

Smith Academy



Student Handbook 2021- 2022

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

The Title IX and Section 504 Coordinator is Emily Anderson, Tel. (413) 247-5641

SMITH ACADEMY
34 School Street
Hatfield, MA 01038
Telephone: (413) 247-5641 Fax: (413) 247-0201
<http://www.hatfieldps.net/smith-academy>

Superintendent of Schools.....Mr. Michael Wood
Director of Student Services.....Ms. Molly Bremner
Principal.....Mr. Christopher Buckland
Guidance Director.....Ms. Dawn Sacks
Athletic Director.....Ms. Allison Slys

Dear Smith Academy Students and Families,

Last year was strange and strained in many ways. I am glad that we were able to return to school in April and am confident that the year ahead will bring many positive experiences and accomplishments for students and staff alike.

It would be prudent for all students and parents/guardians to review this Student Handbook. It contains valuable information about graduation requirements, attendance policies, behavioral expectations, interscholastic sports, clubs, and the standards that students are required to maintain in order to fully participate in student life at Smith Academy. Please take the time now to become familiar with your rights, responsibilities, and opportunities as this will assist in the decision-making process that will impact your future, both at Smith Academy and beyond.

In particular, the *Attendance* policies are among the most important to know as they impact graduation credits and participation in school activities. In addition, all parents and students should carefully examine Graduation Requirements in order to better plan for their junior and senior years at Smith Academy. Other key components of the Student Handbook include the *Code of Conduct* section, which outlines what the faculty, staff, and administration expect from students and what students can expect from Smith Academy faculty, and the section on defining and reporting claims of harassment, and our school policies and procedures. Also, on our website (<http://www.hatfieldps.net/smith-academy>) is a complete listing of all Hatfield School Committee policies located under the Parents and Students tab.

I am hopeful that we can build on the positive culture that we already have between families and staff and provide a safe and supportive learning environment for all learners. This year, more than any other, we need to be united in our support for all of our students.

Sincerely,
Christopher Buckland
Principal

TABLE OF CONTENTS

HISTORY OF SMITH ACADEMY	7
Mission	8
CORE VALUES AND BELIEFS	8
EXPECTATIONS FOR STUDENT LEARNING	9
ATTENDANCE	9
ATTENDANCE AT SCHOOL	9
GUIDELINES AND CONSEQUENCES FOR ABSENCES	10
PARENT/GUARDIAN NOTIFICATION	10
ACCEPTABLE ABSENCES	11
EARLY DISMISSAL	12
COLLEGE VISITATION	12
TARDINESS	12
MISSING CLASS TIME	13
TRUANCY	13
ATTENDANCE FOR SPORTS AND ACTIVITIES	13
ACADEMICS, GRADING AND GRADUATION	13
ACADEMIC HONESTY (HIGH SCHOOL)	13
ACADEMIC HONESTY (MIDDLE SCHOOL)	14
EXPECTATIONS FOR THE USE OF TECHNOLOGY	14
NETWORK AND INTERNET MONITORING	15
FILTERING	15
STUDENT OWNED HANDHELD DEVICE POLICY	16
CONSEQUENCES	16
LIBRARY USE	17
GRADING SYSTEM	17
GRADUATION AND CLASS STANDING REQUIREMENTS	18
GRADE LEVEL PROMOTION	19
HONORS LEVEL AND ADVANCED PLACEMENT COURSES	19
SMITH COLLEGE & DUAL ENROLLMENT	19
WORK STUDY PROGRAM	20
INDEPENDENT STUDY	20
VIRTUAL HIGH SCHOOL ONLINE COURSES	20
GRADE POINT AVERAGE	22
HONOR ROLL	23
NATIONAL HONOR SOCIETY – SOPHIA SMITH CHAPTER	23
FINAL EXAMS	24
LOSS OF COURSE CREDIT	25
	2

SENIOR FINAL EXAMS EXEMPTIONS	25
ACADEMIC LEADERS	25
ADD/DROP POLICY	25
COLLEGE REPRESENTATIVE VISITS	25
SUMMER SCHOOL COURSES	25
REPEATING COURSES	26
CODE OF CONDUCT	26
DETENTIONS	26
INTERNAL SUSPENSION	27
EXTERNAL SUSPENSION	27
ILLEGAL ACTS	28
DUE PROCESS FOR SUSPENSIONS	28
SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION	29
LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION	29
APPEAL OF LONG-TERM SUSPENSION	30
EMERGENCY REMOVAL	31
IN-SCHOOL SUSPENSION	31
SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES	32
DISCIPLINE FOR STUDENTS WITH DISABILITIES	33
ATHLETICS AND CO-CURRICULAR ACTIVITIES	35
MINIMUM PRACTICE PROTOCOL	37
ATHLETIC FEES	37
ATHLETIC TEAMS	37
ATHLETIC UNIFORMS	38
ACTIVITIES/CLUBS	38
CLASS DUES	38
ELIGIBILITY/PARTICIPATION IN SPORTS AND SCHOOL-SPONSORED ACTIVITIES	39
INSURANCE	39
CHEMICAL HEALTH VIOLATIONS	39
LOYALTY TO THE HIGH SCHOOL TEAM: BONA FIDE TEAM MEMBERS	40
ATHLETIC TRANSPORTATION PROTOCOL	42
ATHLETIC AWARDS POLICY	42
MIDDLE SCHOOL STUDENT PARTICIPATION ON VARSITY AND JV TEAMS	42
EXTRACURRICULAR AWARDS CERTIFICATE	43
HEALTH SERVICES	43
REPORTING ILLNESS	43
INJURY	43
DISMISSAL	43
SPECIAL HEALTH CARE NEEDS	44
SERVICE ANIMALS (GUIDE OR ASSISTANCE DOGS)	44
SPECIAL SERVICES	44

MEDICATION POLICY	44
NEW STUDENTS	44
IMMUNIZATIONS AND PHYSICAL EXAMS FOR PUBLIC SCHOOL STUDENTS	45
GENERAL PROCEDURES AND PRACTICES	45
ASBESTOS REPORT	45
AWARDS PHILOSOPHY	45
BULLETIN BOARDS	45
BUS AND TRANSPORTATION SUMMARY	45
HATFIELD PUBLIC SCHOOL FOOD SERVICES	46
SCHOOL LUNCH PRICING	46
CAFETERIA PROCEDURES	47
MEAL CHARGE POLICY	48
Meal Charges and Balances	48
Payments	48
Refunds	49
Delinquent Accounts/Collections	49
DANCES	49
DELAYED OPENING	49
DISCRIMINATION	49
DRESS CODE	50
DRUG FREE ENVIRONMENT	51
EIGHTEEN-YEAR OLD RIGHTS	52
ELECTIONS - CLASS OFFICERS	52
ELECTIONS - STUDENT COUNCIL	52
EVACUATION PROCEDURES	53
FIREARMS	53
FOOD	53
GUESTS	53
LAVATORY BREAK	54
LOCKER USE	54
LOST AND FOUND	54
MOTOR VEHICLE REGULATIONS	54
OUTSIDE PRIVILEGES	55
RELIGIOUS HOLIDAYS	55
SCHOOL CANCELLATIONS	55
SCHOOL SAFETY PLAN	55
SECURITY OF BUILDING (Non-Covid)	55
STUDENT RECORDS	56
TEXTBOOKS	56
DISTRICT POLICIES	57
ATHLETICS CONCUSSION POLICY	57

PHYSICAL RESTRAINT POLICY	57
PHYSICAL RESTRAINT PROCEDURES	57
PROHIBITION OF HAZING	57
Prohibition of Hazing	57
JICFA-E Hazing	58
JJIF Athletics Concussion Policy	59
ACAB ANTI - HARASSMENT	60
ACAB-R GENERAL PROCEDURES FOR IMPLEMENTATION OF ANTI - HARASSMENT POLICY	73
HATFIELD PUBLIC SCHOOLS	77
HARASSMENT REPORT FORM	77
ACE NONDISCRIMINATION ON THE BASIS OF DISABILITY	79
JICFB BULLYING PREVENTION	80
HATFIELD PUBLIC SCHOOLS	84
BULLYING PREVENTION AND INTERVENTION PLAN	84
EB Safety Program	94
EBAB Pest Management Policy	94
EBB First Aid	96
EBC Emergency Plans	97
INTERIM POLICIES on COVID-Related Issues	98
EBC Supplemental	98
EBCD Emergency Closings	108
EC Building and Grounds Management	109
ECA Buildings and Grounds Security	110
ECAC Vandalism	110
ECAF Security Cameras in Schools	111
ECAF-R Security Cameras In Schools Procedures	112
EDC Authorized Use of School-Owned Materials	113
EEA Student Transportation Services	114
EEAA Walkers and Riders	115
EEAE School Bus Safety Program	116
EEAEA Bus Driver Examination and Training	117
EEAEA-1 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers	118
EEAG Student Transportation in Private Vehicles	119
EEAJ Motor Vehicle Idling on School Grounds	119
EFD Meal Charge Policy	120
HATFIELD SCHOOL COMMITTEE MEMBER CONTACT INFORMATION	122

HISTORY OF SMITH ACADEMY

The groundwork which led to the establishment of Smith Academy began in 1870, when Sophia Smith, in her will, instructed that a board of trustees be formed for the purpose of building, organizing, and maintaining a co-educational learning institution in Hatfield. Of the \$75,000 earmarked for this undertaking, about a third was to cover the cost of a suitable "building of brick", the remaining two thirds to provide for all phases of instruction.

Sophia Smith's vision and the trustees' efforts came to fruition when Smith Academy began accepting students in 1872. Although tuition was charged, all that had mastered the three R's were welcome. The Academy was considered a very advanced institution for its day, containing a library open to students and townspeople, modern science labs, and a hall for lectures and indoor exercising. In addition to providing educational opportunities, the Academy building hosted numerous community and social events, a tradition which has continued into modern times.

The third annual catalogue, printed in September 1875, stated that the total enrollment was 95. In those days, many young people came to Smith Academy from out of town in order to take advantage of Hatfield's "higher education". The catalogue lists students from New York, Texas, Ohio, and Vermont, as well as from Hatfield and surrounding communities.

In 1921, Smith Academy became Hatfield's public secondary school. An agreement between the trustees and the town fathers split jurisdiction over the school, with the former group maintaining responsibility for the building while an elected school committee oversaw educational supplies and curriculum. Eliminating private control was considered a "healthy" tendency during the early part of this century.

In September of that year, Smith Academy opened for the first time as a public high school by welcoming 80 students. Through the years, Smith Academy has mirrored the lives and fortunes of the town's people. During the Depression years of the thirties, courses in Economics, Agriculture, and business subjects prepared students to make their way in a difficult and changing world. The Academy and other buildings along Main Street withstood the ravages of the great flood of 1936, when several feet of water inundated the area.

During the Second World War, Smith Academy served as a local center for registering townspeople for the rationing of food and other scarce commodities. In 1940, a hot lunch program was initiated at the school in conjunction with the WPA. Smith Academy faculty and pupils played a major role in celebrating the 275th anniversary of the town, which was held in 1946 instead of 1945 so returning service men and women could participate. In the late forties, Smith Academy established evening courses, primarily in the field of agriculture to aid returning Veterans. With the advent of the atomic age, changes in curriculum abounded, placing more emphasis in math and sciences and less on agriculture and home economics.

Completion of a new twelve-room elementary school in 1960 made it apparent that the town's secondary facilities would need attention in the near future. Many ways to remedy this lack of space and facilities were explored, including renovating existing structures and regionalizing with other communities. A plan for a new high school was proposed just prior to the state's establishing minimum enrollment standards for building assistance, but the voters turned it down.

Each avenue available to solve Hatfield's secondary school problem was again explored over the next five years. Because Hatfield did not have the required enrollment to qualify for state building assistance funds, a decision was made to request a special act of the Massachusetts Legislature giving the town an exemption from this requirement. A decision favorable to the town was enacted on December 21, 1977, and state funds were made available. Construction work began in the fall of 1978.

The new 59,000 square foot junior-senior high school, built for a projected enrollment of 300 students and located on a 42-acre site on School Street, was opened for classes on September 3, 1980. Enrollment at that time was 268.

SMITH ACADEMY

HATFIELD SCHOOL COMMITTEE PHILOSOPHY STATEMENT

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

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

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

Mission

Smith Academy and Hatfield Elementary endeavor to use their resources to enable all students to achieve their fullest potential by providing a learning environment conducive to growth. This includes acquiring an appreciation for the values of our society, a respect for self and others, and an academic background necessary for the students' understanding of their role as citizens in a pluralistic society. This learning environment will stress the importance of independent and critical thinking, while recognizing individual strengths and talents. It will also encourage a closeness which will assist students to overcome adversity and provide hope for the future.

CORE VALUES AND BELIEFS

(Approved by Faculty 5/07/12)

Smith Academy seeks to empower its students by providing them with the necessary knowledge and skills to meet the challenges of tomorrow. Our educational community remains committed to:

- Fostering a supportive, caring learning environment.
- Placing an emphasis on high standards.
- Ensuring that students actively engage in their educational pursuits.
- Treating others with dignity.

EXPECTATIONS FOR STUDENT LEARNING

1. Work independently and collaboratively to solve problems, think critically and accomplish goals.
2. Communicate information clearly and effectively using appropriate tools for varied contexts and purposes.
3. Demonstrate creativity, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
4. Exhibits integrity in interactions and decisions, characterized by respect for diversity and personal responsibility.
5. Evaluate, select, and use technology ethically and effectively.

SMITH ACADEMY MIDDLE SCHOOL OBJECTIVES

The philosophy of the Smith Academy Middle School is to encourage a respect for learning, to promote mastery of basic skills, to instill a desire for educational excellence, to foster an understanding of world cultures, and to encourage social responsibility in a democratic society. To accomplish this, the Middle School program recognizes the uniqueness of each student's personality, capabilities, aspirations, and capacity to make choices.

OBJECTIVES

- Recognize the unique intellectual, emotional and physical needs of this age group.
- Create a sense of community within the Middle School.
- Foster respect for privacy, others' feelings and personal space.
- Identify and promote respect for self, peers and adults.
- Help students assume more academic and social responsibility appropriate to their age group.

ATTENDANCE

ATTENDANCE AT SCHOOL

School Hours: 7:30 am – 2:00 pm. Smith Academy students are expected to be present every day that school is in session. The use of school days for personal vacation time or medical/dental appointments is strongly discouraged. We request that parents/guardians notify the school by calling 247-5641 if your child will be absent from school. A secretary is available to take calls as early as 6:30 am.

A student who has been absent may submit a written note signed by the parent or guardian to the Main Office or send an email. The message must contain the date and reason for the absence. The school will make every attempt to call the homes of students who are absent and whose parents/guardians have not notified the school of their child's absence.

ATTENDANCE AT SCHOOL

The use of school days for personal vacation time or medical/dental appointments is strongly discouraged. We request that parents/guardians notify the school by calling 247-5641 if your child will be absent from school. A secretary is available to take calls as early as 6:30 am.

A student who has been absent may submit a written note signed by the parent or guardian to the Main Office or send an email. The message must contain the date and reason for the absence. The school will make every attempt to call the homes of students who are absent and whose parents/guardians have not notified the school of their child's absence.

GUIDELINES AND CONSEQUENCES FOR ABSENCES

Student absences present a fairly complex issue for not only the student affected, but the overall educational process. The rigor and pace of the curriculum holds educators to a fairly tight timeline. The academic school year is short and the summer break creates content retention challenges for *all* students. Direct instructional time within a classroom setting is vital to student success and cannot be replicated. Please support our efforts and your child's education by ensuring they are at school.

The Hatfield School Committee has established general guidelines and consequences for student absences. When a student reaches the level of absence outlined below, the following steps will be taken. It is understood that an absence can be a full-day absence or an absence from a particular class or classes as a result of a student being tardy or being dismissed early.

1. Students must be present by 8:30 am to be eligible for active participation in any school sponsored activity on that day.
2. Students not present by 9:30 am will be considered absent for the day and will not be eligible to attend school-sponsored activities on that day.
3. Students absent for more than 25 minutes from class will be considered absent from that class.

PARENT/GUARDIAN NOTIFICATION

The Principal will notify Parents/Guardians, in writing, when students are absent for the following number of days:

1. Five (5) Absences:
 - a. A letter of absences will be sent home.
2. Ten (10) Absences:
 - a. A second letter of notification for excessive absences will be sent home.
3. Fifteen (15) Absences:
 - a. A third letter of notification for excessive absences will be sent home.
4. Twenty (20) Absences:
 - a. A fourth letter of notification for excessive absences will be sent home.
 - b. Students will have non-instructional privileges/opportunities revoked (ex. Dances, proms, attending site-based sporting events, concerts, variety shows, etc...).
 - c. Students will not be permitted to participate in extracurricular activities involving our athletic program and the school musical
5. Once a student exceeds twenty (20) absences from school or from an individual class, no credit towards graduation will be awarded.

- a. Parents / Guardians should arrange a meeting with the School Principal and the Guidance Counselor to determine the next best course of action due to the loss of credits toward graduation.

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

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

ACCEPTABLE ABSENCES

Students whose absences are deemed acceptable may seek help from their teachers and will be given credit for make-up work. If the absence is **not acceptable** because it does not meet the standards outlined below, or there is no notification from the parent/guardian, then no make-up work is permitted and there is a deduction of class credit. Students have one day for each day of absence to complete work that was missed. Make-up days begin on the day the student returns to school (e.g., if a student is absent for one day, the student is expected to be ready to complete make-up work on the day of his/her return). More detailed information concerning incomplete work and grades can be located on page 19. The foregoing requirement may be waived with the consent of the teacher. The total number of days to complete makeup work should not exceed seven.

Medical notes/excuses are utilized as a piece of data to make informed decisions about the instructional delivery and/or duration of tasks for a given student – medical notes do not dictate nor direct educational delivery and/or programs. All educational decisions related to missed classroom time will be made in an academically conducive and *appropriate* manner by educators in the profession.

