up to date immunization record.

#### 6. Health Issues

Parents/guardians are required to inform the nurse of any health condition that may impact their child while at school. It is the responsibility of the school nurse, working with parents/guardians, teachers, and other staff members to develop an individualized health care plan for any student who has a significant health care need.

In case of illness or accident, the nurse is authorized to dismiss students to the custody of parents/guardians or designated alternates if necessary. If the nurse determines that it is not safe for the student to be at school and the student is not picked up, the nurse is required to call 9-1-1 and have the student transported to a hospital emergency room.

## 7. Other

School health policy is regulated by recommendations and requirements of the Massachusetts Department of Public Health. There may be situations that are not explicitly stated above, including guidelines specific to health requirements for homeless students. The school nurses are always available for questions or clarification.

## HEALTH POLICY

The school nurses are available for guidance, support and consultation if you have any questions or concerns regarding your child's health.

Students should only be in school when they can fully participate in their academic program. Therefore, the following minimum guidelines are enforced. Please note that the nurses may impose stricter guidelines on a group or individual basis that must be followed if they deem it necessary for the health and safety of the school community.

A. If a student has a fever over 100 degrees, parents/guardians must keep the student home until the temperature has remained normal without the aid of medication for 24 hours.

B. If a student vomits or has diarrhea accompanied by other signs/symptoms of illness (elevated temperature, fatigue, achiness, rash, etc.) parents/guardians must keep the student home for 24 hours after the condition ends.

C. If a student has chicken pox or impetigo, the student must be on medication for 24 hours and all open lesions must be covered prior to the return to school.

D. Parents/guardians will be notified if head lice are found to be present on their child's hair. All parents/guardians are encouraged to check their child's head on a regular basis. School nurses are available to support parents/guardians regarding recommended treatments for infestation and suggested measures to avoid re-infestation.

E. If the school nurse suspects that a student may have conjunctivitis (pink eye) as indicated by a severely red eye with or without discharge the student must be evaluated by a healthcare provider and obtain documentation clearing the student prior to their return to school.

F. If the school nurse suspects that a student has strep throat the student may be sent home for evaluation by a healthcare provider. If a student is positive for strep throat, the student must stay home for 12 hours after taking the first dose of medication.

G. All communicable diseases (i.e. chicken pox, scarlet fever, measles, whooping cough, TB, COVID-19, etc.) must be reported to the school nurse, who is required by law to report to the local Board of Health. Any student diagnosed with a communicable disease should provide the school nurse with a note from their Healthcare Provider clearing the student to return to school, prior to entering the classroom.

H. Following head injury or concussion, students may not participate in extra-curricular or athletic activities until there has been a full return to academics.

By following the above policy, we hope to provide a healthy environment for everyone in the school community. If your student has a specific chronic condition, the school will make every effort possible to work with you. Please feel free to contact the school nurse if you have any questions or concerns.

### **BIRTHDAY CLASSROOM CELEBRATIONS**

Due to the Wellness Policy, classroom birthday celebrations will be limited to non-edible treats only for students. Student birthdays will be announced during morning announcements and acknowledged each month during lunch. This plan will provide for all students to be treated equally and will help us meet the USDA and DESE guidelines we are mandated to follow. Once a month on a designated day the names of students celebrating a birthday that month will be announced and every student in the school will receive a nutritious cookie or cupcake at lunch time. In the month of September, we will recognize all August and September birthdays. In the month of June, we will recognize all June and July birthdays.

This plan will also help the teacher's focus classroom time on learning by eliminating classroom birthday celebrations. No food will be accepted from home for individual, classroom or school wide birthday celebrations.

If there are dietary restrictions be sure to list them on the healthcare paperwork at the beginning of the year so the school nurse can notify the school nutrition department and plan accordingly.

### **HOMEWORK PHILOSOPHY**

Homework is an accepted part of the educational program for students attending the public schools. The assigning of homework is a practice supported by the School Committee and one, which the Committee expects the administration to uphold.

There are four general types of homework: preparation, practice, extension, and creativity. Each type has its own purpose. Teachers assign their homework with one of those purposes in mind. Homework that is not completed on time will

receive a zero that will be averaged into the student's quarterly grade. Examples of these follow.