An absence (or dismissal) is considered to be "acceptable" if it is for one of the following reasons:

1. Illness.
2. Death in the family.
3. Funeral.
4. Extraordinary emergency.
5. Professional appointments (medical/dental)
6. Authorized religious holidays.
7. College visitation (48 hour advance notice is required as well as confirmation from the admissions Office of the school to be visited through the "College Visit Verification Form").
8. Court appearances
9. Parental/guardian requests made 10 days in advance of the absence.
10. Educational Opportunities to Learn (prior approval at least 48 hours prior from principal required)
 - a. Students must have a current cumulative GPA of 3.0
 - b. Students cannot have an "F" in any course for the school year

EARLY DISMISSAL

Any student seeking dismissal must present a written request, signed by a parent/guardian, to the main office at the beginning of the school day (prior to first period). The request should include the reason for the dismissal. Acceptable reasons for dismissal are the same as those for absence from school.

Students receiving approval for dismissal will have their note placed on file in the office and will receive a "Dismissal Notice" which will be turned in to the office when the student is dismissed. **Students eighteen years of age and older will only be dismissed for an emergency or for those reasons listed above as acceptable absences. Students who are eighteen and dismiss themselves for reasons outside of the above-mentioned criteria will be considered truant and/or a "skipped" class.**

Dismissals are "unacceptable" if the reason for the dismissal does not comply with the criteria established for "Acceptable Absences." In this case, work that has been missed cannot be made up. Students who are dismissed have an obligation to return to school within a reasonable time after the appointment. Students who are granted a dismissal will be asked to give an expected time of return. Students who fail to return to school within a reasonable time will be deemed absent and will forfeit make-up privileges and have class credit deducted. The school may also issue appropriate sanctions if the parent/guardian does not authorize the additional absence.

COLLEGE VISITATION

Students seeking an acceptable absence for the purpose of making a college visitation **must** present written confirmation of, along with a parental request for, their visit. Arrangements must be made with the main office at least **forty-eight (48) hours in advance**. The guidance counselor will see that notice of the college visitation is placed on the Daily Announcements to inform teachers that the absence is "acceptable". Failure to comply with these procedures will result in an "unacceptable absence" and make-up privileges will be forfeited.

TARDINESS

Students are required to be in their first period class at the stated opening time so accurate attendance counts can be made. Any student who arrives at the first period after the stated opening time will be sent to the office where they will be given a tardy slip for admission to class. The school consequences for excessive unexcused student tardiness are as follows:

- On the **5th unexcused tardy of the school year**, students will receive a **sixty minute office detention and each and every unexcused tardy after that will lead to an office detention. Excessive tardiness will eventually lead to an internal suspension.**

Excused tardies will not count toward detention. Examples of acceptable excuses for being late to school include **documented** medical appointments that could not be scheduled after school hours, a documented court appearance, a town emergency or weather extremes.

1. If the student presents a note signed by the parent or guardian explaining the tardiness and the reason is judged to be acceptable (see ACCEPTABLE ABSENCE) the tardiness will be marked as "excused".
2. If the student presents a note signed by the parent or guardian explaining the tardiness and the reason is judged to be unacceptable (see ACCEPTABLE ABSENCE), the tardiness will be marked as "unexcused".

MISSING CLASS TIME

Students who miss a class for an appointment with a teacher, guidance counselor, administrator, psychologist or any other individual, must report to and get permission - IN ADVANCE - from the teacher whose class will be missed. Notes received after the fact will be considered as an unacceptable absence from class.

Students who are ill should report immediately to the nurse's office or main office if the nurse is not present. Students who leave class for the nurse's office and do not report to the nurse's office or the main office will be considered absent from class and will receive a consequence consistent with an "unacceptable absence." In addition, the student will forfeit the right to make up missed work.

TRUANCY

Truancy is an unacceptable absence from school for part or all of a day. In addition to losing the right to make up the missed class work, quiz or test, additional consequences are listed below.

- | | |
|--|-----------------------------------|
| 1. Truant for One Period (including lunch) | 1 Office Detention/Administration |
| 2. Truant for Entire School Day | 1 Internal Suspension |

ATTENDANCE FOR SPORTS AND ACTIVITIES

Students absent or suspended from school are not allowed to participate in school-sponsored events on the day of their absence without written permission from the principal.

ACADEMICS, GRADING AND GRADUATION

ACADEMIC HONESTY (HIGH SCHOOL)

The learning community of Smith Academy must have as its foundation an academically honest group of people. It is expected that all members of this community are responsible for acknowledging the work of others, only taking credit for the work that is solely their own.

DEFINITIONS

Cheating on exams, copying assignments, giving and receiving help on exams, tests, quizzes, and/or sharing work in any way not directly approved by your teachers, are forms of academic dishonesty. This includes the use of electronic devices. Examples of cheating are:

1. Doing others' work for them.
2. Receiving assistance or assisting others on an exam, test or quiz.
3. Possessing or attempting to possess partial or complete copies of the exam, test or quiz.
4. Sharing and/or receiving any written or verbal information about an exam, test or quiz.

Plagiarism is the representation of someone else's work, thoughts or ideas as your own. Students are responsible for citing the source of every quote, every paraphrased passage, and every summarized idea that you use in a research paper or essay. Examples of plagiarism are:

1. Quoting or paraphrasing material without citing the source of the material.
2. Buying and/or downloading all or part of a research paper, essay, or project from a website or other source.
3. Handing in work done by another student as your own work.

CONSEQUENCES

PLAGIARISM

The student will receive no credit (a zero) for the assignment on the first incident. The incident will be reported to the principal. Subsequent incidents will result in a conference with the teacher, counselor, principal, student and parents/guardians and further disciplinary action, including suspension, may be imposed by the principal.

CHEATING AND COPYING

1. The student will receive no credit (a zero) for the assignment.
2. The teacher will notify the student's parents/guardians of the incident.
3. The teacher will notify the principal, who may take further disciplinary action, including a conference with the parent/guardian, student and a guidance counselor, detention, or suspension.

COPYING HOMEWORK

In the first instance, a student(s) found to be copying, or allowing others to copy, a daily homework assignment will receive the consequence listed under "Cheating and Copying Consequences."

NOTE: If a student and teacher cannot come to an agreement over whether a violation of the Academic Honesty Policy has occurred, the matter will be referred to the principal. The principal will meet with the teacher and the student, and determine, based on the evidence presented, whether a violation has occurred.

ACADEMIC HONESTY (MIDDLE SCHOOL)

The Middle School Policy differs from the High School Policy only with respect to the consequences for the first incident of student plagiarism. If a middle school student is found to have plagiarized, and it is the first occurrence, the following consequence applies: The student will be required to redo the assignment with a 10% penalty, within a timeframe specified by the teacher. Subsequent incidents will be handled in accordance with the High School Policy.

EXPECTATIONS FOR THE USE OF TECHNOLOGY

Hatfield Public Schools strives to create an environment that allows teachers and students to achieve the learning goals set forth in the ISTE National Educational Technology Standards for both teachers and students. The new standards identify several higher-order thinking skills and digital citizenship as critical for students to learn effectively for a lifetime and live productively in our emerging global society. These areas include the ability to:

- Demonstrate creativity and innovation
- Communicate and collaborate
- Conduct research and use information ethically
- Think critically, solve problems, and make decisions
- Use technology effectively and productively

Our electronic resources—including, but not limited to, computers and Internet access—encourage users to access local, national, and international sources of information and collaboration vital to intellectual inquiry and democracy. Said resources are intended solely for educational purposes. Every user has the responsibility to respect the rights of every other user in our school communities and on the Internet. Users are required to conduct themselves in a responsible, ethical, and legal manner, in accordance with both school and district policies, rules, regulations and guidelines and the laws of the Commonwealth of Massachusetts and the United States.

NETWORK AND INTERNET MONITORING

Hatfield Public Schools has software and systems in place that monitor and record all Internet usage. Most security systems are capable of recording each web site visit, chat, newsgroups, email message, and file transfer into and out of our internal networks for each user. We reserve the right to intermittently monitor Internet traffic and other usage of electronic resources, for instance, by tracking destination URLs of individual users. Users should have no expectation of privacy when browsing the web, sending or receiving email, or using other electronic resources.

FILTERING

In accordance with the Children's Internet Protection Act (CIPA), passed by the U.S. Legislature in January 2001 (Public Law 106-554), our schools shall employ filtering software to block access to inappropriate content on all computers with Internet access. Our schools and districts certify that a policy of Internet safety and technology protection measures shall be enforced. Users are restricted from accessing visual depictions of subject matter that are obscene, pornographic, child pornographic or harmful to minors. In compliance with CIPA, our schools and districts shall, in furtherance of this set of Acceptable Use Procedures regarding Internet safety, monitor the online activities of users.

Users should be aware that filtering software will not block ALL inappropriate websites. Users shall report all inappropriate sites not blocked by filters to a technology administrator for appropriate action. Filtering software may be temporarily disabled for users 18 and over by a technology administrator for educational research purposes.

EXPECTATIONS FOR STUDENT COMPUTER USE

1. Students are responsible for appropriate behavior on school computer networks just as they are in a classroom or a school hallway. Communication on the network is often public in nature. General school rules for behavior and communication apply.
2. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent/guardian permission is required for minors (those under the age of 18). Access is a privilege, not a right. Access entails responsibility and individuals will be held accountable for their actions.
3. Individual users of the District computer networks are responsible for their behavior and communication over those networks. Users are required to comply with District standards and will honor the agreements they signed.
4. Network storage areas will be treated like school lockers. Network and school administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. User files stored on District servers are not the private property of the student.
5. During school, teachers of younger students will guide them toward educationally appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

EXAMPLES OF STUDENT COMPUTER MISUSE

1. Recording virtual classes/ images of students or teachers during virtual classes
2. Sharing login information/ google meet invitation details with unauthorised individuals
3. Using unauthorised invitation information to join a meet at Smith Academy or other institution
4. Sending or displaying offensive messages/pictures.
5. Giving your password to another student.
6. Downloading any program.
7. Using obscene language.
8. Employing the network for commercial purposes.
9. Interfering with a terminal signed on by another person.
10. Harassing, insulting or attacking others. Students are prohibited from engaging in any form of harassment, intimidation, or bullying of other students or staff members. Harassment or bullying can take many forms, including physical actions, verbal taunts or threats, written or electronic communication, or Internet postings or communication, made either directly to the individual, or made to others about the individual. Please refer to the Anti-Bullying Policy for more detail. Students should be aware that Internet communication, including communication on social networking websites and blogs, may still violate this policy even where they are made using a student's private computer outside of school hours.
11. Damaging computers, systems, or the computer network.
12. Violating copyright laws or plagiarizing.
13. Attempting to remove any software/system devices, etc.
14. Using another person's password.
15. Trespassing in others' folders, work or files.

STUDENT OWNED HANDHELD DEVICE POLICY

1. Audio listening or recording devices, including MP3 players and iPods, and smartphones may be used in the classroom to help achieve lesson objectives as defined by the teacher. Students must secure individual teacher permission to use these devices in class. Handheld devices are not to be used for nonacademic purposes during class time.
2. Handheld device (i.e. cellular phones) use will be allowed before and after school as well as during break and lunch.
3. Handheld devices may be used for technology purposes at the discretion of the teacher. Individual classroom handheld device policies will be outlined by the teacher and must be honored by students.
4. Video cameras and cameras (including handheld devices) for the purpose of taking photographs are not allowed except for use with teacher supervised projects. In addition, videos and photographs are not allowed without the consent to the individual being filmed or photographed. Infractions will result in disciplinary consequences ranging from detention to suspension.
5. Absolutely no photographs/videos are permitted to be taken in the bathrooms/locker rooms at anytime.
6. Students that are caught using any handheld electronic device for cheating purposes will be held accountable according to the Academic Honesty Policy contained in this handbook.
7. Students that are found to be using any handheld device for bullying or cyberbullying will be held accountable according to the Anti-Bullying Policy adopted by the Hatfield Public School.
8. If educators deem personal technology a distraction to the student's learning, technology applications/usage will be restricted to school devices when appropriate.

CONSEQUENCES

Students that violate the Acceptable Use Policy will be referred to the principal. Disciplinary consequences, ranging from a verbal warning, surrendering the handheld device for the remainder of the day, Parent/guardian may be asked to personally pick up device from office, to possible suspension or referral to law enforcement will be assigned depending on the infraction. Each incident will be reviewed and consequences will be assigned accordingly.

LIBRARY USE

Expectations:

The library/learning commons is an area to be used for research and completion of class assignments. Students must have a paper pass from a teacher in order to visit the space without a teacher, and need to sign in and out. Visiting students must have an educational purpose while in the library/learning commons, those lacking work will be sent back to class.

The librarian reserves the right to limit the number of students admitted at any given time. Students should always be considerate of others while in the library/learning commons, treat all materials and equipment with care and respect, and appreciate the diversity of opinion and experience found in library materials.

Students who fail to adhere to these rules will be warned, and then sent back to class if the behavior continues. The librarian reserves the right to suspend library use for a designated time period for inappropriate behavior. In some instances, the librarian will assign detention.

Procedures:

Borrowing materials:

- Students may borrow up to three books at once, for a period of three weeks. Magazines can be borrowed for one day.
- Laptops may be borrowed for one period when students have a paper pass from a content area teacher.
- Students may request materials from the public library through Interlibrary Loans (ILL's). It usually takes up to two weeks for them to arrive (depending on availability), so plan accordingly.

Lost materials:

Students are responsible for returning, in good condition, all items checked out in their name. They are also responsible for payment of any damaged or lost items. Payments will be based on cost of replacement; including processing fees (vary according to format).

GRADING SYSTEM

PlusPortal: Educators maintain an electronic gradebook for each of the courses they teach. Assignment titles are displayed and assessment grades are calculated and stored in this online system. Our system permits authorized users to view academic progress on a bi-weekly basis (every other Friday). If you do not have access or need any assistance, please contact the main office.

****Note: Schedules and reports cards are also posted in PlusPortal.***

You can login [HERE](#).

Grades will be placed on permanent records according to the following system:

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

Additionally, a "+" or "-" can be used for all grades above. Minus (-) will be used with the numerical equivalent of grades ending in 0, 1, or 2. Plus (+) will be used with the numerical equivalent ending in 7, 8, or 9.

SEMESTER AND FINAL AVERAGES

Note: If a student is not required to take a mid/final exam it will not affect their overall calculated grade.

Sections	1st	2nd	MIDEX	3rd	4th	FEX	FINAL
ALL YEAR	22.50	22.50		22.50	22.50	10.00	
SEM 1	47.50	47.50	5.00				
SEM 2				47.50	47.50	5.00	

GRADUATION AND CLASS STANDING REQUIREMENTS

- High School students must earn one hundred and thirty (130) credits in order to graduate from Smith Academy. As part of that requirement, a minimum number of credits must be earned in each of the following areas:

English	20 credits	(English I-IV)
Social Studies	15 credits	(U.S. History 1 & 2 must be passed)
Mathematics	20 credits	(Starting with the Class 2019)
Science	15 credits	(Starting with the Class of 2021)
Health I	3.75 credits	
Physical Education	6.25 credits	
Elective Courses	50 credits	
- The administration will determine appropriate credits toward graduation for students who have:
 - Participated in work-study programs or internships.
 - Transferred from other schools.
 - Completed alternate programs in place of required courses as allowed in accordance with Chapter 766 of the laws of the Commonwealth of Massachusetts.
 - Grade 12 students are not required to pursue P.E. credit if they have fulfilled all 6.25 credits prior to their senior year.
 - Grade 12 students may fulfill any needed/required P.E. credits through other organized programs outside of school offerings. These must be approved by the principal to receive credit (must be established/accredited program). These activities/programs must be organized and supervised by a professional in the field.
 - Grade 12 Student-Athletes may utilize one season of FULL athletic participation for 2.5 credits (the student must participate for the full duration of the season unless a new student to SA).
- Students at all grade levels must take a minimum of 30 credits of coursework during each semester in which they are enrolled at Smith Academy.
- Students who have not acquired 130 credits by the date of their class' graduation will not be allowed to participate in the graduation ceremony.

5. Students who have failed to meet the requirements for graduation will be permitted to fulfill those requirements by making arrangements with the administration of Smith Academy to earn the necessary credits during the following year.

INCOMPLETE GRADES

If a student misses school for an excusable absence, they will have ONE day for each day of the absences to complete work that is missed. Make-up days begin on the day the student returns to school and should not exceed seven days. For extenuating circumstances a team decision will be made to determine the amount of time the student has to make up the work. If the absence is **not acceptable** because it does not meet the standards outlined below, or there is no notification from the parent/guardian, then no make-up work is permitted and there is a deduction of class credit.

Medical documents will not dictate allotted make-up times or academic workloads. Students will be provided reasonable and appropriate time limitations and workload adjustments by their professional educators. Students who fail to meet set-deadlines and fail to make appropriate/reasonable progress will receive their current calculated grade (If there is enough data to assess, otherwise the course will be deemed Incomplete/Failed). If there is a disagreement between parent/guardian and an academic arrangement, a team meeting will be held to review the supports that are available and/or have been provided to the student.

***It is the student's responsibility to meet with teachers to collect work and discuss missing assignments.**

GRADE LEVEL PROMOTION

- | | |
|------------------------|---|
| Eighth Grade: | A student must have earned a passing grade in a majority of ALL courses taken and in a majority of CORE COURSES (English, Math, Science and Social Studies) taken in Seventh Grade. |
| Ninth Grade: | A student must have earned a passing grade in a majority of ALL courses taken and in a majority of CORE COURSES (English, Math, Science and Social Studies) taken in Eighth Grade. |
| Tenth Grade: | A student must have earned 25 credits at the conclusion of the 9th grade. |
| Eleventh Grade: | A student must have earned 55 credits at the conclusion of 10 th grade. |
| Twelfth Grade: | A student must have earned 90 credits at the conclusion of 11 th grade. |

*Students must have a minimum final grade of C- in any mathematics or foreign language course in order to advance to the next level/course.

HONORS LEVEL AND ADVANCED PLACEMENT COURSES

Honors and Advanced Placement Courses are offered based on enrollment/need and may not be offered every year:

HONORS		ADVANCED PLACEMENT	
Art 10-12	Spanish 4 & 5	Biology	Calculus
Band 10-12	Virtual High School	2D/3D Art	
English IV	U.S. History	English Literature & Composition	
French 4 & 5	Statistics	U.S. Government & Politics	
		Virtual High School AP Courses	
		Chemistry	

Students enrolled in an AP course(s) are expected to take the exam in May. The cost of the exam varies each year, but is usually around \$95.00 per exam. The cost of the exams are not covered by the school.

SMITH COLLEGE & DUAL ENROLLMENT

Advanced courses are available to juniors and seniors upon approval of the guidance counselor and by Smith College. Students must have a 3.0 GPA with all Smith Academy credit requirements satisfactorily completed. Arrangements must be made through the Guidance Office and Smith College Professors. This is not guaranteed and dependent upon Smith College participation and availability. College professors have sole discretion over accepting students into their offered courses. College schedules do not align with public school schedules – students will be expected to remain at Smith Academy until their college course meets.

Students may elect to take college courses through a Dual Enrollment Program at Greenfield Community College, Holyoke Community College or Springfield Technical Community College. Students need to apply and register at the college of their choice and meet with an advisor at the college to choose their courses. Students are responsible for paying any/all fees (including books.) College professors follow their specific college/universities procedures and protocols around credits, grades, and the work assigned. Students are expected to initiate and contact their professor with any questions pertaining to the class (i.e. grades, assignments, etc.). Semester college courses are at 2.5 credits and at an Advanced Placement weight.

WORK STUDY/ INTERNSHIP PROGRAM

Work Study is an opportunity for seniors to continue their education while gaining valuable work experience under supervision. Students electing to participate within the program must not have any attendance/tardy issues prior to applying, must be a senior, have a GPA of a 2.0 at the conclusion of their junior year, no discipline issues and follow all guidelines outlined within the program (failure to follow all guidelines will result in removal from the work study program). Academic credit is awarded for work experience. Parents or students who have questions regarding any of the above should call the Guidance Office at 247-5641.

INDEPENDENT STUDY

Independent Study is an opportunity for seniors to design their own learning experience under the supervision of a member of the Hatfield Public Schools' professional staff. Students electing to enroll in an Independent Study must not have any attendance/tardy issues prior to applying, must be a senior, have a GPA of a 3.0 at the conclusion of their junior year, no discipline issues, and follow all guidelines outlined

within the program. Independent Studies that are facilitated by a Smith Academy teacher will receive a letter grade in the course.

Seniors and Juniors (case-by-case basis) who have fulfilled their graduation requirements may elect to tutor in an underclassmen or Middle School class with an invitation from the classroom teacher. This will be given a Pass/Fail grade.

IS at HES: Students who are involved in an IS at HES are expected to report directly to their assigned classroom and/or educator. Students are expected to walk/drive directly to HES and report to their assigned educator. If a student is late or absent, it must be communicated directly to their overseeing educator.

If participating within IS becomes a detriment to HES or SA the student's individual program will be cancelled and the student will be scheduled into an available course. Independent study offerings are also contingent upon budget availability. Parents or students who have questions regarding any of the above should contact the Guidance Office.

VIRTUAL HIGH SCHOOL ONLINE COURSES

Hatfield Public Schools supports online education as a viable methodology for the delivery of directed instruction. Online education should provide an opportunity for students to accelerate curriculum, to complete curriculum, and to provide learning opportunities in areas not available to the student due to scheduling or uniqueness of offerings. Please understand that an online learning environment is not suited to all learning styles. If your child is not independently motivated to learn or has time management or task completion issues it is unlikely they will experience success in a virtual learning environment. Students with a 3.0 GPA may enroll in VHS classes. If a VHS student attains less than a 2.0 in an online course, VHS will not be available for future enrollment. If students drop/withdraw from VHS courses because of poor academic performance, they will not be permitted to enroll in future courses unless an appropriate reason is provided (medical, family emergency, etc.).

Twenty-five students each semester may participate in online classes as part of their school day. **Students may only take courses that are not offered at Smith Academy.**

Parents/guardians and students may contact the Virtual High School Site Coordinator about specific course choice availability and to register for an online course. Please understand that VHS instructors are not under the same guidelines as Smith Academy school-based educators. Parents/Guardians are encouraged to obtain instructor's email address via the student's online account. Grading and progress reports should be handled in the same manner. VHS and our Student Information Management System (SIMS) do not sync or communicate. Please ensure your child is keeping you up to date on their progress or reach out to the instructor directly. The add/drop policy is strictly enforced and grading practices will not be altered outside an instructor's methods. General information about this online program is also available at the Virtual High School Website: www.thevhscollaborative.org

CRITERIA FOR ELECTING HONORS AND ADVANCED PLACEMENT

1. A student must have a 3.5 cumulative Grade Point Average (GPA) or greater through the end of the Freshman, Sophomore or Junior year (students can apply for a waiver when his/her GPA is within reasonable proximity of the required 3.50).
and/or
3.85 cumulative Grade Point Average (GPA) or greater in all courses falling under a particular Massachusetts Curriculum Frameworks area.

2. Students who do not meet the criteria for AP courses may be able to enroll in these courses with permission of the teacher and guidance counselor.

WEIGHTING OF COURSE LEVELS

*The National Association of Secondary School Principals recommends the above system.

<u>Letter Grade</u>	<u>Advanced Placement</u>	<u>Honors</u>	<u>College Prep.</u>
A+	5.00	4.67	4.33
A	4.67	4.33	4.00
A-	4.33	4.00	3.67
B+	4.00	3.67	3.33
B	3.67	3.33	3.00
B-	3.33	3.00	2.67
C+	3.0	2.67	2.33
C	2.67	2.33	2.00
C-	2.33	2.00	1.67
D+	2.00	1.67	1.33
D	1.67	1.33	1.00
D-	1.33	1.00	.67
F	0.00	0.00	0.00

GRADE POINT AVERAGE HIGH SCHOOL

High school grades have a point value assigned to each letter grade. That point value is multiplied by the weight of the course (1 for full year, .50 for half year, etc.). The points earned for each course are added together, and then divided by the total weight.

The following is an *example* of how GPA's are computed:

COURSE	GRADE	VALUE (x weight)	WEIGHT	POINTS EARNED
ENGLISH (H)	A	4.33	1	4.33

MATH	B+	3.33	1	3.33
FRENCH	A	4.00	1	4.00
HISTORY	C	2.00	1	2.00
AP Biology	A-	4.33	1	4.33
ART	B	3.00	1	3.00
P.E.	C-	1.67	.5	.835
		Total:	6.5	21.825

To determine the Grade Point Average: $21.83 \text{ divided by } 6.50 = 3.36$ GPA = 3.36

Full-year courses receive 5 credits. Half-year courses and courses that meet every-other-day receive 2.5 credits.

TERM CALCULATIONS AND FINAL GRADES

Sections	1st	2nd	MIDEX	MDGR	3rd	4th	FEX	FINAL
ALL YEAR	22.50	22.50			22.50	22.50	10.00	
SEM 1	47.50	47.50	5.00					
SEM 2					47.50	47.50	5.00	
QTR 1	22.50							
QTR 2		22.50						
QTR 3					22.50			
QTR 4						22.50		

*Seniors excused from their final exam will not earn a final exam grade; subsequently, the omitted final exam score will not calculate into the final grade for the course. The midyear grade is the final grade for Semester 1 courses and progress indicator for all other courses.

MIDDLE SCHOOL

Middle school grades also have a point value assigned to each letter grade. However, courses are not weighted. The GPA is obtained by averaging the total point values by the number of courses taken.

HONOR ROLL

Placement on the Honor Roll is determined by one Grade Point Average (GPA). No student will be placed on the Honor Roll if he/she has a "D" or "F" in any subject. The honor roll is a calculated GPA for one quarter only and is **not** a cumulative GPA.

GPA of 3.67 and above:	High Honors
GPA of 3.0-3.66:	Honors

NATIONAL HONOR SOCIETY – SOPHIA SMITH CHAPTER

Membership in the National Honor Society is an honor bestowed upon a student. Students begin to demonstrate their possible candidacy when they enter Smith Academy. Students who someday hope to be inducted into the Sophia Smith Chapter of NHS should understand and recognize that this is an honor and a privilege, not a right, and should learn to demonstrate the virtues of the National Honor Society **Scholarship, Character, Leadership and Service** immediately. The National Honor Society advisor for the 2021 - 2022 school year is Cindy Kwiecinski.

Selection is made by a faculty council appointed by the principal and is based on outstanding Scholarship, Character, Leadership, and Service. Students must have NHS application filled out prior to consideration by committee members. If selected, members have the responsibility to continue to demonstrate these virtues. To be eligible, a candidate must be a member of the junior or senior class at Smith Academy.

Scholarship: Candidates must have a cumulative GPA of 3.5 at the end of first quarter of their Junior year (nine marking periods) and be enrolled as a full-time student. ***Students who are not eligible at this time will merit another opportunity at the end of the first marking period of their senior year.***

Leadership: Candidates for the National Honor Society demonstrate the virtue of leadership by exercising positive influence on peers, and having a positive attitude at all times. They are reliable, dependable, and always willing to take on additional responsibilities that promote and contribute to the academic, civic, and social life of the school. They are leaders in the classroom and demonstrate academic initiative in the classroom.

Service: Candidates for the National Honor Society demonstrate the virtue of service through participation outside of school in volunteer activities such as Girl Scouts, Boy Scouts, religious groups, or volunteer services for the aged, poor, or disadvantaged. They volunteer dependable and well-organized assistance, are gladly available, and willing to sacrifice to offer assistance. They work well with others and cheerfully and enthusiastically render service as requested even when others are not willing.

Candidates must also demonstrate this virtue prior to becoming eligible for induction by performing and documenting service activities they have been involved in, to which they have given 20 hours of volunteer service during the previous calendar year and up until the end of the first marking period of their Junior year. After induction this service must continue and members must document an additional 20 hours of public volunteer service during the next calendar year. During COVID, students are encouraged to complete their 20 hours virtually, as far as possible.

Character: Candidates for the National Honor Society demonstrate the virtue of character through actions both in school and outside of school. They have exemplary attendance at school 95% or greater since the beginning of the ninth grade. They comply with school rules at all times and consistently demonstrate desirable qualities of behavior when interacting with fellow students as well as the faculty and administration. They uphold the principles of morality and ethics and are able to successfully accept criticism and accept recommendations graciously. **Candidates may not have earned more than 2 office detentions, been suspended from school since the beginning of the ninth grade or ever violated the MIAA Chemical Health Policy.**

Note: If a student fails to gain admission due to character, the student may again seek admission if there are no detentions, suspensions, or other breaches of character for the next four terms. A second review of all four virtues will take place at the beginning of the Senior Year.

Dismissal: Members are liable for dismissal if they do not maintain the standards of scholarship, leadership, service, and character. They will be allowed limited warnings (one term probation for grades). In the case of flagrant violation of

school rules or civil laws, a warning is not necessary for dismissal). A student who is dismissed or resigns may never again become a member. Any student who receives an “F” for a term grade in any course will automatically be put on probation and if a second “F” is received, the student will be dismissed from the NHS. If a student receives an “F” for a semester or full-year course, their NHS membership will be revoked. A member of the National Honors Society must maintain a GPA of 3.5 for all terms during their high school career.

Responsibility: Once selected and inducted, a member is expected to fully participate in all chapter activities and meetings.

FINAL EXAMS

A final exam or project will be counted at no more than 10% of the course's overall final grade in a year-long course that meets every day or every other day and 5% of the ending (second or fourth) quarter grade in a semester-long course.

All exams are scheduled for one hour and thirty minutes. Students must stay for a minimum of one hour. Students who miss all or part of a final exam will be required to make-up the exam during the make-up session at the conclusion of the final exam period. This requirement may be waived at the discretion of the teacher. The reason given for missing the final exam must be one of the reasons listed as "acceptable absences" in the Student Handbook or no make-ups will be allowed.

Provisions for obtaining a make-up exam must be made with the teacher as soon as they are able. Students who have not made provisions to take a make-up exam after the final exam period may phone the school and make an appointment to do so.

LOSS OF COURSE CREDIT

Students must take the final examination/final project in all courses in which a final is given. Failure to do so will result in the student being given an initial grade of “Incomplete”. If the exam is not made up, under the guidelines for make-up exams outlined in the *Student Handbook*, the student will receive a **zero** on the exam. No course credit will be awarded to any student who fails to take the final within the allotted time for makeup exams.

SENIOR FINAL EXAMS EXEMPTIONS

Seniors may be excused from final exams/final project under the following condition: A senior must have an “A”(A+ to A-) average, **for the year**, on the last school day prior to Memorial Day weekend.

ACADEMIC LEADERS

At the end of the fourth marking period of the senior year, all seniors' GPAs will be updated. The result of that update will be used as the basis for establishing Valedictorian, Salutatorian and Third Honors. These students will be designated as speakers at the Graduation Exercises.

ADD/DROP POLICY

No course changes will be allowed after the five (5) day add-drop period in the beginning of the school year for full-year courses and at the beginning of the semester for half-year courses. Extenuating exceptions to this policy may be permitted when a teacher or principal recommends that a change is in a student's best interest.

COLLEGE REPRESENTATIVE VISITS

A list of visitation dates for College Representatives will be posted on the Smith Academy calendar and on the daily announcements. Students must request permission from their classroom teacher beforehand to attend a session.

SUMMER SCHOOL COURSES

Per School Committee policy students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted to high school students in line with school district regulations.

Students who seek credit recovery in this manner must have prior approval from the principal. In consultation with the Building Support Team (BST), individual decisions will be made in accordance with the following guidelines:

- Students will not be granted credit recovery because of attendance/tardy issues.
- Students who do not make appropriate academic progress toward attaining credits during the regular school year.
- The District-change from school system is not financially responsible for any program a student pursues.

REPEATING COURSES

If a student decides to retake a course for any reason, the original grade will remain on their transcript. The new grade will be utilized for prerequisite purposes and will appear on their current report card. The new grade will not override the original earned grade. Students who fail a core academic course for the year will be required to re-attempt the course the following academic year.

CODE OF CONDUCT

PHILOSOPHY

We at Smith Academy believe that the home and school must work together in developing self-discipline and responsible young adults. It is important that students and parents/guardians know those behaviors that are unacceptable, as well as the consequences that will result from those behaviors. The Code of Conduct seeks to be strict and fair, and above all, create a safe and orderly atmosphere in which all teachers can teach and all students can learn. As we continue to adjust school life under COVID, it may be necessary to update the CODE of Conduct during the school year. We will communicate any changes with the community as quickly as we can.

DETENTIONS

Students receive detentions as a result of behaviors that are not permitted in the classroom and/or the larger school environment. An **office detention** may be assigned by the principal or by any member of the faculty. It is held after school on Tuesday, Wednesday, or Thursday, from 2:10-3:00 pm and supervised by a faculty member. Students may also serve office detentions before school at the discretion of the principal. Office detentions can be assigned for 30 or 60 minutes depending on the severity of the infraction. All office detentions must be served within one school week and on one of the three days offered. **Un-served office detentions will result in an internal suspension.**

Administrative detention: Principal facilitated detention to be served one hour prior to school's start and one hour after on the same day. Students will report at 6:30 am and start school at 7:30 am. After school, they will report from 2:00-3:00 pm. Students who are late or refuse will be referred for an internal suspension.

A **teacher detention** is assigned by a student's classroom teacher and is served after school with that teacher. Teacher detentions have priority over any other after-school activity, including office detention.

Below is a list of offenses that constitute unacceptable behavior for which one or more detentions may be issued. The administration does reserve the right to issue a detention for reasons other than those stated here.

1. Computer misuse (See above)
2. Repeated tardiness to class and school.
3. Leaving school grounds without permission.
4. Unauthorized absence from class/lunch.
5. Recognized disturbances in class, cafeteria, corridors or lavatories.
6. Food in unauthorized areas.
7. Not returning library or athletic materials.
8. Being in unauthorized areas (parking lot, locker room, etc.) without permission.
9. Unauthorized use of a handheld electronic device, such as an iPod, iTouch, MP3 player, or cell phone, etc.
10. Rude or disrespectful behavior.
11. Throwing snowballs, food or other objects.
12. *Using roller skates, rollerblades and skateboards on school grounds.
13. Excessive public displays of affection.
14. Use of obscene language or gestures,
15. Gambling.
16. Possession of lighters, matches or similar incendiary devices.
17. Failure to serve a teacher detention.
18. Referral to the main office from class.
19. Insubordination
20. Unauthorized use of technology (cell phones)
21. Photobombing or the act of purposely putting oneself into the view of a photograph without authorization.

***Note: Roller skates, roller blades, skateboards, and bicycles must be securely stored during the school day. Any student utilizing the above-mentioned items must wear a helmet while on school grounds.**

INTERNAL SUSPENSION

The purpose of internal suspension is to provide necessary consequences for a particular offense as well as to address the problems and needs of the individual student. A student on internal suspension spends the day in the office and is expected to engage in academic work.

Students on internal suspension will be allowed to make up schoolwork once they have fulfilled a written assignment. Students serving internals may not participate in any extracurricular activities or interscholastic athletic contests, per MIAA policy. Students who do not comply or fail to serve an internal suspension will receive an external suspension.

The minimum consequence for behaviors listed below is One Internal Suspension.

1. Computer misuse (See above)
2. Unacceptable student conduct (verbal or physical).
3. Failure to serve administrative detention.
4. Repeated referrals to the office.
5. Profanity or extreme discourtesy directed at a staff member.
6. Insubordinate or openly defiant behavior toward any school personnel who are acting in their official capacity.
7. Copying, falsifying or changing in any manner any school document, including notes from staff and parents/guardians.
8. Leaving school grounds without permission.
9. Digital, electronic, verbal or written harassment of faculty, staff or students.
10. Any unprovoked and unauthorized physical contact (not battery) by one student upon another.

11. Violations of the Computer Acceptable Use Policy.
12. Possession of or use of tobacco or nicotine containing (Vapes, etc) products on school property or at any school sponsored events.
13. Use of inappropriate gestures, hate speech or symbols or any inappropriate language that refers to race, ethnicity, national origin, sexual preference, gender, religion, or disability.