Preparation homework (getting ready before) helps students inform themselves about the next day's lesson. For example, a section of pages may be assigned prior to a social studies discussion. Then, students may be asked to:

- Write their own class discussion questions based on their reading
- Share materials brought from home that relate to the class lesson
- Complete a take-home open-book pretest that covers material from the upcoming lessons
- Bring magazine and newspaper articles about the next topic of study. These materials could then be used on a bulletin board.
- Practice homework (doing again after) provides students with the needed review and reinforcement about material presented in a previous lesson. For example:
  - After a grammar lesson, students write their own sentences and then label the various elements of these sentences
  - After reading a story, students write a new logical ending to the story and explain why the ending is appropriate
  - After studying a specific period of recent history, students ask their parents about their experiences, reactions to that time period
  - After studying nutrition, students read the labels on a variety of foods at home and report their findings with regard to the fat content, salt, calories, etc.
- Extension homework (going beyond) guides students so they expand on concepts that were taught in class. Various approaches to extension homework include:
  - After studying a historical period, students write want ads for the newspaper of that time
  - After reading a story written during a past period of time, students rewrite the story using modern English and a modern telling of the story's themes
  - After studying a topic, students read an article or book about that topic and report findings to the class.
- Creative homework (putting together) includes analysis, synthesis, and evaluation. This type of homework is inventive and resourceful. Students come up with their own ideas related to a class topic and then share those ideas with the class. Several suggested creative homework ideas include the following.  
Students:
  - Create a new invention that they would like to see made
  - Create a comic strip that incorporates the lesson topic
  - Make miniature buildings that reflect the architecture of specific time periods
  - Formulate a new product that fills a human need and develop an advertising campaign for the product.

Students in grades 7 and 8 will develop self-discipline, organization and good study habits, both in and out of school. They will be able to apply study skills that have been introduced, such as outlining, following directions, using research materials, scanning, finding main ideas, and completing assignments satisfactorily.

At the discretion of the teacher, those middle school students who do not complete homework assignments on time may be kept after school on that day to complete the homework assignment. A late bus pass will be issued.

For senior high students, the type of homework and the time necessary to complete an assignment will vary from grade nine to grade twelve and according to the needs of the subject and level.

The classroom teacher will establish individual goals and priorities, and students will make a commitment to preparation outside the classroom.

## **HONOR ROLL**

The honor roll will be compiled each quarter based upon quarter grades only. Students in grades 9-12 must be enrolled in the equivalent of 30 credits for each quarter to qualify for the honor roll. A grade of P will not be considered toward the 30-credit requirement.

### Highest Honors (Grades 7-12):

Students must receive a grade of A- (90) or above in all courses, including quarter courses and alternate day courses, regardless of level of course or credits awarded for a course.

### High Honors (Grades 9-12):

Students' grades must average A- (90) or above in all courses, including quarter courses and alternate day courses, regardless of level of course or credits awarded for a course. No grade below a B- will qualify.

High Honors (Grades 7-8): Students must have a B+ or higher in all courses (grades not averaged). No grade below a B- will qualify.

Honors (Grades 7-12): Students must receive a grade of B- or above in all courses, including quarter courses and alternate day courses, regardless of level of course or credits awarded for a course. No grade below a B- will qualify.

Note: Students, grades 7-12, exempted from physical education requirement by written notice of a physician, would be eligible for the honor roll.

## **INDEPENDENT STUDY**

Independent study is available to students in grades 11 & 12, with approval of parents, guidance counselor, teacher and principal. Arrangements must be made with the teacher(s) and the guidance office. Only one independent study is allowed per student per year. Please review the Program of Studies for more information as well as the application form.

## **ITEMS PROHIBITED FOR USE DURING SCHOOL HOURS**

Students are discouraged from bringing the following items to school since their use is prohibited during class time unless permission has been granted by the supervising staff member for educational reasons (the intent is to avoid unnecessary disruptions in a classroom environment); Tape recorders, TVs, radios, skate boards, roller blades, scooters, cameras, laser pens, hand held video games, Game Boys and playing cards. Other items may be added to the list by the administration if they serve no useful purpose, and are disruptive during school hours. Taking pictures or videos of any student or faculty/staff member either by a camera, cell phone, or other recording devices at any time without administrative approval is **STRICTLY** prohibited.

## **LIBRARY**

The library is open Monday, Wednesday, Friday 7:30-2:45 and on Tuesday and Thursday 7:30-3:15. If for any reason the library will be closed during these hours, an announcement will be made over the intercom.