EXTERNAL SUSPENSION

Students on external suspension may not participate in extracurricular activities, or be admitted to any school functions during the term of the suspension. Students who are suspended shall be provided the opportunity to make up assignments and school work as needed to make academic progress during the period of removal. The opportunity and time allotted to submit this work will remain at the discretion of the principal. A reasonable effort should be made by the student to complete missed work.

The minimum consequence for behaviors listed below is One External Suspension.

1. Computer misuse (See above)
2. Repeated referrals to the office.
3. Insubordinate or extremely disruptive behavior.
4. Repeated behaviors that represent unacceptable student conduct (verbal or physical).
5. A confirmed act of sexual harassment by a student upon any other student, employee or any other individual acting legitimately on school property.
6. Malicious damage or destruction of school or personal property.
7. Possession of a weapon or controlled substance on school grounds and at any school-related event.
8. Fighting and/or a provoked or unprovoked attack on a student or staff member.
9. Possession and/or use of incendiary devices including fireworks, smoke bombs, stink bombs and other such devices.
10. Making a bomb threat.
11. Endangering the physical health and safety of students and staff.
12. Subsequently found to be lying during a Title IX investigation
13. Following a Title IX or VI investigation, student found to have harassed other students as described under Title IX or Title VI
14. A felony charge or felony conviction.

ILLEGAL ACTS

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

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:

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. the opportunity for the student to have a hearing with the principal 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;
5. the date, time, and location of the hearing;
6. 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 accrue over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

1. 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;
2. 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;
3. 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
4. the right to cross-examine witnesses presented by the school district;
5. 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:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. 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.
5. 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 principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

IN-SCHOOL SUSPENSION

UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES

UNDER M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, possession of a controlled substance, or assault of staff

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at the hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the principal may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The superintendent has the authority to overturn or alter the decision of the principal. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall notify the superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The superintendent has the authority to overturn or alter the decision of the principal. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

Students identified as having special needs.

1. All students are expected to meet the requirements for behavior as set forth in this Handbook. Chapter 71B of the MA General Laws, formerly known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP).
 - a. Students with special needs may be suspended for up to ten (10) consecutive days, and may also be suspended in excess of ten (10) cumulative days, as fully outlined under M.G.L.c. 71B, and the Individuals with Disabilities Education Act. Such suspensions may be carried out without any further or additional process.
 - b. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability, and the District provides educational services which will allow the student to access the general curriculum and to make progress toward his/her goals.
2. The IDEA and M.G.L.c. 71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school, or a school function, or on school property, is in possession of, or uses, a controlled substance, or sells or solicit the sale of a controlled substance while at school or at a school function, or on school property, or inflicts serious bodily injury on a person, including him/herself. The appropriate interim alternative educational setting shall be determined by the IEP Team.
3. The IDEA and M.G.L.c. 71B also allow school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to 45 school days, if they are substantially likely to injure themselves or others in their current placement.
4. When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring, or will occur, the IEP Team will meet to conduct a manifestation determination. Parents will be provided with a Notice of Procedural Safeguards. Relevant members of the Team meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student:
 - a. Is the misconduct the result of failure to implement the student's IEP?

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

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

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

Students not yet determined to be eligible for special education

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

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

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

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

Interventions Prior to Discipline

Occasionally, some students will act out in class, become difficult to manage or become unable to calm themselves and to re-engage in the learning process. Prior to any discipline being imposed on a student, particularly at the elementary level, the District employs interventions to enable a student to calm down and re-engage in the learning process. These

interventions include, but are not limited to, the student's spending time with the counselor, nurse or other professional with whom the student has a relationship, spending time with the principal or assistant principal, going to a supervised quiet space where they can calm themselves, or going to a supervised quiet space where they can do their work. All of these interventions have the goal of getting the student back into the classroom and learning environment as quickly as the student is able.

SUBSTANCE USE/ABUSE CONCERNS AND PROCEDURES

The school will provide, without penalties, assistance to any student voluntarily seeking treatment or advice for a drug-related problem. If a student **voluntarily confides** to a staff member that they have a substance abuse problem, that staff member should refer the student to the building principal. Community programs will be identified for the student, and the student will be encouraged to confide in their parent or guardian. Both the staff member and the principal must advise the student that there is no confidentiality protection under the laws.

Any person found to have been under the influence of, in possession of, or distributing an alcoholic beverage or a controlled substance on any school property, at school-sponsored or school-related activities, can expect immediate administrative disciplinary action according to this policy. A Memorandum of Understanding exists with the Hatfield Police Department outlining the circumstances under which drug abuse by students will be reported to the police.

All school staff members are under obligation to report any and all incidents of the use, possession or distribution of any drugs on school grounds or at a school-sponsored or sanctioned event by other persons. Students should know that school personnel are not protected under the confidentiality statutes of the Commonwealth of Massachusetts, and if called on to testify in court, they would be obligated to reveal any information relating to drugs, even if voluntarily confided to them by a student.

Student athletes and cheerleaders are reminded that any violation of the school's policies on the use and possession of illegal substances will result in sanctions per the MIAA policy, including removal from athletic teams.

DISRUPTING AN ASSEMBLY

The minimum penalty for disturbing/disrupting an assembly will be forfeiture of the privilege to attend future assemblies.

ATHLETICS AND CO-CURRICULAR ACTIVITIES

MASSACHUSETTS INTERSCHOLASTIC ATHLETIC ASSOCIATION (MIAA)

Smith Academy is a member of the Massachusetts Secondary School Principals Association and the MIAA, and has agreed to comply with all MIAA rules of eligibility for interscholastic competition. The Hatfield School Committee also sets policy, rules and regulations that govern the participation of Smith Academy student athletes in the interscholastic sports program. The Hatfield School Committee alone sets policy for student participation in the co-curricular club and activity program. For more information about the MIAA organization, contact the Smith Academy Athletic Director at 247-5641 or visit the [MIAA website](http://www.miaa.com) at www.miaa.com.

EXTRACURRICULAR ATHLETIC AND ACTIVITY ELIGIBILITY AND ATHLETIC WAIVER

Students must pass all courses in the previous marking period in order to remain eligible for all interscholastic sports, membership in school-sponsored clubs and organizations, or to hold class office. For the purpose of determining eligibility for fall extracurricular activities and athletics, final averages from the preceding school year, rather than fourth-term averages, will be used.

The following will also apply:

1. A grade of incomplete will not be considered a passing grade until the work has been completed, and the teacher has submitted a grade to the principal.
2. A student who repeats work upon which s/he has once received credit, cannot count that subject a second time for eligibility.
3. A student cannot count for eligibility in any subject taken during the summer vacation.
4. A student receiving services under an individualized education plan may be declared academically eligible by the principal provided that all other eligibility requirements are met.
5. Students who have office or teacher detentions may not participate in an extracurricular athletic event or activity until the detention has been served.
6. Students who are absent from school for the purpose of making a college visitation may participate in an extracurricular athletic event or activity on the day, provided that these visitations do not exceed two per semester.
7. Students who are absent from school for the purpose of religious observance on a recognized religious holiday may participate in extracurricular athletic events and activities at their parents'/guardians' prerogative.

Academic Waiver

Any student academically ineligible for participation in Athletics may apply for an Academic Waiver:

Limitations:

- Students are eligible to receive a waiver once during their career at Smith Academy.
- A waiver would last for the current or following season but will expire upon the issuance of the next report card.
- If a waiver is granted, students would be placed on academic probation.
- The Guidance Counselor will monitor academic probation utilizing weekly reports.
- Two consecutive unsatisfactory weekly reports in any course would nullify the waiver.

Waiver Committee:

The waiver committee would include five members.

- The principal
- The athletic director
- Two teachers who had the student during the time in which the academic failure occurred; the teacher issuing the failing grade will be requested first but have the right to decline. Two others must voluntarily agree to represent the teachers on the committee.
- One teacher from the staff at large, chosen by lottery from those who volunteer, in order to total five members.
- The decision of the committee would be determined by majority.

Commitment to the Team:

Athletic teams at the high school level are a minimum of five days a week commitment. Athletes must attend daily practices that may also include weekends. Any athlete that cannot attend a game or practice should notify the coach of the day(s), and reason(s) for not attending. Medical excuse (doctor's appointment), court date, bereavement, extended classroom, college visits, school sponsored field trips are all excusable reasons for missing practice or a game (proof may be required by the Principal, Athletic Director or Coach).

Family vacations, work, or not showing up for practice are not excusable reasons for missing practices or games. If an athlete misses a practice or game for any reason that is not excused, that athlete will be deemed ineligible for the equal amount of time they missed in addition to those days missed.

EXAMPLE: An athlete goes on vacation for a week and misses three practices and two games (5 days), upon their return an athlete must participate in three practices and miss at least two additional games before they are re-inserted into the team's lineup.

Any athlete who misses school, a game, or practice due to an excused absence, it will be the coach's discretion as to when the player is physically capable of playing in a game and how much time they will play. This decision will be based on the player's fitness level and fairness to players who have been at practice.

Athletics – Tryout Deadline

No student is allowed to "try-out" for or join an athletic team after the eighth practice for that team has been held. The only exceptions to this rule are injury, illness, or transfer. In the case of injury, the student should be a regular attendee at practice until they are able to begin participating.

MINIMUM PRACTICE PROTOCOL

In an effort to ensure that student-athletes are physically prepared for the start of a season, the MIAA requires a minimum number of days from the start of a season to the first date when a team can play a game. For most sports this is ten days. There are no specific requirements for most sports as to how many practices a team/player MUST have prior to the first game but one can infer from these limitations that a team/player would likely have between seven and ten practices. There are specific minimum practice requirements in the case of Football (fifteen practices) and Wrestling (ten practices).

Smith Academy is also concerned that our Student-Athletes are physically prepared for the start of a season, and if a player joins a team after the first date when practice can occur in a season, they will have to participate in seven practices before they will be allowed to participate in a game. A practice in this case will be defined as actively performing tasks that are specific to the sport in which the player is part of, and they must last at least one hour in length. Two practice sessions in a day are allowed on non-school days, and there must be at least eight hours between the end of one session and the beginning of the next. There will only be two days where double sessions are allowed to occur. All practices must be conducted with the head coach of the team in attendance.

ATHLETIC FEES

Smith Academy will impose a fee for students participating on athletic teams. Any student who is unable to pay all or part of the fee and wants to participate must speak with the principal.

Students and their families must pay the fee in advance of the first scheduled game of the season. No student may participate in any athletic contest until the fee is received.

Fees will be collected only by the Main Office.

Fee Structure: \$125 per Sport Family Cap: \$500.00

ATHLETIC TEAMS

Fall	Field Hockey (V & JV)	Soccer (V & JV)	*Football
Winter	Basketball (V & JV)	Cheerleading (V)	
Spring	Baseball (V & JV)	Softball (V & JV)	

***Football - Co-op with Smith Vocational**

NOTE: Middle school teams may be available based on enrollment and funding.

ATHLETIC UNIFORMS

If all parts of a school-issued uniform are not returned to the athletic director before the start of the next sport season, that player would be deemed ineligible until all parts of the uniform are either returned, or they have paid the full cost of replacement and shipping of the new uniform. The goal of this is to promote responsibility, self-organization, and accountability.

FAMILY ID REGISTRATION

Students who do not register on FamilyID by the date designated by the Athletic Director will not be allowed to participate on the first day of the season. If they register after the designated deadline, they must get cleared by the School Nurse before they are eligible to play on the second day of practice. This deadline is put in place to provide the Athletic Director and the School Nurse enough time (approximately a two week window) to determine eligibility of each registered student-athlete.

ACTIVITIES/CLUBS

Clubs and activities may vary from year to year depending on student interest and the availability of an advisor. Students will receive information about clubs and activities at various times throughout the year.

CLASS DUES

Class dues are considered a student's contribution for being a member of the class for a given academic year. The amount is set to cover incidental class costs such as bereavement flowers, and special recognition costs, and to supplement class fundraising efforts to support class activities such as Homecoming, the Middle School Social, the Washington, DC trip, prom expenses, the Yearbook, Graduation expenses, and the Class Gift.

The payment of class dues commences in the 7th Grade and continues through one's senior year. All students are required to pay dues regardless of one's participation in an individual class event. Dues collected for that year are non-refundable. Upon graduation, the class will vote on the disposition of the rest of the dues money. Payment of class dues is required in order for a student to participate in the following activities: Middle School Social, Washington, DC Trip, Semi-Formal, Prom, Class Day Events, and the Graduation Ceremony.

At present, the dues are set at \$60 per year. A family may choose to make monthly (\$6), quarterly (\$15), semester (\$30) or one yearly payment (\$60).

Families receiving, or who are eligible to receive, free-and-reduced lunch may contact the principal to discuss other payment options, including a reduction of the yearly-established amount. In order to participate in the aforementioned class activities, dues payments must be current. For example, 7th Grade students who intend to participate in the Middle School Social must pay \$30 prior to the Social since the event occurs prior to the beginning of the 3rd quarter. 8th Grade students must have paid a total of \$105 dollars in order to participate in the Washington, DC trip, since the trip takes place after the 7th quarter at Smith Academy (7 quarters X \$15 = \$105). Each year, the principal will review the amount of dues to be collected.

ELIGIBILITY/PARTICIPATION IN SPORTS AND SCHOOL-SPONSORED ACTIVITIES

1. Students must pass **all** courses in the previous marking period in order to remain eligible for all interscholastic sports and to hold class office.
NOTE: For the purpose of determining eligibility for fall athletic teams, a student's grade for the year rather than fourth quarter grade will be used per MIAA Policy.
2. A grade of **incomplete** will **not** be considered a passing grade until the work has been completed and the teacher has submitted a grade to the principal.
3. A student who repeats work, for which he/she has once received credit, cannot count that subject a second time for eligibility.
4. A student cannot count for eligibility any subject taken during the summer vacation.
5. Students who are absent from school for the purpose of making college visitations may participate in athletic and other activities on those days provided that these visitations do not exceed three (3) per semester.
6. Students who are absent from school for the purpose of religious observance or recognized religious holidays or bereavement may participate in athletic activities or other activities on those days at their parents'/guardians' prerogative.
7. If a student is dismissed from school for a reason that is **acceptable**, that student must return within one hour in order to participate in that day's activities. If the time that is needed for the dismissal is greater than one hour, a note may be submitted to the principal stating the reasons for the extended absence from school. The principal will have final authority on matters of extended dismissals.
8. Students may not miss more than two class periods during the school day, due to an illness, and participate in a practice, game or club activity on that day. A parent/guardian will be notified by the school nurse or main office staff when this situation occurs to request that the student go home to recover for the next school day.
9. A member of a varsity, junior varsity, or middle school team representing Smith Academy will not be permitted to miss any Smith Academy game or practice per the MIAA Bona Fide Team Member Rule. Additionally, students must receive permission from the Smith Academy athletic director prior to competing on any other team while on a Smith Academy team.
10. Student athletes may not represent their school if they are serving an internal or external suspension. A suspended student is ineligible for practice or competition for the same number of days that he or she is suspended for.

INSURANCE

All students who intend to participate in any sport during the school year may purchase school accident insurance. This insurance covers all sports. It is recommended that all athletes, both boys and girls, purchase this insurance. **If you are interested in purchasing insurance coverage for your child visit www.isi1959.com/studentaccident.html to obtain enrollment forms.**

CHEMICAL HEALTH VIOLATIONS

All sports, including cheerleading, must adhere to MIAA Handbook Rule #62:

From the earliest fall practice date to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco products (including e-cigarettes, VAP pens and all similar devices); marijuana; steroids; or any controlled substance. This policy includes products such as NA or near beer.

It is not a violation for a student to be in possession of a legally-defined drug specifically prescribed for the student's own use by his/her doctor.

This MIAA statewide minimum standard is not intended to render "guilt by association," e.g., many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements.

If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

Minimum Penalties:

First violation: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. During the suspension, the disqualified student may not be in uniform, and his/her attendance at the competition site is determined by the high school principal. All decimal parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout the penalty period. The high school principal in collaboration with a chemical dependency program or treatment program must certify that the student is attending or issue a certificate of completion. If the student does not complete the program, the penalty reverts back to 60% of the season. All decimal parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g., A student plays only football; he violates the rule in winter and/or the spring of the same academic year; he would serve the penalty (ies) during the fall season of the next academic year.)

LOYALTY TO THE HIGH SCHOOL TEAM: BONA FIDE TEAM MEMBERS

A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. Students cannot be given special treatment (late arrival, early dismissal, etc.) for non-school athletic programs.

First Offense: Student athlete is suspended for 25% of the season (see chart on Rule 62). **Second Offense:** Student athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of the violation.

45.1 A student-athlete must be a Team Member for 50% of the regular season schedule for that sport to participate in any MIAA Tournament competition (team member: any student athlete who attends practices or games for his/her sport"

Definition of Hazing: As stated by Massachusetts General Laws MGL c.269, s. 17, Section 17: Hazing: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and sections eighteen and nineteen, 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 conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. 269:18 FAILURE TO REPORT HAZING. Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. 269:19 Copy of secs. 17-19; issuance to students and student groups, teams and organizations; report Section 19. Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen 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

acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its member, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communication the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

ATHLETIC TRANSPORTATION PROTOCOL

Parents/Guardians who wish to pick up their child from an away game site and bring them home must submit a request to the Athletic Director and Head Coach of their child's team by 9 am on the day of the game. The request may come via email or a formal written request. If the request is not made by 9 am on the day of the child's game, then coaches will be instructed to return with all of their players on the bus to Smith Academy. If the request is granted it is required that prior to leaving the game site Parents/Guardians make direct contact with the Coach prior to taking their child home. Only the child's parent/guardian may transport unless special arrangements have been made with the Principal. If such arrangements are made the Principal will notify individual coaches to allow someone other than the Parent/Guardian to transport the child.

If the request cannot be made by 9 am because of an extenuating circumstance, every effort must be made to reach the Athletic Director (413-626-7043 or aslysz@hatfieldps.net) as soon as possible to make the request.

If a parent makes contact with a coach at a game site and has not requested and received prior approval and insists on taking the child home they will be allowed to do so and the coach will report such to the Athletic Director and Principal as soon as possible.