Students may visit the library with classes, small groups or individually. Library passes are issued to students to enable them to do research, check out books, or to catch up on work or reading in a quiet atmosphere conducive to learning. During class hours, students need to obtain a library pass from the teacher whose class they are leaving. Those students with senior privileges need only to sign in. No passes are required after school. Details on library procedures are posted in the library.

Students are not permitted to play any type of computer game anywhere in the school, especially in the library. Students caught playing computer games will lose their computer privileges for a minimum of two weeks (for the first offense).

## **LOCKERS**

Lockers are the property of the school. Each student is assigned a locker for the storage of books and equipment. It is the student's responsibility to see that lockers are kept neat and clean. Food should not be left in lockers for extended periods of time. Locker doors should not be slammed as repeated slamming bends the catch.

Students in grades 7-10 will be issued locks for their lockers and will be expected to use them on a daily basis. Students will be charged \$5.00 at the end of the year if the lock is lost or not returned. Because all lockers must sometimes be opened



under emergency conditions, only school locks, for which master keys are kept in the office, may be used. School staff members may search lockers without permission of the student. (See Student Searches, page 60)

Locks are provided at no cost for all gym lockers, and it is recommended that students keep gym lockers locked at all times. Students are required to pay for lost locks

## **MCAS**

Students in grade ten will take a competency test as mandated by state education regulations. The passing of this test is a prerequisite for graduation from high school. Students must be proficient in ELA and Mathematics, and score at least a 220 (Needs Improvement) in Science/Technology. Students scoring under a 240 in English Language Arts or Math will be provided with an Educational Proficiency Plan, which details coursework, strengths and weaknesses and types of assessments to monitor progress towards proficiency.

## **MAKE-UP WORK**

Make-up work is the responsibility of the student. As a general rule, students will be allowed one day for each day of excused absence in which to make up work that is missed. Vacations do not count as excused absences, regardless of parent notification. In the case of a long-term absence, arrangements will be made between the student and individual teachers. Long term assignments will be due at 7:39 a.m. on the first day of a student's return to school after an absence unless individual teachers have disseminated written policies stating otherwise. Tests and quizzes must be made up during the same time frame. All missed work is averaged in as a "0". Parents may request to pick-up make-up work if their child is absent 2 or more days.

## **MIDDLE SCHOOL**

### Middle School Philosophy

The Hopkins Academy Middle School Team believes that the unique needs of seventh and eighth graders can best be met in an environment specifically established for young adolescents. The overall purpose of the Middle School is to meet the educational, social, and developmental needs of the students as they transition between elementary school and high school. The Middle School Team recognizes that the success of students in developing the skills necessary involves different strategies and techniques than are used at other age levels.

### Middle School Goals

- A challenging curriculum that prepares students for high school

- An atmosphere that encourages students to participate in their education including the use of extra-help sessions
- Activities that promote academic skills, research skills, and critical thinking as well as organizational and time-management skills
- A supportive environment that allows students to develop their individual identities and self-esteem while meeting their educational needs
- Encourage a commitment to the community and a sense of personal responsibility
- A gradual transition between elementary and high school with expectations designed to meet the changing developmental needs of early adolescent
- Communication between parents and the Middle School Team

In order to accomplish these goals, the Middle School has established several policies that students and parents should be aware of in order to guarantee success.

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- Parents are encouraged to set up meetings with the Middle School Team. Appointments can be scheduled by calling 584-3511.
- Students should be in class on time every day.
- If a student is absent or arrives after 10:30, he/she will miss at least 3 of their academic classes every day since core classes are taught before lunch. It is especially important that they abide by the Student Handbook regarding absences. They must take responsibility for making up all class work (including labs, quizzes, tests, and projects) as well as homework. Parents should request work be sent home on the second consecutive day of absence. Parents should notify the school of a planned extended absence in writing and be familiar with school policies regarding absences as stated in the Student Handbook.

### **NON-CUSTODIAL PARENTS**

1. It is the responsibility of the custodial parent to provide the necessary documentation to the office that would ensure that a non-custodial parent does not receive any information pertaining to a student.
2. Any parent who does not have physical custody of a child shall be eligible for the receipt of information unless:  
“(1) The parent’s access to the child is currently prohibited by a temporary protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section”; or (2) the parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation. All such documents limiting or restricting parental access to a student’s records or information

which have been provided to the school or school district shall be placed in the student's records." (Ch71sec.34H MGL)

## **PARENT CONFERENCES**

Formal Parent/Teacher Conferences are held in the fall. Conferences and teacher meetings may be scheduled at any time by calling the school office, at 584-1106.

## **PARKING LOT PROCEDURES**

All drivers are expected to follow motor vehicle laws and drive slowly through the parking lot. Cars must stop for pedestrians and school busses when waiting to pick up a student. All cars must be parked in parking spots while waiting to pick up students, regardless of time of day.

## **PASS POLICY**

All students must sign-out of the classroom when moving through the corridors, except between classes. They must document their name, the date, destination, and time out and in. Students may also be given a pass when needed, such as for a trip to the library or nurse's office. Students are expected to arrive at their destination in a timely fashion and leave the same. Cell phones may not be used in the hall unless during passing time for high school students. Should a cell phone be used during this time, it will be considered a misuse of the pass. Any students who misuse the privilege and pass system will be held to the following consequences.

1. **First Offense:** Teacher warning and/or Teacher Detention
2. **Second Offense:** Teacher Detention
3. **Third Offense:** Teacher Detention and loss of privilege for all classes for one week
4. **Subsequent Offense:** Principal Detention and loss of privilege as determined by the principal

1.

4.

## **PRIVACY**

The federal Every Student Succeeds Act (ESSA) requires schools to provide names, addresses and phone numbers for all members of the junior and senior

classes to military recruiters unless the student or parent request that this information not be provided. A letter offering this option will be distributed at the beginning of each school year.

## **PRO MERITO HONOR SOCIETY**

### **Qualifications for Acceptance to the Pro Merito Honors Society and application process**

Students must have a minimum of a 3.5 GPA in all their academic classes prior to acceptance in the Pro Merito society (4<sup>th</sup> quarter of their sophomore year). In addition, they must have completed a minimum of 20 hours of approved community service (which is described in detail below) before they can apply for membership in the first quarter of their junior year.

1. In the fall of each year the advisor of Pro Merito will review the Spring GPA's for all juniors and seniors and send letters of invitation to all students who meet the GPA requirements.
2. Students will be asked to submit their application by a deadline to be determined annually.
3. The applications will be reviewed by the admissions/review committee, which will be comprised of the advisor(s), at least two other faculty members.
4. After reviewing the applications, the admissions committee will invite the applicants to come for an interview. During the interview the committee will be looking for information about the applicant's community service and reason for seeking admission. Possible questions may include:
  - a. Why do you wish to be inducted into the Pro Merito Honors Society?
  - b. What community service have you completed?
  - c. How has serving your community shaped you as a person?
5. Applicants who meet both the GPA and community service requirements will be notified of their acceptance by letter and inducted into the Pro Merito Honors Society at the annual induction ceremony, usually held in early November.

### **Membership maintenance policy**

1. Students must maintain a 3.5 GPA.
2. Students must complete a minimum of 10 hours of community service each semester after their induction. This includes the fall in which they are inducted.
3. Student records of community service must be submitted to the advisor of Pro Merito no later than the last day of each semester. With the exception of seniors whose spring hours will be due 3 weeks prior to their last day of school.

- a. When records of community service are submitted, they must include (See attached form):
  - i. A description of the community service performed.
  - ii. The location and times of the service.
  - iii. The name, contact information, and signature of the person who supervised the community service.
  - iv. An explanation of how the community service performed has shaped the volunteer.
- b. All community service records will be submitted to a review committee who will review the information to ensure that the service meets the Pro Merito Honors Society community service requirements

### **Failure to maintain the requirements for membership**

If students' GPA falls below a 3.5, or if they neglect to complete the required hours, turn in their documentation in a timely manner, or do not complete acceptable service (as determined by the review committee) they will be placed on probation for the following semester.

Students on probation will have one semester to correct the issue which resulted in their probation in addition to completing their regular semester requirements. Students who are unable to correct the issue will lose their membership in the Pro Merito Honors Society and will not be permitted to reapply.

### **Community Service Requirements**

Community service is defined as actions performed for the benefit of the local or wider community. It needs to go beyond family obligations and beyond the school community as the purpose is for you to engage with people you don't see all the time, share your abilities with them, and gain knowledge of the community in which you live.