Coaches should have a complete team roster with them at all times and make a record of the players attending each game and record when one of their players is transported from the game site by a parent/guardian.

ATHLETIC AWARDS POLICY

All Smith Academy varsity athletes will receive a certificate of recognition signed by the appropriate parties. Letters will be presented to varsity athletes who have met the following guidelines:

1. A player must participate in at least 1/10 of all regularly scheduled games for sports with no sub-varsity level teams, and with 1/5 participation for all other teams (exclusive of tournaments).
2. Senior varsity members will automatically receive a letter regardless of time participating.
3. All Varsity managers for each team are eligible for a letter.
4. A varsity letter may be awarded to a deserving injured player upon recommendation of his coach. Special situations will be handled by the Athletic Director and Coach on an individual basis.
5. An athlete who has lost eligibility or who has been dismissed permanently from a team in a given season shall not qualify for a letter, irrespective of the amount of playing time s/he might have had prior to the dismissal.
6. An athlete who "quits" a team at any point in the season shall not qualify for a letter in that sport irrespective of the amount of playing time s/he might have had prior to quitting and irrespective of the reasons for quitting.

7. Each eligible athlete will receive one varsity letter upon qualifying in any sport during a given year. Each athlete will receive appropriate varsity emblems for each sport in which s/he meets the above criteria.

MIDDLE SCHOOL STUDENT PARTICIPATION ON VARSITY AND JV TEAMS

The Hatfield School Committee philosophically opposes the participation of any middle school student on a varsity or junior varsity team when a team exists at the middle school level. The Committee's opposition is motivated by a concern for the physical, social, and emotional well-being of young adolescents during this crucial stage of their development. The Committee recognizes, however, that there will be occasions when such participation may become necessary due to the lack of a middle school team (e.g., budget constraints, lack of sufficient numbers to field a team).

Notwithstanding the Committee's philosophical concerns, it recognizes that there may be occasions when a middle school athlete is viewed as having the physical, social, and emotional maturity to be capable of playing at the varsity or junior varsity level even though a team exists at the middle school level.

On both of these occasions, the Committee requires that the parents/guardians and student-athlete be fully informed regarding its concerns. It further requests that the Athletic Director meet with the parents/guardians and that a written consent is signed by both parents/guardians and the student-athlete before participation can occur. The written consent must also contain the signatures of the principal, athletic director and the coach.

EXTRACURRICULAR AWARDS CERTIFICATE

All Smith Academy students are eligible to apply for a certificate of recognition for extra-curricular activities participated in outside of Smith Academy. Students who pursue activities not offered by our athletic programs or school offerings may apply. For example, if a student is involved with an equestrian program, competitive ice-skating, etc... These certificates are meant to formally recognize students for their dedication and efforts outside of Smith Academy. Additionally, they will serve to provide colleges/universities with a better overview of applicants (work/academic/activity balance).

HEALTH SERVICES

REPORTING ILLNESS

Students who become ill during school hours should report to the health office. A nurse is available to see students daily. **Students may not leave class or the school building because of illness without authorization.** Such absences will be considered as an unexcused absence. Students experiencing a communicable disease or who are absent due to illness for five or more school days are required to present a note from their physician for a medical excuse and for reentry to school. Students being treated for strep throat or conjunctivitis ("pink eye") must remain out of school for 24-48 hours after receiving the first dose of medication. Students with a fever will need to stay home until at least 24 hours fever-free without the aid of medication. Students who vomit will need to stay home at least 24 hours. Parents are also urged to consider annual flu vaccinations for their children.

INJURY

Students who become injured need to report this to the nearest staff member and will be assessed by the nurse as needed. If the injury requires further attention, parents/guardians will be notified. It is the parent/guardian's responsibility to transport the student for further care. Injuries sustained after regular school hours are the responsibility of the family. Students experiencing an injury who are seen by a physician must bring a physician's note specifying the individual student's anticipated level of participation for return to school and any plans for gradual re-entry as appropriate.

DISMISSAL

When students report that they are ill or injured, the nurse or nurse's designee will attend to their needs. If it is considered best for the student to go home or to be evaluated by a physician, the parent/guardian or emergency contact person will be called and asked to pick up the student at school. If the parent/guardian cannot provide transportation, students will remain in the health office unless a parent/guardian provides explicit permission for the student to transport self home, if possible.

SPECIAL HEALTH CARE NEEDS

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

SERVICE ANIMALS (GUIDE OR ASSISTANCE DOGS)

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

SPECIAL SERVICES

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

Height and Weight Measurements are done at the beginning of each school year. Also, in accordance with DPH and DESE regulations, the Body Mass Index (BMI) of students in certain grades will be calculated. Parents/guardians have the right to submit a written request canceling their child's participation. Written requests must be received by the school nurse at least 30 days prior to the start of the school year.

Postural Screening is provided for students in grades 5 -9. Girls are asked to wear a two-piece bathing suit or sport bra under their school clothes on screening day. Parents/guardians will be notified of any results that are outside normal limits.

ImPact Testing is required for any student prior to participating in athletics, including cheerleading. Testing will be provided at the start of school. Students will be required to receive ImPact testing every two years.

MEDICATION POLICY

Students are **not** allowed to carry their own medications to and from school. Please do not send medication to school with your child. The only exceptions are rescue medications (e.g.: EpiPens, inhalers), and certain long term medications provided the physician, parent/guardian, and school nurse deem the student capable of self-carrying and self-administration.

In accordance with Massachusetts state law:

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

1. Complete the "Authorization for Administering Medication Form" (available in the health office or main office).
2. The medication must be brought to the nurse by a parent or adult designee in a container with a pharmacy label that includes the student's name, physician's name, name and strength of medication, and the amount and time(s) to be administered. The medication will be kept in a locked area.

3. The medication will be administered by the school nurse or nurse's designee.
4. Limited "over-the-counter" medications with standing orders from the school physician will be offered as needed provided written parental permission is on file.

NEW STUDENTS

Students transferring in from another school must provide current immunization and physical examination records required by Massachusetts DPH to the school nurse prior to starting school.

IMMUNIZATIONS AND PHYSICAL EXAMS FOR PUBLIC SCHOOL STUDENTS

Physician documentation of a physical exam completed within the past year must be provided to the school nurse for all students in grades K, 4, 7, and 10 per Department of Public Health requirements. The current immunization requirements are published online by the DPH through mass.gov. Documentation of all required immunizations, written physician exemption, or written statement indicating conflict with religious beliefs must be provided prior to starting school. Physician exemptions must be renewed each year. Students lacking documentation will be excluded from school per Massachusetts general law. In the event of an outbreak, all under-immunized students will be referred for physician follow-up and potentially excluded from school following DPH and Board of Health requirements.

GENERAL PROCEDURES AND PRACTICES

ASBESTOS REPORT

The Asbestos Report as required by AHERA (Asbestos Hazard Response Act) is on file at Smith Academy.

AWARDS PHILOSOPHY

In alliance with Smith Academy's philosophy, awards and recognition will be based on the student's respect for learning, mastery of basic skills, citizenship, and a desire for academic excellence. Recognition is given for special achievements in specific subject areas and co-curricular activities at all levels. An end-of-the-year assembly will be held for underclassmen to publicly acknowledge student effort and achievement. These awards foster an appreciation for achievement.

BULLETIN BOARDS

No announcements are to be placed on boards without administrative approval. Students are asked to check the bulletin boards on a regular basis to keep abreast of coming events. Arrangement of notices will be under the control of the Student Council. A bulletin board containing important guidance information appears outside the guidance office.

BUS AND TRANSPORTATION SUMMARY

The Hatfield School Committee has two main responsibilities in regard to school transportation. They are the enforcement of school attendance laws and the safety of children. To insure that these responsibilities are met, the Hatfield School Committee has established the following eligibility requirements:

1. All students (K-12) who live 1 1/2 miles or more from their school will be transported to and from school unless the parent/guardian determines that such transportation is not necessary or desired. Students who have reached their eighteenth birthday may make self-determination in this regard.
2. Students who live less than 1 1/2 miles from their school will be transported at the discretion of the principal and are subject to the criteria listed below. Preference will be given on the basis of location of residence and age of the student.
 - a. Transporting these students does not cause the School Department to incur additional transportation costs, nor alters existing bus routes/stops in any manner.

- b. There must be space available on the bus.
 - c. Other situations which concern the safety, welfare and/or age of the student will be considered by the principal on a case-by-case basis.
3. Students who reside 1 1/2 miles or more from their school and who have parents who do not reside together, and with whom they share parental time, may be transported to and from either residence. If the student lives less than 1 1/2 miles from their school, they may be transported in accordance with the criteria outlined above.

To ensure the safety of the children, the School Committee has ruled that the privilege of free bus transportation may be withdrawn from any student whose conduct is such that it is distracting to the bus driver or unsafe for the student or other students. Such conduct may be in the form of, but not limited to, the following: smoking, fighting, pushing, and damage to the vehicle (damage repair to be borne by the student and/or parents); injuring another student; swearing; or disobeying the bus driver.

Penalties

Depending on the gravity of the offense, the principal will enforce the following penalties in addition to the regular penalties for the offense in the *Student Handbook*. Parents/guardians and students should note that the principal reserves the right to impose any of the above penalties on the first offense. Penalties will be imposed only after the offense has been verified by the administration and parent/guardian has been notified by phone or in writing.

First Offense:	Denial of transportation for one day to a week.
Second Offense:	Denial of transportation for up to two weeks.
Third Offense:	Denial of transportation for one month.
Fourth Offense:	Denial of transportation for the remainder of the school year.

HATFIELD PUBLIC SCHOOL FOOD SERVICES

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

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

CAFETERIA PROCEDURES

All students must report to the cafeteria at the beginning of the lunch period and must eat all of their lunch in the cafeteria. No food is to be taken to any other part of the building. Students purchasing a school meal must wait for the

point of sale cashier to identify the student's meal components to allow all reimbursable meals to be counted. Once the cashier is finished with the transaction the student can proceed to the tables for their meal. When students finish eating, they must bring their trays to the receiving window and dispose of items in the appropriate trash barrels and recycling boxes. Students are responsible for the cleanup of their lunch items at their table. Lunch duty staff will monitor and ensure this is done. The principal will be notified of students who leave trash and trays on their tables regularly and students may be required to assist in the cleanup of the cafeteria.

Students may get items from their lockers at the beginning of the lunch period. There should be no congregating in the halls or rest rooms. Students who wish to get items from their lockers while returning to class must do so after the bell has rung, signaling the end of the lunch period. Students who remain in the cafeteria after they have eaten should remain seated.

Unauthorized and unexcused absences during a lunch period are treated the same as absences from regular class periods.

MEAL CHARGE POLICY

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

Meal Charges and Balances

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

Payments

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

Parents/Guardians are encouraged to pay for meals in advance to reduce the risk of delinquent accounts. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given

day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

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

Refunds

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

Delinquent Accounts/Collections

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

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

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

DANCES

Dances may be held with the approval of the class advisor and school principal. See the principal to obtain a copy of the rules that must be observed.

DELAYED OPENING

A two-hour delay in opening school may be used during inclement weather, to accommodate testing schedules, or other emergencies. On those days when a two-hour delay is called, students will follow the two-hour delay schedule. All classes will still be held but for a shorter amount of time.

DISCRIMINATION

The Hatfield School Department recognizes the fact that existing laws and regulations make it clear that every phase of public school operation must be fully at the disposal of members of both sexes and of all minority groups. No qualified person will be excluded from any course of study, extra-curricular activity, service, resource facility or employment opportunity by this department. The Hatfield School Department will ensure that these opportunities are not denied on account of race, color, sex, gender identity, sexual orientation, religion, disability, or national origin.

Section 504: "No otherwise qualified handicapped individual in the United States, shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance."

Any inquiries concerning the application of the regulations to the practices and policies of the Hatfield School Department may be addressed to Superintendent, Mr. Michael Wood, 34 School Street, Hatfield, MA 01038. Telephone 247-5641, or to Chris Buckland, Principal.

Complaint Process:

1. Contact the school office and make an appointment to meet with the individuals involved to see whether your concerns can be addressed and resolved at this level.
2. If you are not satisfied with the individual's response to your concerns, contact the principal of the school and make an appointment to discuss your concern at this level.
3. If you are not satisfied with the response of the building principal, please contact the office of the superintendent of schools to make an appointment to discuss your concern at this level.
4. If you are not satisfied with the response of the superintendent of schools you may ask to have your name placed on the agenda of the School Committee in order to discuss your concern at this level.

In summary, complaints should be addressed first to the person or persons who are directly involved. If, for example, you have a concern about a classroom procedure you should direct your question to the teacher first. After taking the first step other steps will follow as necessary. Please refer to policy ACAB-R, General Procedures for Implementation of Anti-Harassment Policy. Located on page 66 of this handbook.

DRESS CODE

(revised in 2018/19 to incorporate student council feedback)

The following requirements must be met in the building, on the school grounds, and at all school- related functions. Students are not to wear clothing which causes a significant disruption to the educational process or the orderly operation of the school. School attire should be safe, clean, respectful, comfortable, and not distracting to others. The guidelines for appropriate dress are:

1. The health and safety of students must not be jeopardized.
2. Hats, hoods, visors, bandanas or other headwear may not be worn within the school building and must be placed in the student's locker. (Exceptions: disability or religious observance).
3. Students are not to wear clothing which cause a significant disruption to the educational process or the orderly operation of the school. This includes clothing that has any comments, pictures, slogans, or designs that are obscene, profane, lewd or vulgar.
4. Student undergarments shall not be exposed. This includes low riding pants and the bodice/padded portion of the brasier.
5. The midriff section of a student shall not be exposed. This includes loose shirts that may be revealing when arms are raised.
6. Halter tops, cut-off t-shirts, tube tops, and low cut tops are not appropriate for school attire.
7. Footwear is required at all times. Bare feet are not allowed.
8. Heavy outerwear (coats and jackets) must be placed in the student's locker and may not be worn in the classrooms unless a specific need for such garments exists.
9. Sunglasses may not be worn unless a medical need exists which requires their use. A doctor's note will be required to explain the medical need.
10. Student's dresses, skirts, and shorts shall cover the rear end at ALL times including when seated.
11. P.E. Class attire will follow this dress code.

Consequences:

On the first violation of the dress code policy, students will be asked to change into appropriate school attire. This may require that the student is sent home unless a change of clothes is available in school. Additional violations may result in office detentions and suspension.

DRUG FREE ENVIRONMENT

All people who attend, work in or visit Hatfield Public Schools that the use, possession, or distribution of any drugs (other than those prescribed by a physician) will not be tolerated and, in fact, constitutes a violation of Massachusetts General Law Chapter 71 Section 37H.

1. If a student is suspected of being under the influence of, or of using, drugs or alcohol, including tobacco (tobacco use includes e-cigarettes or any other nicotine delivery device), the principal and school nurse will examine the student to determine the physical condition of the students. A parent or guardian will be notified, and in some instances, required to take the student home for the remainder of the day.
2. If a student is observed using any illegal substance, the student will be reported to the principal, who will then determine the appropriate disciplinary response, including suspension from school.
3. If a student is found, or admits to being under the influence of drugs or alcohol but no contraband is found, the principal will notify the parent or guardian, meet with the parents, and the student will then be sent home under their supervision. The principal will submit the student's name to the Hatfield Police Department.
4. The behavior will also result in the following disciplinary action:
 - a. **First Offense:** The minimum penalty will be five (5) days of internal suspension, each of which will last until 3:00 pm. The school will identify programs that are available to help the student and his/her family.
 - b. **Second Offense:** The minimum penalty (in any three-year period and each subsequent offense) will be five (5) days of external suspension. The student and their parent/guardian must appear before the superintendent to discuss a drug treatment plan. The student will not be readmitted to the Hatfield Public Schools until a drug treatment plan, which is satisfactory to the principal and the superintendent, has been submitted.
5. If a student is **found to be in possession of a drug or alcohol, and/or drug-related paraphernalia on his/her person, or in a location specifically associated with that student (student locker, backpack)**, the principal will notify and meet with the parent/guardian, conduct a full investigation, and summon the Hatfield Police Department. Contraband will be turned over to the police.
 - a. **First Offense:** The minimum penalty for possession of a controlled substance will be ten (10) days external suspension.
 - b. **Second Offense:** A second offense for possession of a controlled substance will result in the student's expulsion from Smith Academy by the principal.

Violations of the above (Number 5) that do not involve a controlled substance will result in the following action being taken:

- a. **First Offense:** The minimum penalty will be five (5) days of internal suspension, each of which will last until 3:00 pm. The school will identify programs that are available to help the student and their family.
 - b. **Second Offense:** The minimum penalty (in any three-year period and each subsequent offense) will be five (5) days of external suspension. The student and their parent/guardian must appear before the Superintendent to discuss a drug treatment plan. The student will not be readmitted to the Hatfield Public Schools until a drug treatment plan, which is satisfactory to the principal and the superintendent, has been submitted.
6. If a student **attempts to sell or distribute drugs or alcohol, or is actually distributing or selling substances**, the principal will notify and meet with the parent/guardian, conduct a full investigation, and summon the Hatfield Police Department. Contraband will be turned over to the police.

- a. **First Offense:** The minimum penalty will be ten (10) days of external suspension.
 - b. **Second Offense:** The minimum penalty will be expulsion from Smith Academy.
7. If a student is **observed on school grounds, or at a school-sponsored or sanctioned event, by a staff member using or possessing tobacco or tobacco-related products, or observed by two or more students, and the principal can confirm this observation**, the following will occur:
 - a. **First Offense:** The minimum penalty will be one (1) day of internal suspension.
 - b. **Second Offense:** The minimum penalty will be two(2) days of external suspension. In addition, proof must be submitted that the student has enrolled in and is attending a smoking cessation program. Such proof must be provided to the principal within thirty (30) days of the incident.
 - c. **Third Offense:** The minimum penalty will be three (3) days of external suspension. In addition, proof must be submitted that the student has enrolled in and is attending a smoking cessation program. Such proof must be provided to the principal within thirty (30) days of the incident.
 - d. **Fourth Offense:** The minimum penalty will be five (5) days of external suspension. A meeting with the parent or guardian, principal and superintendent will be held to discuss a treatment (smoking cessation) program for the student. The meeting is a requirement for readmission to the Hatfield Public Schools.

Note: The number of offenses is cumulative over the course of the student's career in Hatfield Public Schools.

"The School may, from time to time, employ the indiscriminate use of canines to detect contraband in desks, lockers, backpacks/book bags, bathrooms not being used by students, and student cars parked on school grounds. Such indiscriminate use of canines does not require reasonable suspicion." A complete copy of the guidelines for canine searches for school is available on the school website"

EIGHTEEN-YEAR OLD RIGHTS

Once a person reaches the age of 18, Massachusetts law holds that he/she is an adult and has reached the age of majority. This means that an eighteen-year old is capable of signing legal documents and entering into contracts. Consistent with this definition of "adult" is the ability to sign school-related documents, including report cards, permission slips, and absence notes. **Eighteen-year olds or older who are enrolled at Smith Academy will remain responsible to the same school regulations as all other students.**

Eighteen-year old or older students must meet the same standard for acceptable absences as other students as contained in the ATTENDANCE POLICIES AND PROCEDURES titled "Acceptable Absences" in the *Student Handbook*. Unacceptable dismissals/absences will be considered unexcused. The school retains the right and responsibility to continue to keep parents informed of grades, absences, etc. In addition, it should be noted that parents do retain the right of access to the school records of their children, regardless of age, pursuant to M.G.L., c. 71, s. 34E.

ELECTIONS - CLASS OFFICERS

Elections for class offices will be held either during the first week in June, or at the start of the school year. Students may obtain absentee ballots if they know they are going to be absent on the day of the elections. Absentee ballots will be available in the office. No student will receive a ballot and be allowed to vote once the results are complete. Students who have not filed nomination papers by the deadline established for an election will not be eligible for that office. Write-in votes for students who have not honored the nomination process will not be considered in the final vote count.

If no candidate for president receives a majority of the votes cast during the first round of balloting, a runoff election will be held between the two highest vote getters. This procedure will only occur in the selection of class president.

ELECTIONS - STUDENT COUNCIL

Elections for Student Council will be held during the second or third week of May, or at the start of the school year. Students may obtain absentee ballots if they know they are going to be absent on the day of the elections. Absentee ballots will be available from the Student Council Advisor. No student will receive a ballot and be allowed to vote once the results are complete. Students who have not filed nomination papers by the deadline established for an election will not be eligible for that office. Write-in votes for students who have not honored the nomination process will not be considered in the final vote count.

If no candidate for President receives a majority of the votes cast during the first round of balloting, a runoff election will be held between the two highest vote getters. This procedure will only occur in the selection of Student Council President.

EVACUATION PROCEDURES

1. Students should follow the evacuation procedures that are posted in each room.
 - a. Each class is to remain together and line up in double file.
 - b. Students should walk quickly and quietly to an area outside the designated exit – the evacuation policy requires a distance of 200 feet from the building.
 - c. Teachers are responsible for seeing that all classroom windows and doors are closed and that lights and electrical switches are turned off before leaving.
2. If the assigned evacuation route is blocked, the teacher in charge will designate the next nearest exit to be used.
3. Classroom groups are to remain together during the evacuation, once outside and when returning to classes after the all-clear signal has been given.
4. Students are asked to remain silent during this time. This requirement is critical so that instructions from teachers or administrators can be clearly heard.

FIREARMS

Massachusetts General Law states, in part, the following:

“Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him/her, carries on his/her person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, without the written authorization of the board or officer in charge of such elementary or secondary school, 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 paragraph “firearm” shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

Any faculty member or administrative officer of a preschool, elementary or secondary school, failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars.”

FOOD

Sweets, food, or beverages will be consumed only in the cafeteria, except during high school break time during which food should be consumed in the classroom where the student is assigned unless permission is granted by the administration. Students may chew gum in school at the discretion of their classroom teachers. Students who fail to remove their gum upon their classroom teacher’s request will be deemed insubordinate.

GUESTS

There will be a limit to the number of visits any guest may have. Students wishing to bring a guest to school must see the principal to complete the following:

1. Give 48-hour notice.
2. Fill out Guest Form (obtained from the main office).
3. Obtain permission from each of his/her teachers and the principal.

LAVATORY BREAK

Students should make every attempt to use the lavatory between classes. Students will be dismissed from class only when there is an urgent need.

LOCKER USE

Each student is assigned a hall and gym locker with a corresponding combination padlock. Students are responsible for the padlock that is issued to them. If the padlock is missing or damaged, the student must make immediate restitution in order to be issued a new lock and to maintain his/her locker privilege. Lockers must be locked at all times. If a locker is found to be unlocked, a detention may be issued.

Lockers are the property of the Hatfield School Department and are subject to inspection at any time without prior notice. The school administration maintains a list of locker combinations and possesses a master key that permits it to open every locker. Regular inspections of all lockers may be conducted to determine if the lockers are being maintained in a safe, clean, healthy and organized manner and that there is adherence to federal, state and local laws and regulations. **Students should have no expectation of privacy in their school lockers.**

The school is **not** responsible for property kept in the lockers. Students are given locks to secure materials that have been issued to them as well as other valuables. Students are cautioned about making their combination known to others. No food or beverage is to be stored beyond one day.

LOST AND FOUND

Students who have lost an item should report it to the office immediately. Items that have been found and returned to the office are kept in storage until July 1.

MOTOR VEHICLE REGULATIONS

The following regulations have been established for those students who drive motor vehicles on school grounds.

1. Student vehicles must be registered with the principal.
2. On school property, students must abide by the posted speed limit of 10 mph.
3. Students must stop for school buses and pedestrians.
4. Students must not stop on school driveways unless they are observing a traffic regulation.
5. Students must not pass any moving vehicle on school property.
6. Students may not loiter in a parked vehicle.
7. Students may not re-enter a parked vehicle without permission from the principal or office staff.
8. Students must follow all local and state traffic regulations while on school property.
9. Students must park within the lined spaces.
10. Smith Academy cannot assume responsibility for motor vehicles or their contents. Students are encouraged to keep their vehicles locked at all times.
11. Students must display responsible driving practices.
12. Students may not use their own transportation to travel to or from sporting or school events. They must take official transportation. *(This is subject to change if sports take place under Covid due to bussing restrictions)*

A violation of any of these regulations can result in detention, school suspension or suspension of driving privileges. Furthermore, any student operating a motor vehicle on school grounds in a way that endangers the safety of the school community will have his/her right to operate on school grounds suspended or revoked.

First Offense: Minimum Penalty – Loss of vehicle privileges for 10 school days.
Second Offense: Minimum Penalty - Loss of vehicle privileges for 45 school days through the remainder of the school year.

***NOTE:** School officials do not need *probable cause* to search a student's vehicle on school grounds.

OUTSIDE PRIVILEGES

There will be no outside privileges unless supervised by a staff member with office permission.

RELIGIOUS HOLIDAYS

Parents have the right to determine when their children shall be absent because of religious observance. Teachers should be made aware of religious holidays when a large number of absences are anticipated and should not schedule tests or introduce new materials on those days. The student shall not be penalized or denied make-up opportunities or in any way be pressured to choose between school attendance and religious observances.

SCHOOL CANCELLATIONS

If there is no school announcement for the Hatfield School System due to inclement weather or other conditions, it will be made over radio stations WHAI, WHMP and on television stations WWLP TV-22, and WGGB TV-40 between 6:00 am and 7:00 am. In addition to these announcements, the school district has also implemented the K12 Alert System. If you need to sign up for these alerts please contact the main office of your school. If an announcement is not made over the radio or television during this time, it may be assumed that there will be school as usual.

SCHOOL SAFETY PLAN

One of the primary responsibilities of the Hatfield Public Schools is to provide a safe environment for students. Procedures for a variety of safety-related issues are designed to ensure maximum safety while students are in school. Complete details are outlined in the District's School Safety/ Crisis Manual available in the Main Office.

SECURITY OF BUILDING

Smith Academy is officially opened for students at 7:20 am for admission to classrooms each day that school is in session. Smith Academy will be locked at 2:30 pm each day. Students may not wait inside the school for rides after 2:30 pm. Security cameras have been installed at both schools and may be used at any time.

Students who have been detained or who have remained after school for other approved reasons should make arrangements for transportation in advance.

Student-athletes should bring their belongings to the locker rooms at the close of the school day since the classroom section of the building will be locked at 2:30 pm. A telephone is available in each locker room so student-athletes can make arrangements for transportation. Student-athletes should then exit through the locker room doors.

Any student found in the classroom section of the building after 2:30 pm will be reported to the office the following day. Only students who are under the direct supervision of a staff member should be in the building after 2:00 pm.

The building will be locked fifteen minutes after the conclusion of any nighttime activity. Students should make arrangements for rides to arrive within that time span.

STUDENT RECORDS

A parent or any student who is at least 14 years old has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student not later than two days after the request, unless the student or parent consents to a delay. Copies of the record must be given to the student or parent upon request for a fee of no more than the actual cost of copying.

The student record consists of a transcript and a temporary record. The transcript contains your name, address, and your birth date; the name, address and telephone number of your parents or guardians; course titles; grades (or the equivalent when grades are not applicable); grade level completed, and the grade completed.

The temporary record consists of all the information in the student record, which is not contained in the transcript. This information may include your standardized test scores, extracurricular activities in which you took part and evaluations by your teachers, counselors, or other school staff. A school health record, which gives a general profile of your health, is included. The temporary record shall not contain any anonymous information and will be destroyed after graduation.

The regulations pertaining to student records were developed by the Massachusetts State Board of Education to ensure parents, students and former students of their rights of confidentiality, inspection, amendment, and destruction of student records. The regulations have the force of law. A copy of the regulations is available for inspection in the main office or guidance office.

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

Per the Family Educational Rights and Privacy Act (or FERPA), non-custodial parents retain full rights of access to their children's student records unless the school has been provided with evidence that these rights have been specifically revoked.

TEXTBOOKS

Students must examine books carefully when they are issued to them to determine the condition of the book at the time of issuance. This is done to determine whether the student has properly maintained the condition of the book throughout the school year. If a book has been damaged or lost, students will be held financially responsible for replacing the book. Teachers will notify the principal immediately if a book is not returned or if it has been returned in damaged condition.

Once a book has been issued and examined, the student should write his or her name and the date loaned on the label which appears on the inside of the front cover. Teachers will record the number of the textbook that has been issued to the student. If that book is not returned, the student will be held liable. Claims of theft or damage by others will only be accepted if those claims can be verified by the administration. All books issued to a student should be suitably covered.

BOOKS/FINES FOR DAMAGE

Please report any significant book damage. All school-issued books that are damaged must be paid for. The student must turn in the book assigned to them or it will be considered a lost book. Lost texts must be paid for. If books or other materials are lost or stolen, it is expected that parents/guardians are to pay for a replacement. If the lost item is found, the fine will be returned.

*Students who fail to return texts/resources are permitted to sit for final exams but will receive an Incomplete "I" for their final exam and term grade. The grade will be recorded/adjusted once all items are returned.

DISTRICT POLICIES

The following policies are mandated by the Department of Elementary and Secondary Education. All District Policies and Procedure can be found on the [school website](#) and in the Main Offices of Smith Academy and Hatfield Elementary School.

HATFIELD PUBLIC SCHOOLS WELLNESS POLICY

ATHLETICS CONCUSSION POLICY

PHYSICAL RESTRAINT POLICY

PHYSICAL RESTRAINT PROCEDURES

PROHIBITION OF HAZING

Prohibition of Hazing

In accordance with Massachusetts General Laws, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants, and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the superintendent of schools, be suspended from school for up to ten (10) school days.

Any student determined by the principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

Adoption Date: May 8, 2014
Revised Date: December 18, 2018

LEGAL REF: M.G.L. [269:17](#), [18](#), [19](#)

CH. 269, S.17. HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED

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

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

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

CH. 269, S.18. FAILURE TO REPORT HAZING

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

CH. 269, S.19. COPY OF SECTIONS 17 TO 19; ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS; REPORT

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

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen 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 acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

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

SOURCE: MASC July 2018

Adoption Date: December 18, 2018

JJIF Athletics Concussion Policy

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return-to-activity decisions regarding students who incur head injuries while involved in extracurricular athletics including, but not limited to interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to the middle school and high school.

Student athletes who receive concussions may appear to be “fine” on the outside when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating, if not fatal, to a student athlete. The following procedures will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return-to-play requirements, as well as information on second impact syndrome and post-concussion syndrome. Lastly, the procedures will discuss the importance of education for our athletes, coaches and parents in the Hatfield School District (HSD).

In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) and found on its website: coaches, volunteers, school nurses, athletic director, and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the superintendent shall ensure that DPH receives an affirmation on school district letterhead that the District has developed procedures and that the School Committee has adopted a final policy in accordance with the law.

This affirmation shall be updated by September 30, 2015 and every two years thereafter upon review and revisions of its procedures.

The superintendent shall maintain, or cause to be maintained, complete and accurate records of the District's compliance with the requirements of the concussion law, and shall maintain the following records for three years, or at a minimum, until the student graduates, unless state or federal laws requires a longer retention period:

1. Verification of completion of annual training and receipt of materials;
2. DPH Pre-Participation Forms, neurocognitive baseline testing and receipt of materials;
3. DPH Report of Head Injury Forms, or school-based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents;

5. Graduated re-entry plans to include post-injury neurocognitive testing and physician clearance for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

These procedures should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. The procedures will also be reviewed on a yearly basis by the Athletic Department as well as by the nursing staff in the HSD. Any changes in this document will be given to the nursing staff, Athletic Department staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

Adoption Date: February 16, 2012
Revised Date: June 16, 2014
Revised Date: June 17, 2015
Revised Date: January 8, 2019

ACAB

ANTI - HARASSMENT

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

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

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

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

Definitions:

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

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

Criminal Harassment – M.G.L. c. 265, sec. 43A makes it a crime to willfully and maliciously engage in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress. Conduct or acts may include, but are not limited to; those made by using any telephonic or telecommunication device such as e-mail or Internet communications. Harassment can include any unwelcome verbal, written, or physical conduct which offends, denigrates, or belittles any individual because of a student's actual or perceived race, religion (creed), color, national origin, marital status, sex,

gender identity, sexual orientation or disability and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile or offensive environment. Such conduct includes, but is not limited to unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures. These apply to all of the characteristics listed above. For more specific examples, see below.

Sexual Harassment(See Policy ACAB-S)—means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

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

This applies whether the harassment is between people of the same or different gender.

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

All individuals associated with the Hatfield Public School District, but not necessarily limited to the School Committee, the administration, the staff, students and members of the public while on campus, are expected to conduct themselves at all times as to provide an atmosphere free from sexual harassment.

For information specific to Sexual Harassment and the sexual harassment complaint procedure, see Policy ACAB-S.

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

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

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

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

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

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

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

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

CROSS REF: ACAB-S, ACAB-R

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45

Federal Regulation 74676 issued by EEO Commission

Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)

Board of Education 603 CMR 26:00

Adoption Date:	August 23, 1994
Revised Date:	December 4, 2002
Revised Date:	August 21, 2012
Revised Date:	September 18, 2012
Revised Date:	January 16, 2018

**ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY
AND GRIEVANCE PROCEDURE**

The Hatfield Public School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age, pregnancy, pregnancy related condition, or disability (hereinafter “membership in a protected class”) will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

- A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
- B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person’s actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person’s ability to participate in the District’s programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.

Harassing conduct based on a person’s protected status may include, but is not limited to:

Degrading, demeaning, insulting, or abusive verbal or written statements;
Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
Drawing or writing graffiti, slogans, visual displays, or symbols on school or another’s property;
Telling degrading or offensive jokes;
Unwanted physical contact of any kind;
Physical violence, threats of bodily harm, physical intimidation, or stalking;
Threatening letters, emails, instant messages, or websites that come within the scope of the District’s disciplinary authority;
Defacing, damaging, or destroying school or another’s property.

- C. Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following:
- i. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or
 - ii. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s education program or activity; or
 - iii. Sexual assault (as defined in the Clery Act as: any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) Fear for the person’s individual safety or the safety of others; or (2) Suffer substantial emotional distress.).

II. Responsibilities of all Persons Associated with Educational Community

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment they witness and to immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

III. Designated Officials for Addressing Discrimination and Harassment Complaints

The Civil Rights Coordinator(s) and Title IX Coordinators are responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator(s) and/or Title IX Coordinators. If the complaint involves allegations of discrimination based on disability, the person filing the complainant also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) and/or Title IX Coordinators should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights and Title VI Coordinator:

Emily Anderson, eanderson@hatfieldps.net

Title IX Coordinators:

Emily Anderson, eanderson@hatfieldps.net

Assistant Coordinator: Chris Buckland cbuckland@hatfieldps.net

Title IX training:

August 13th, 2020, Collaborative for Educational Services, Title IX: Compliance and the regulations' revision for school personnel, Regina, Tate. [Training materials](#)

Section 504/Title II Coordinator:

Emily Anderson, eanderson@hatfieldps.net

IV. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment.

A person who believes that he or she had been discriminated against, including being harassed may, to the extent that they feel comfortable, immediately:

1. confront the harasser(s) or person believed to be discriminating against him/her;
2. state the conduct that he/she objects to;
3. indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
4. insist that the person(s) engaging in the conduct stop the conduct immediately; and/or
5. report the conduct immediately to the Civil Rights Coordinator(s);

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Civil Rights Coordinator(s). Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) Reports/complaints filed after ninety (90) days will still be accepted, however, it is important to know that the investigation may be impeded due to the passage of time after the conduct or occurrence. The report can be written or oral and should consist of the following:

1. the specific conduct objected to,
2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,
4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es),
6. action sought to remedy the situation, and
7. any other details or information requested by the designated official.

The individual can contact the Civil Rights Coordinator(s) to file a report/complaint as well as to seek assistance in the filing of a report/complaint. If a report/complaint is filed, the person should provide the Civil Rights Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

V. Investigation of Complaints

Upon receipt of a report or complaint, the Civil Rights Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Civil Rights Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Civil Rights Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days.