### **Acceptable community service**

- Tutoring younger students in an academic subject
- Volunteering at:
  - Mothers' Club or PTO events
  - Parks and Recreation events
  - Hospitals
  - Local libraries
  - Historical Societies
  - Animal shelters
  - Soup kitchens

- The Western Mass Food Bank
- Clean up brush and/or leaves at a local cemetery (get permission)
- Pep band (no more than 5 hours per year)
- Volunteer or participate in a charity event (no more than 5 hours per event, per semester)
  - Relay for Life
  - Meals on Wheels Walk-a-thon
  - Out of the Darkness Walk

This list is not exhaustive; if you have other ideas please ask the advisors. All final decisions on the acceptability of community service hours falls to the review committee.

### **Unacceptable service**

- Babysitting, unless you are proving childcare at a community event
- Keeping score or stats at a school sporting event, running the lines at soccer
- Attending or participating in events being hosted by a school organization
- Officially coached or advised activities

## **SCHOOL COUNCIL**

At each public school in the Commonwealth, there shall be an elected school council consisting of the principal, parents, teachers, student representation from grades 7 - 12 and community representatives. The school council will meet regularly and will help to identify the educational needs of the students, make recommendations to the principal, assist in reviewing the annual budget and help to formulate and implement the school improvement plan.

## **SCHOOL INSURANCE AND ACCIDENT FORMS**

Student insurance is available at a nominal cost. When a student insured under this plan is injured, he/she will be given a claim form from the school nurse or secretary. This form must be completed by his/her parent and presented to the doctor or hospital. It is then returned to the school for processing. The school merely acts as an intermediary in supplying the insurance and assumes no liability.

All athletes participating in the interscholastic athletic program are covered by an athletic school insurance policy if (a) they do not have personal coverage or (b) as a secondary insurance where personal insurance does not cover. All injuries must be reported to the coach who will fill out an accident report.

## **SECURITY OF THE BUILDING**

All visitors to Hopkins Academy are required to sign in when they enter the school. Visitor nametags will be supplied to identify and legitimize the visitor's presence. Staff and students should immediately report any strangers to the office.

Some outside doors to the school and corridor entrances may be locked after 3:00 p.m. to limit passage in areas that are not supervised after staff members leave the building. The school is not responsible for students who are in school or on school property before school buses arrive (approximately 7:20 a.m.) or after school hours, when they are not involved in a school-sponsored activity.

- Students are not allowed in the building after school (2:00) unless attending a school activity or working with a teacher.
- All outside doors are locked during the day. The only entrance is by the main office. The rear doors to the gym lobby may be open for outdoor physical education or to allow athletes and spectators to have access to the lavatories after school; teachers, coaches, etc. will monitor this.
- The inside hallway doors by the Music Room, Computer Lab, and Room 211 will be
- locked at 3:10 daily following office detention.
- After 3:30, teachers, advisors and coaches will make sure that any students who have been working with them leave the building when they leave.
- Locker rooms and classrooms will be locked after school to avoid any theft or
- vandalism.

## **SENIOR RESPONSIBILITY POLICY**

### **I. Philosophy**

Our Senior Responsibility Policy is based on the premise that seniors, as mature, responsible citizens of our school community, should be allowed to decide how they will spend their "free" time during the school day. This policy is a revision of a 1982 agreement between the Student Advisory Committee, the School Administration, and the School Committee.

### **II. Eligibility**

- A. A senior must have paid class dues up to the current time. A senior must be passing all subjects in his/her senior year with a grade of C- or better for the marking period just completed, except when the first quarter of the senior year has not been completed; then the grades of the fourth quarter

- marking period of the junior year will be used to determine initial eligibility.
- B. A senior must give evidence of some form of current and continuing contributions to the school community. Juniors will be expected to show evidence of current and continuing contributions to the school community that will lead to senior privileges. This service should be happening outside of class work, i.e. sports teams, pep or stage band, As Schools Match Wits, Math team, tutoring, guidance, library, or individual teacher aide, etc. Students who are having difficulty meeting this condition are encouraged to obtain suggestions from staff.
  - C. A senior must have a record of good behavior.