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant and the alleged harasser while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant and the alleged harasser of specific types of interim measures available, which may include measures to avoid contact with the other party, allowing employees to change work situations as appropriate, or prohibiting contact between the parties pending the results of the District's investigation. At any time, a complainant or the alleged harasser may request either orally or in writing to the Civil Rights Coordinator that specific interim measures be taken pending the outcome of the investigation.

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser within thirty (30) school/working days of the complaint. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

The complainant or the alleged harasser may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Civil Rights Coordinator. The Superintendent or his/her designee will respond to such request with notice to both parties within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

VI. Consequences of Violating Policy - Discipline & Discharge

Any employee who violates this policy will be subject to disciplinary action consistent with the contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

VII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The District shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

VIII. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with the U.S. Department of Education Office for Civil Rights, Massachusetts Commission Against Discrimination, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S. Department of Education
Office for Civil Rights
5 Post Office Square
8th Floor, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111 <http://www.ed.gov>

Massachusetts Commission Against Discrimination
436 Dwight St., 2nd Floor, Rm. 220
Springfield, MA 01103
Telephone: (413) 739-2145

Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Telephone: (781) 338-3000

IX. Procedure for Reporting and Investigating Harassment on the Basis of Sex

Reporting: Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Investigations: The school is considered to have actual knowledge of a sexual harassment complaint if notice of sexual harassment or an allegation of sexual harassment is provided to a Title IX Coordinator, any school official, or any school employee. The School will investigate every formal complaint (which may be filed by a complainant or by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the

allegations under the school's code of conduct and can still provide supportive measures. The school is required to investigate the allegations in a complaint, send written notice of the allegations to both parties upon receipt of a formal complaint, and investigate under specified procedures.

The School will investigate and adjudicate formal complaints of sexual harassment using a grievance process that incorporates due process principles, treats all parties fairly, and reaches reliable responsibility determinations. The school's grievance process will:

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or district employees;
- Ensure the decision-maker is not the same person as the investigator or the Title IX Coordinator (i.e., no "single investigator models");
- Parties may submit written questions for the other parties and witnesses to answer;
- Protect all complainants from inappropriately being asked about prior sexual history ("rape shield")
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school's website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and
- Document and keep records of all sexual harassment reports and investigations for at least seven years.

Record Keeping for Sexual Harassment Complaints

Records relating to complaints of sexual harassment must be kept for not less than seven years. Such records include: records of a school's investigation (including notices, the determination, investigative report, disciplinary measures or remedies, etc.); records of any appeals and materials associated with the appeal; records of any supportive measures taken in response to a complaint of sexual harassment (even if the complainant does not file a formal complaint); records of any informal resolution process; all materials used to train Title IX Coordinators, Investigators, decision makers, and those facilitating an informal resolution. The training materials must be kept on the School's website.

Retaliation is prohibited.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

Supportive Measures

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if not formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

Legal References: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
 Title VI of the Civil Rights Act of 1964
 Federal Regulation 74676 issued by EEO Commission
 Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), as amended
 Board of Education 603 CMR 26:00
 Rehabilitation Act of 1973, Section 504, as amended
 Title II, Americans with Disabilities Act of 1992, as amended

Adopted: July 1st, 2020

Grievance Process for Title IX Complaints

Title IX Coordinators:

Emily Anderson eanderson@hatfieldps.net

Assistant Coordinator: Chris Buckland cbuckland@hatfieldps.net

General Information:

- Practices within these grievance procedures will be applied equally to both complainants and respondents.
- The respondent is presumed innocent and can only be found responsible for the alleged conduct at the conclusion of this grievance process.
- All parties are entitled to an advisor of their choice to assist them in this process. The advisor may, but does not have to be, an attorney.
- Schools may, in their discretion, consolidate formal complaints where the allegations arise out of the same facts.

Important Terms

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Title IX Coordinator – The person who oversees the grievance process and coordinates communication between the school and the parties.

Investigator – The person conducting the investigation into the allegations of sex discrimination and/or harassment. This person is not the Title IX Coordinator in order that the Title IX Coordinator remains a neutral participant.

Decision Maker – The person who reviews all the information/evidence gathered by the investigator and decides whether or not the sex discrimination and/or harassment occurred. This person is not the Title IX Coordinator or the Investigator.

Appeals Decision Maker – The person who makes the final determination in the event an appeal is filed. This person is not the Title IX Coordinator, the Investigator, or the original Decision Maker.

Supportive Measures

Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

When the school becomes aware of alleged sexual harassment, the Title IX Coordinator must inform the victim to their right of supportive measures even if no formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include but are not limited to: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, and mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential to the extent the confidentiality will not interfere with the supportive measure offered.

Dismissals of Complaints:

- **Mandatory Dismissals of Complaints**

The School must dismiss a complaint of harassment on the basis of sex when:

1. The conduct in the complaint does not meet the definition of sexual harassment;
2. The alleged sexual harassment did not occur within the school's education program or a school activity;
3. The alleged sexual harassment did not occur in the United States at all.

Complaints falling into these categories can still be processed under the school's code of conduct.

- **Discretionary Dismissals of Complaints:**

The School may dismiss a complaint of harassment on the basis of sex when:

1. The Complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdrawal some or all of the allegations within the formal complaint;
2. If the respondent no longer is enrolled in the school, or employed by the school; or
3. If specific circumstances prevent the school from gathering evidence sufficient to reach a determination about the allegations.

Whenever a dismissal occurs, the Title IX investigator will send written notice of the dismissal to the parties outlining the reason for the dismissal. Both parties have the right to appeal the dismissal decision as outlined in the appeals process below.

The Process:

Step One: Filing a Complaint

Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. There is no time limit or statute of limitations on a complainant's decision to file a formal complaint. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party during a grievance process, and must comply with requirements for all Title IX personnel to be free from conflicts and bias.

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed.

Step Two: Initial Notice

Upon the filing of a formal complaint, both parties will be provided with written notice of the complaint. The notice will include key details of the alleged sexual harassment incident. Such details will include but not be limited to: who was involved, when and where the alleged incident occurred, and the alleged misconduct that constitutes sexual harassment. Any known possible violation of the code of conduct along

with potential consequences must be included in the initial notice. A copy of this grievance process must also be included with the notice.

This written notice will be sent to the parties within three business days of the filing of a formal complaint.

*Interviews with a respondent may not occur until this notice has been provided and the respondent is provided reasonable time to prepare before an initial interview.

Step Three (Optional): Informal Resolution

If both parties wish to proceed through the informal resolution process and provide informed, voluntary, written consent, this process may be pursued. This process may not be used when the allegation of sexual harassment involves an employee of the school. **At any time prior to agreeing to a resolution, any party has the right to withdraw from informal resolution and resume the grievance process with respect to the formal complaint.** The facilitator of the informal process will be free from conflicts of interest or bias and will have received special training regarding how to conduct this informal process.

Parties who wish to proceed using informal resolution can withdrawal from this process by notifying the Title IX Coordinator in writing either via mail, email, or providing a written document to the Title IX Coordinator in person. A party can inform the Title IX Coordinator they wish to withdrawal from the process verbally, but written withdrawal will be needed as well. Parties may withdrawal from the informal process at any time before a decision has been reached.

Step Four: Gathering Evidence

During the collection of evidence, the school is not allowed to access a party's personal records if they are maintained by a physician, attorney, psychologist, psychiatrist or other professional with whom the student shares privileged information unless the student provides written consent.

Equal opportunity will be provided for all parties to provide witnesses and evidence, including written expert testimony and inculpatory and exculpatory evidence. Parties cannot be prevented from discussing the allegations or collecting relevant evidence. The school will use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or school employees.

● Interviews

Students will be provided with written notice prior to any interviews or meeting involving the Title IX complaint. The notice will include the date, time, location, participants, and purpose of the interview/meeting and will allow the respondent/complainant enough time to properly prepare for the meeting.

● Inspection of Evidence

The school must send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.

● Opportunity to Respond

The parties will have the opportunity to provide a response to the evidence if they desire.

● Opportunity to Ask Questions

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 investigator will attempt to conclude the evidentiary process within three weeks. This may be extended if the investigator finds that more time is necessary to appropriately investigate the matter. The Title IX Coordinator will have to approve the investigator's request to extend the timeline in order to assure all investigations are processed in a timely manner as to prevent evidence from becoming stale or unobtainable.

Step Five: The Investigative Report

After the evidence is collected, and the parties have been provided with ten days to respond to the evidence in writing, the investigator will prepare an investigative report regarding the allegations in the complaint. If a party submits a response to the evidence, the school must consider that response before finalizing the investigative report. The report will fairly summarize the evidence the school gathered about the alleged incident. 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.

Step Six: The Determination

The decision maker will objectively review the relevant evidence and reach conclusions about whether the respondent engaged in the alleged harassment. The decision maker must use independent judgment, so the decision maker is not the same person who conducted the investigation and cannot be the school's Title IX Coordinator.

- The determination must be written. It must include at a minimum, the following information:
 - 1) The school's policy/policies that were alleged to be violated;
 - 2) A description of the procedural steps that were taken (including notices sent, interviews conducted, evidence gathered);
 - 3) A section detailing the findings of fact;
 - 4) A conclusion section that applies the facts to the relevant policy/policies;
 - 5) A statement and rationale regarding the ultimate determination of responsibility;
 - 6) Any disciplinary sanctions the school will impose and any remedies to the complainant if applicable;
 - 7) A statement of the rationale for the remedies to the complaint and how those remedies will restore or preserve equal access;
 - 8) A statement of the school's procedures and a statement regarding the parties' rights to appeal the initial determination of responsibility and the permissible basis for an appeal.

The determination will be sent to the parties simultaneously along with the appeals information.

Step Seven: The Appeals Process

Parties may appeal after a dismissal occurs, or a determination is issued. Parties will have five (5) days to appeal the dismissal or determination.

Grounds for Appeals

- 1) If a party believes that procedural irregularity altered the outcome of the determination or dismissal.
- 2) New evidence has been discovered that was not reasonably available at the time of the determination or dismissal. *An appeal for this reason may occur after the five day appeal requirement but not after one year.

- 3) A conflict of interest on the part of a Title IX Coordinator, investigator who compiled evidence, or the decision maker existed, and that conflict of interest affected the determination or dismissal.

To file an appeal, a party must notify the Title IX Coordinator in writing that they wish to appeal the determination. All parties will have an equal opportunity to submit a written statement supporting or challenging the determination. The Title IX Coordinator will inform the parties that they have 7 days to submit their written statements.

The person who will decide the appeal cannot be the decision maker, the investigator, or the Title IX Coordinator. Upon review of the parties' written statements (if they so choose to provide them), and review the determination, the appeals decision maker will issue a written decision and send it to the parties simultaneously. The determination becomes final after the appeals process.

Remedies:

If the school makes a determination that sex discrimination/harassment did occur, the school will help effectively implement remedies for a complainant.

Retaliation is prohibited.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

If the Grievance Process may Result in Discipline:

If upon the conclusion of this grievance process, discipline appears warranted, the school will follow the usual disciplinary process for students outlined within the student handbook. The school will also follow the required disciplinary process for school employees.

ACAB-R POLICY

GENERAL PROCEDURES FOR IMPLEMENTATION OF ANTI - HARASSMENT

Reporting

Any school employee, who observes, overhears, or otherwise witness's harassment, which may be unlawful, or to whom such harassment is reported, must take immediate action to stop the harassment and to prevent its recurrence, where appropriate. A written report of the incident and the action taken by the school employee in response to it must be given to the appropriate Hatfield Public Schools harassment complaint official designated to oversee the handling of harassment complaints as soon as possible. All complaints of sexual harassment shall be reported and investigated in accordance with Policy ACAB-S.

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

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

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

Hatfield Elementary School:
Smith Academy:

Principal or designee
Principal or designee

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

Informal Procedure

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

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

Formal Procedure

Step 1:

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

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

Step 2:

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

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

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

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

Step 3:

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

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

Reporting of potential physical and/or sexual abuse

Several behaviors listed as sexual harassment (i.e., sexual touching, grabbing, pinching, being forced to kiss someone, being forced to do something other than kissing, sexual assault) may also constitute physical or sexual abuse. Sexual abuse is defined as any act or acts by any person involving sexual molestation or exploitation of a child, including but not limited to incest, prostitution, rape, sodomy or any lewd or lascivious conduct involving a child. Thus, under certain circumstances, alleged harassment may also be possible physical and/or sexual abuse under Massachusetts law.

Such harassment or abuse is subject to the duties of mandatory reporting and must be reported to the Department of Social Services within 24 hours of the time the educator becomes aware of the suspected abuse, and the local Police Department.

Confidentiality

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

Additional Complaint Procedures

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

Outside Agencies

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

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

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

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

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

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

Notice and Publication

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

Adoption Date: August 23, 1994
Revision Date: October 10, 2001
Revision Date: December 4, 2002
Revision Date: September 18, 2012
Revision Date: January 16, 2018

CROSS REF: ACAB, ACAB-S

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45

Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)
Board of Education 603 CMR [26:00](#)

HATFIELD PUBLIC SCHOOLS

HARASSMENT REPORT FORM

The Hatfield Public Schools maintains a firm policy prohibiting all forms of harassment. Sexual harassment, and harassment based on race, color, religion (creed), national origin, marital status, sexual orientation, gender identity, or disability are against the law. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of harassment as stated by any pupil, teacher, administrator or other school personnel, who create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Harassment complaints may be made in any form to the appropriate school official. The following form is available to facilitate investigations of claims of harassment.

Complainant: _____ Date: _____

School: _____ Date of alleged incident(s): _____

Did the incident(s) involve (check all that apply):

☐ Sexual harassment ☐ Racial harassment

Harassment because of: ☐ Color ☐ Religion ☐ National origin ☐ Marital status ☐ Sexual Orientation
☐ Gender Identity ☐ Disability

Name of the person you believe harassed you or another person: _____ Date(s)
_____ Time(s) and place(s) the harassment occurred:

Were there other individuals involved in the harassment? _____
If so, name(s) of the individual(s)

and their role:

Describe the incident as clearly as possible, including such things as what force, if any, was used, any verbal statements (i.e., threats, requests, demands, etc.), what, if any physical contact was involved. Attach additional pages as necessary.

List any witnesses who were present:

This complaint is based on my honest belief that the above named person(s) has harassed me or another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature: _____ Date: _____

Received by: _____ Date: _____

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, notetakers, transcription services, written materials, assistive listening systems, and other effective methods of making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it

alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

SOURCE: MASC July 2016

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended
 Education for All Disabled Children Act of 1975
 M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)
 Title II, Americans with Disabilities Act of 1992, as amended
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: [IGB](#), Support Services Programs

Adoption Date: December 4, 2002
Revision Date: September 18, 2012
Revision Date: January 9, 2017
Revision Date: January 16, 2018

JICFB BULLYING PREVENTION

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

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

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

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

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

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

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

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

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the
- Hatfield Public Schools;
- At a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or orderly operation of a school.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Hatfield School District if the act or acts in question:

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

Prevention and Intervention Plan

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

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

Reporting

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

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

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or designee shall promptly investigate the report of bullying, using a Bullying Incident Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

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

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

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

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

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee, as well as by the Superintendent.

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

Retaliation

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

Target Assistance

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

Training and Assessment

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

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

Publication and Notice

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

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

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

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

Adoption Date: March 16, 2011
Revised Date: September 13, 2013

REFERENCES: Hatfield Public Schools Bullying Prevention and Intervention Plan

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
MGL 71:37O
MGL 265:43, 43A
MGL 268:13B
MGL 269:14A

CROSS REFS: AC Non-Discrimination
ACAB Anti Harassment
[IJNDB Acceptable Use Policy- Technology](#)
JICFA Hazing
JK Student Discipline

HATFIELD PUBLIC SCHOOLS

BULLYING PREVENTION AND INTERVENTION PLAN

TABLE OF CONTENTS

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

APPENDIX A: INCIDENT REPORT FORM

PROHIBITION AGAINST BULLYING AND RETALIATION

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

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

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

I. NEEDS ASSESSMENT

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

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

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

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

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

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

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

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

II. PRIORITY STATEMENT

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

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

III. DEFINITIONS

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

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

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

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

Cyber-harassment is defined as any willful and repeated harm inflicted through, but not limited to, Web pages, social networking sites, emails, instant messages or text messages using computers, cell phones and other electronic

devices which is motivated by target individual or individuals membership in a protected group, whether real or perceived.

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

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

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

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

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

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

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

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

Reporting Bullying or Retaliation

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

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

Reports may be made to the following:

At Smith Academy, telephone: 247-5641

- **Chris Buckland, Principal or**
- **Dawn Sacks, Guidance Counselor**
- **Emily Andersen, School Psychologist**

At Hatfield Elementary School, telephone 247-5010

- **Conor Driscoll, Principal or**
- **Charvy, School Adjustment Counselor**

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

Responding to a Report of Bullying or Retaliation

Safety

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

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

Investigation

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

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

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

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

consult with legal counsel about the investigation.

Determinations

The principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

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

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

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

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

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

Obligations to Notify Others

- **Notice to Parents or Guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state

regulations at 603 CMR 49.00.

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

V. ACCESS TO RESOURCES AND SERVICES

Counseling and Other Services Include

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

Referral to Outside Services

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

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

Students with Disabilities

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

VI. STUDENT PREVENTION PROGRAMS AND ACTIVITIES

Specific Bullying Prevention Approaches

Classroom Approaches

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

Whole School Approaches

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

Focused Strategies for Bullying Prevention and Social Skills Strategies

- Use of behavior modification plans, as needed.
- Individual Counseling sessions, as needed
- Outside Contracted Vendors to Provide Social Skills Training, as needed

VII. STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Annual Training on the Plan

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

Ongoing Professional Development

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

The professional development will focus on the following topics:

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

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

Written Notice to Staff

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

Superintendent's Office.