### III. Privileges

Those seniors who meet the eligibility requirements may:

- A. Leave the school grounds at the beginning of lunch, if the senior goes through the "sign out" process in the main office and returns and signs in before the next scheduled class.
- B. Report to designated areas, either inside or outside of the building, for use as a quiet area, rather than report to the cafeteria at lunchtime.

### IV. Procedures

The following rules and procedures have been developed to implement the senior privilege responsibility:

- A. A senior responsibility Application and Release form must be completed.
- B. Students will sign in/out on the office register.
- C. If driving, a student must have completed the proper form and have been assigned a parking permit by the principal.
  - 1. Students will abide by all automobile regulations as outlined in the Student Handbook.
  - 2. Students may enter/leave the parking area by way of the access road behind Russell School except between 8:00-8:30 a.m. and 11:30 a.m.-12:30 p.m.
- D. The Head Teacher will maintain a current eligibility list.
- E. All necessary forms to implement this policy, including application, parental permission slips, "sign out" and "sign in" registers, and written rules governing the use of cars, will be made available in the main office.
- F. A review committee to validate eligibility and to hear appeals based on extenuating circumstances will be established yearly and will consist of teachers and administrators. Any student who wishes to initiate an appeal of



denial of privileges may do so by contacting the review committee chairperson. Appeals will be reviewed in a timely manner.

- G It is understood that the school administration reserves the right to modify or suspend the provisions of this policy as circumstances warrant if a student abuses this policy. For example: arriving late to the next class, disturbing students in other classrooms, failing to sign out and/or sign in:
- H. Quarterly renewal of privileges will be automatic, unless one or more signatories revoke his or her statement of eligibility. In that event, privileges will be immediately suspended and the student will be required to reapply for senior privileges in order to receive reinstatement of senior responsibility status. A student may have senior privileges revoked if he/she is in violation of the attendance/tardy policy.

## **STUDENT RECORDS**

Student records are maintained and kept in the school office. Parents may request the opportunity to review these at any time. Non-custodial parents may request and receive access to all student records unless there is a court order in the student's file prohibiting this. Eighteen-year-old students can sign an order that parents may not see their records without permission from the students. Records will be given to all graduating seniors. There is no cost for a transcript.

## **AGE OF MAJORITY**

### **603 CMR 23.01**

Students who are eighteen years old or older have the legal rights of an adult. When the rights or responsibilities of a parent or guardian are referred to in this handbook, it is understood that they include students who are eighteen years old or older. A student who is eighteen years and older may act with the same rights and responsibilities of a parent or guardian in such areas as:

- a. Decisions concerning academic issues
- b. Decisions about guidance and special education services
- c. Decisions about withdrawal from school
- d. Absence and tardy (excused) dismissal notes and permission slips

Upon reaching the age of 18, a student has the right to take over from his/her parents' full responsibility for his/her school life. Students wishing to exercise this right must fill out a form and present it to the principal who will maintain a copy of it in the student's record. Unless the school is informed in writing of the student's decision exercise his/her right, the school will continue to involve the parents in these matters.

Even if the student chooses to exercise his/her rights and responsibilities in these matters, the principal reserves the right to send copies of all school communications (letters, report cards, disciplinary notes, etc.) to the student's parents or guardians. The administration will continue to contact parents regarding discipline issues. The school will provide parents with access to student's records pursuant to Mass. Gen. Laws. C, 71, S34E. \*Students who are 18 and do not have senior privileges cannot sign out at lunch.

## **SUPPORT SERVICES**

Another source of help and assistance is the school psychologist who is available on a regular basis for students and parents. A building-based team meets regularly to address the needs of individual students. This team consists of the principal, guidance counselor, school psychologist, special education teacher, two regular classroom teachers, and other staff members when appropriate.

## **TELEPHONE**

Students may use the office telephone to contact parents in an emergency. Students are not encouraged to bring cell phones to school. (See also Cell Phones in "Items Prohibited for Use".)

## **TTY USE**

Individuals using TTY may access Hopkins Academy by dialing 584-1106

## **TOBACCO, ALCOHOL, AND DRUGS**

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

Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, is prohibited in school, on school buses, on school grounds, or off school grounds during school supervised functions. This policy is in effect during regular school hours, (7:30 a.m. to 2:45 p.m.) and at other times

that supervised activities takes place. "Use" of drugs or alcohol includes being under the influence of, buying, selling, or possessing them on school property.

The Federal Government requires that all schools have a drug-free policy. The policy for the Hadley Public Schools is:

#### **DRUG-FREE SCHOOLS CERTIFICATION POLICY**

**Section 5145 of the Drug-Free Schools and Communities Act**

**Amendments of 1989**

**Students**

The use of illegal drugs and unlawful possession of alcohol is wrong and harmful. The Hadley Public Schools prohibits the unlawful possession, use and/or distribution of illegal drugs and/or alcohol on school premises or as a part of any of its activities.

#### **VALUABLES**

Students are cautioned not to bring valuables or large amounts of money to school. The school cannot be held responsible for student valuables, which are lost or stolen.

#### **VANDALISM**

Deliberate destruction of property or destruction caused by inappropriate use of equipment or property cannot be tolerated. Any student so apprehended will be held financially responsible and will be subject to disciplinary action.

#### **VIRTUAL HIGH SCHOOL GUIDELINES**

Students in grades 11 and 12 may request to enroll in VHS. Due to the nature of our small size, students with exceptional abilities may require advanced coursework that we may not be able to offer. Additionally, occasional course conflicts may occur that create graduation requirement challenges. Therefore VHS serves the purpose of enabling these students access to courses that they would otherwise be unable to take. VHS is not an elective catalogue. Students must be the given parameters in order to take a VHS course. Upon request, all criteria will be reviewed the by the principal and guidance counselor. Students will be notified at the end of the registration process as to whether their course request has been approved.

The following criteria for VHS requests is as follows:

1. Students must maintain a 3.0 as a senior or 3.25 as a junior or better average in the same subject area.
2. Students may enroll in **courses not offered** at Hopkins Academy. These courses **must demonstrate a substantial need** due to exceptional academic ability or significant course conflict pertaining to graduation requirements and/or career paths.
3. **Core course requirements cannot** be met through VHS courses.
4. May **only enroll in one** VHS course, and they must enroll to begin the school year. Students may select a single semester VHS course only if they agree to take another semester VHS course during the same time block for the second semester (the two semester long courses would equal one full year course for credits and weight).
5. All VHS courses will be **credited and weighted the same** as equivalent courses at Hopkins Academy.
6. Students will report to the library during the scheduled period under the supervision of the Librarian/VHS Site Coordinator. The VHS course instructor will determine grades, **not the Site Coordinator**, and they will be submitted to Hopkins Academy for report cards and transcripts.
7. The Administration and Guidance Department **may recommend** VHS courses to accommodate specific, unusual individual student needs (i.e., irresolvable scheduling conflicts or transfer situations).

Students who may not meet the criteria for VHS may still be considered for approval of a VHS course, but must be responsible for and pay the school rate of tuition for the course, as well as have the approval of parents, guidance and the Principal.

## VISITORS

Visitors are always welcome, especially parents. Permission must be obtained before bringing a guest to school. Visitors must register in the office. Non-Hopkins Academy students are allowed to visit during school hours only with prior permission of the principal and for a distinct purpose such as potential enrollment, comparison to another culture, etc. Alumni are welcome after 2 pm in order to avoid classroom disruption. All visitors coming into the school as volunteers must be CORI checked.

## **VOCATIONAL SCHOOLS**

Students who wish to attend a vocational school during their high school years should see the guidance counselor in January of their eighth-grade year in order to apply formally for acceptance.

## **WEAPONS**

Weapons and explosive devices of any type are not allowed and possession would result in suspension and possible expulsion from Hopkins Academy. (MGL Chapter 71, Sec. 37H).

## **WORK PERMITS**

Students 14-18 years of age must obtain work permits in order to accept employment. The law has certain requirements concerning the type of work students may do, the hours, and the working conditions. Applications and all necessary information may be obtained from the school office.

## **WORK STUDY PROGRAM**

The main objective of the Work-study Program is to provide the opportunity for high school students to continue their education while gaining valuable work experience under supervision. The work-study experience is designed to develop desirable work attitudes and promote understandings of the relationship between formal education and job success through supervised part-time employment as part of the total school program. Students will earn academic credit for the work experience (not to exceed 10 credits), which will count toward their high school diploma as elective credits. This is only available to seniors, and requires permission from the guidance counselor and principal. Students cannot work for their parents or other relatives as part of the work-study program.

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