VIII. COLLABORATION WITH FAMILIES

Parent Education and Resources

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

Notification Requirements

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

IX. PROBLEM RESOLUTION SYSTEM

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

X. RELATIONSHIP TO OTHER LAWS

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

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

SECTION E

SUPPORT SERVICES

[EB Safety Program](#)

[EBAB Pest Management Policy](#)

[EBB First Aid](#)

[EBC Emergency Plans](#)

[EBC Supplemental Interim Policies on COVID-Related Issues](#)

<u>EBCD</u>	<u>Emergency Closings</u>
<u>EC</u>	<u>Building and Grounds Management</u>
<u>ECA</u>	<u>Buildings and Grounds Security</u>
<u>ECAC</u>	<u>Vandalism</u>
<u>ECAF</u>	<u>Security Cameras in Schools</u>
<u>ECAF-R</u>	<u>Security Cameras In Schools Procedures</u>
<u>EDC</u>	<u>Authorized Use of School-Owned Materials</u>
<u>EEA</u>	<u>Student Transportation Services</u>
<u>EEAA</u>	<u>Walkers and Riders</u>
<u>EEAE</u>	<u>School Bus Safety Program</u>
<u>EEAEA</u>	<u>Bus Driver Examination and Training</u>
<u>EEAEA-1</u>	<u>Drug and Alcohol Testing for School Bus and Commercial</u>
<u>Vehicle Drivers</u>	
<u>EEAG</u>	<u>Student Transportation in Private Vehicles</u>
<u>EEAJ</u>	<u>Motor Vehicle Idling on School Grounds</u>
<u>EFD</u>	<u>Meal Charge Policy</u>

EB

EB Safety Program

Accidents are undesirable, unplanned occurrences that can result in tragic consequences--bodily harm, loss of school time, property damage, legal action, and even fatality. The School Committee will guard against such occurrences by taking precautions to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The Committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will include accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

SOURCE: MASC August 2016

Revision Date: April 10, 2018

LEGAL REF.: M.G.L. [71:55C](#)
603 CMR [36:00](#)

CROSS REFS.: [EEAE](#), School Bus Safety Program
[GBGB](#), Staff Personal Security and Safety
[IHAM](#), Health Education
JLI, Student Safety

EBAB

EBAB Pest Management Policy

The Hatfield Public Schools are committed to providing a safe and properly maintained environment for all staff, students, and visitors. To achieve this end, the District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

Overview and Goals

1. The District shall develop and implement an integrated pest management program.
2. An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
3. Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.

4. The integrated pest management program shall strive to:
 - Reduce any potential human health hazard.
 - Reduce loss or damage to school structures or property.
 - Minimize the risk of pests from spreading in the community.
 - Enhance the quality of facility use for school and community.
 - Minimize health, environmental and economic risks.

Restrictions on Use of Pesticides and Herbicides

1. When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.
2. Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.

Notification of Pesticide and Herbicide Use

1. When pesticides or herbicides are used outdoors, notice of their use will be provided to parent/guardians, staff and students and will also be posted in a common area.
2. When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.
3. In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

Record Keeping

1. The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.
2. All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

Staff Responsibilities and Education

1. Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly out.
2. Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

Adoption Date: March 20, 2013
Revision Date: April 10, 2018

LEGAL REF: Chapter 85 of the Acts of 2000, "An Act to Protect Children and Families from Harmful Pesticides."

EBB First Aid

The district attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services. In the case of illness that may include an infectious disease the school physician shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.
3. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.
4. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
5. All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

SOURCE: MASC August 2016

Revision Date: April 10, 2018

LEGAL REFS.: M.G.L. [71:55A](#); [71:56](#)

CROSS REF.: [JLC](#), Student Health Services and Requirements

EBC Emergency Plans

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The superintendent shall develop, in consultation with school nurses, school physician, athletic director, and local Emergency Medical Services agencies, an Emergency Medical Response Plan for each school in the District. Each plan shall include:

1. The method establishes a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for high school students; provided that school committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. The location of all available Automated External Defibrillators (AED's), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building principals will meet all requirements for conducting fire drills and Emergency Response drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

Adoption Date:	March 5, 2003
Revision Date:	December 18, 2012
Revision Date:	December 14, 2015
Revision Date:	April 10, 2018

LEGAL REF: M.G.L. 69:8A, Section 363 of Chapter 159 of the Acts of 2000
CROSS REF: EBCD, Emergency Closings
JL, Student Welfare
JLC, Student Health Services and Requirements

Approved by the Hatfield Public Schools School Committee at the August 23rd meeting

EBC Supplemental Interim Policies on COVID-Related Issues

The School Committee takes note of the COVID-19 pandemic; growing concerns of students, families and the community; and the growing number of issues that will affect public education.

Therefore, the school committee establishes a supplemental interim policy to:

- promote public safety and safety of students, staff, and families,
- maintain to the extent possible high and efficient level of educational services under the circumstances.
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk,
- conduct the district business and operational functions of the district as efficiently as possible, and
- comply with any emergency orders and adhere to the extent feasible, to the guidance of the Department of Elementary and Secondary Education and other agencies of state and federal government

The superintendent has designated the appropriate staff members to oversee the safe administration of COVID-related policies during any period of the pandemic and shall make such recommendations to the school committee as needed.

The school committee will authorize the superintendent to act expeditiously in executing school operations in accordance with current law and regulation and will, where noted, authorize the superintendent to suspend, revise, or recommend policies, rules, and protocols as needed to serve the best interests and safety of students, their families, and the community.

The Board of Health will track positive cases and trends in the HPS community and will inform the district of any concerns.

District and school leaders will work closely with public health officials when there is a positive case in their district. The school administration shall notify close contacts for testing and isolation, confer with local public health and/or the Massachusetts Department of Public Health (MA DPH) to determine if transmission is occurring in the class or school.

Further, some situations may require short term emergency action by the administration and/or Board of Health (BOH). These situations may include but are not limited to:

- Staff numbers inadequate to allow for safe supervision of students and functioning of in-person school as determined by administration.
- Critical HVAC and HEPA filter failure (as determined by the district's facilities manager in conjunction with HVAC professionals) that cannot be addressed within 24 hours, combined with the inability to move schooling fully outdoors.
- Evidence of widespread in-school COVID transmission as determined by public health officials.

In all scenarios listed, DESE will be contacted by the administration as required by the most up to date Covid regulations, and HPS will follow any recommendations or guidance they provide.

Process

- Administration will communicate with the HPS community as needed. The administration will directly inform the School Committee of targeted closures due to positive cases.
- The School Committee and District recognize and emphasize the critical importance of the following mitigation strategies to help maintain the health and safety of the school community:
 - Consistent and correct use of masks
 - Hand hygiene and respiratory etiquette
 - Cleaning and disinfection
 - Contact tracing in collaboration with local health department
 - Pooled testing (a program which staff and students can opt-in to, funded by DESE through the end of the SY22)
- The Budget Subcommittee and Superintendent will continue to perform ongoing assessment of the budgetary impact of Covid-19 on the district.

DESE protocols for Responding to COVID-19 Scenarios

The Administration will follow current protocols regarding response to COVID-19 scenarios. The school nurse team will consult with regional resources to address unexpected scenarios not clearly documented in DESE protocol guidance.

Students and staff should not report to school if they are experiencing symptoms and they should consult with their primary care physician.

Face Coverings

Hatfield Public Schools is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Based on a resolution by the Board of Health, the following requirements are in place until further notice:

A face covering that covers the nose and mouth must be worn by all individuals in school buildings and on school transportation. Face coverings are not required outside.

Exemptions

Individuals may be excused from the requirement for the following list of reasons:

- The individual has trouble breathing, is unconscious, is incapacitated, or cannot remove the face covering without assistance (per CDC guidance)
- The individual has a medical or other challenge making it unsafe to wear a face mask or face covering, per a written note from a physician
- The individual has a behavioral, social, academic, or disability-related need that necessitates an exemption to wearing a face mask or covering, per approval of the building principal
- Note: Parents may not excuse their child from the face mask requirement but may request a team review for exemption.

Short-term Exceptions

Additionally, face masks or face coverings will not be required when appropriate social distancing or other mitigating factors are in place:

- during mask breaks
- while eating or drinking
- During physical education classes
- Outdoors
- When specific whole group, small group or individual learning activities require mask removal. Including but not limited to:

- Early reading and literacy instruction
- When academic learning goals and objectives require removal of masks (place and manner of articulation, phonological awareness, phonemic awareness, rhyming, syllables, onset-rime, phonics, decoding, encoding, read aloud)
- During delivery speech and language services where the learning objectives require removal of masks (place and manner of articulation)
- As deemed necessary by the IEP team for implementation of appropriate modifications and accommodations (preferential seating to increase ability to hear and see the teacher, repeated instructions with checks for understanding, modeling appropriate sentence structure)
- Social Skills Instruction

Logistics

A student's mask or face covering is to be provided by the student's family. The district will provide staff members with masks. Staff may choose to wear their own masks or one provided by the district. The district will supply disposable face coverings for students who arrive at a building, or board school transportation, without one. Clear masks will also be made available.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate. Violations of this policy by staff will be addressed in the same manner as other violations of School Committee policy.

This policy will remain in place until rescinded by the School Committee.

Policy subject to change based on updated state and local guidance, included but not limited to DESE, DPH, and Hatfield BOH, per school committee approval. This policy will be reviewed on a monthly basis.

Updates to Current Policy

School Calendar (File IC/ICA)

Subject to guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or revise the school calendar with the approval of the school committee.

Attendance (File JH)

Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between and absences when appropriate, (including the link between attendance and grades), chronic absence policies, and accommodations for students requiring special placements

Time on learning (File IC/ICA and ID)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or amend requirements for time on learning for the duration of the COVID pandemic.

Grading and retention (File IKE)

In accordance with guidance from the Department of Elementary and Secondary Education, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district for grading and retention of students.

Local graduation requirements (File IKF)

In accordance with guidance from the Department of Elementary and Secondary Education and modifications to current regulation or law, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district regarding graduation requirements.

Special education (File IHB, IHBA, IHBAA, IHBF)

The superintendent and school committee should be mindful that attainment of a high school diploma may render certain students ineligible for further services.

Discipline and Suspension/Expulsion with homeschooling rights (File JIC, JK)

The superintendent shall provide provisions for students who were disciplined or suspended **or** who may elect to remain at home under the provisions of the policies related to homeschooling

Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students) (File JL)

The superintendent shall provide protocols to principals and teachers regarding students who may require special exemptions from health and safety standards during the pandemic emergency. Such protocols may address exemption for utilizing support animals.

Job descriptions (File GCA)

The superintendent may revise job descriptions for district staff, considering the provisions of current collective bargaining agreements, in order to secure the safety and health of students and staff, establish effective communications between school and community, maintain facilities, transport students as needed, provide food services, and acquire necessary materials to operate schools safely and securely during the pandemic. The superintendent will inform the school committee of any such changes. Any changes to job descriptions shall expire at the end of the declared emergency situation. recording

STUDENTS AT RISK (JIE, JL, JLC, JLCC)

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, child rearing responsibilities, or special education needs consistent with law and regulation.

Privacy of Students. (File JRA)

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.

Massachusetts law prohibits the recording of individuals without their permission. Similarly, students and staff may not be recorded in classrooms by audio, visual, or remote means without the permission of staff for themselves, parents, or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

Temporary Instruction

The district shall provide instruction for students who are temporarily homebound due to illness, quarantine, or disability.

Eligibility for participation in extracurricular activities, including sports (File JJ)

Subject to law, regulation and standards established by the appropriate and legitimate regulatory body, the superintendent may propose changes to district protocols for participation in extracurricular activities including sports subject to the rules established by the Massachusetts Interscholastic Athletic Association.

Attendance vs. participation in events (File JH and Student/Athletic Handbooks)

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

Visitors in schools and buildings (File KI)

Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours. Entry of visitors and volunteers will be limited to essential district and/or school business only, and others will be reviewed on a case by case basis at the discretion of the administration. All visitors and volunteers admitted to either school building will be required to follow all health and safety guidelines. Parents/guardians are strongly encouraged to work with office staff to coordinate "curbside" pick up and drop off of materials or supplies for students when necessary.

Illness and contact tracing (File JLCC)

The superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the COVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

Transportation and busing (File EEA, EEAA, EEAG)

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP's that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with district operations.

Operations and plant maintenance (File EC, ECA)

Subject to the provisions of law, regulation and collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district maintains.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 -
<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.:
Masks -

Center for Disease Control and Prevention – Considerations for Wearing

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary Education –
Reopening Guidelines - <http://www.doe.mass.edu/covid19/>
Commonwealth of Massachusetts – Mask Up MA! –
<https://www.mass.gov/news/mask-up-ma>

DESE On the Desktop – August 11, 2020: Guidance for Districts and Schools
on Interpreting DPH COVID-19 Metrics

DESE On the Desktop - July 30, 2021
[**FALL 2021 COVID 19 Guidance for Districts and Schools**](#)

SOURCE: MASC – August 2020

Adoption Date: April 12, 2021
Revision Date: April 1, 2021
Revised for Consideration: August 11, 2021

EBCD

EBCD Emergency Closings

The superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the children.

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.

3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities. Students, parents, and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

Adoption Date: March 5, 2003

Revision Date: February 12, 2013

Revision Date: April 10, 2018

LEGAL REFS: M.G.L. 71:4; 71:4A

EC

EC Building and Grounds Management

The School Committee's most important function is to provide for the education of children, and it recognizes that the education of children is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the School Department will be the general responsibility of the superintendent. He will work with other town departments as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that each school is equally well-maintained, equipped, and staffed.

The superintendent will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the School Department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen, or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the separate schools, the building administrator will be responsible for proper care, maintenance, and cleanliness of buildings, equipment and grounds.

Adoption Date: March 6, 2003

Revision Date: February 12, 2013

Revision Date: April 10, 2018

LEGAL REF: M.G.L. 71:68

ECA Buildings and Grounds Security

Public school buildings and grounds are one of the greatest investments of the town. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of security personnel may be approved in situations where special risks are involved.

SOURCE: MASC August 2016

Adoption Date: March 3, 2003
Revision Date: March 20, 2013
Revision Date: April 10, 2018

ECAC

Vandalism

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the town, staff members, students, and members of the Police Department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the School Department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property and is further authorized to delegate, as s/he sees fit, authority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

Adoption Date: March 6, 2003
Revision Date: February 12, 2013
Revision Date: April 10, 2018

LEGAL REF: M.G.L. 266:98

ECAF**Security Cameras in Schools**

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure

confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC

Adopted: September 21, 2015

Revision Date: April 10, 2018

ECAF-R

ECAF-R Security Cameras In Schools Procedures

The following procedures are in place for the use, viewing, disclosure, retention, disposal, and security of video recordings from security cameras in accordance with applicable laws and regulations:

1. Use – The security cameras located at both the Hatfield Elementary School and at Smith Academy shall be used for the sole purpose of the monitoring the school premises to ensure building security, the safe and orderly transit of students, and as a deterrent to prevent both theft and vandalism.
2. Viewing- The monitors for the security cameras are located in the school offices for the purposes of on-going monitoring by school administration and administrative staff. Periodically, remote live viewing of all security cameras may occur by the Hatfield Police Department, The Massachusetts State Police, and School Administration. Remote access is password protected. Access to any recordings used for security purposes shall be limited to authorized school personnel and law enforcement officials.
3. Disclosure- Signs are posted at the main entrances of both schools indicating that surveillance equipment is in use. A notice is placed in the student handbook.
4. Retention- Video recordings are retained for up to 30 days.
5. Disposal- After 30 days, video recordings are erased.
6. Security- Video recordings are retained, on site, and are password protected.

Adoption Date: October 19, 2015

Revision Date: April 10, 2018

EDC

Authorized Use of School-Owned Materials

The School Committee wishes to be of assistance, whenever possible, to other town departments and community organizations. Therefore, permission to use school equipment may be granted by the superintendent upon request by responsible parties or organizations.

School equipment may be used by staff members when the use is related to their school employment, and by students when the equipment is to be used in connection with their studies or extracurricular activities.

Proper controls will be established by the superintendent to assure the user's responsibility for, and return of, school equipment.

Adoption Date:	March 13, 1995
Revision Date:	March 6, 2003
Revision Date:	February 12, 2013
Revision Date:	April 10, 2018

EEA Student Transportation Services

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school system will contract for transportation services. Contracts will be awarded on a competitive bid basis by the School Committee. Bus contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment.
2. Inspection of buses.
3. Qualifications and examinations of bus drivers, including CORI checks.
4. Driving regulations.
5. Small vehicle requirements, if applicable.
6. Insurance coverage.
7. Adherence to local regulations and directives as specified in bid contracts.

The superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation system.

Adoption Date: March 5, 2003
Revision Date: March 20, 2013
Revision Date: April 10, 2018

LEGAL REFS: M.G.L. 4:4; 40:5; 71:7A,B and C; 71:37D; 71:48A; 71:68; 71:71A;
71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12B1; 76:14

EEAA

EEAA

Walkers and Riders

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws.

Reimbursement to the school system for transportation costs is given by the Commonwealth, subject to appropriation, only for (a) students living at least one and one half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.

Additionally, the Committee will provide transportation for students as follows:

Kindergarten: All students, except those living in immediate proximity to the school, as determined by the Superintendent.

Grades 1 - 6: Students living more than one (1) mile from school.

Grades 7 - 12: Students living more than one (1) mile from school.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

A student, whose parents/guardians do not reside together but share parental time with the student, may be transported to and from either residence if such residence is one and one-half (1 ½) miles or more from their school or if such transportation falls into one of the additionally listed criteria above.

SOURCE: MASC August 2016

Revision Date: July 2, 2018

LEGAL REFS.: M.G.L. [40:5](#); [71:7A](#); [71:68](#); [71B:5](#)

EEAE School Bus Safety Program

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

SOURCE: MASC

Adoption Date: March 20, 2013
Revision Date: April 10, 2018

LEGAL REFS: M.G.L. 90:7b, as amended by Ch. 246 Acts of 1986
 M.G.L. 90:1 et seq; 73:2; 713:7L
 Highway Safety Program Standard No. 17

CROSS REF: EB, Safety Program

EEAEA Bus Driver Examination and Training

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. No person under 18 years of age and only persons of high character will be allowed to operate school buses.
4. Only persons who are properly licensed by the state and have completed the driver training program, and have had a CORI check approved by the superintendent will be permitted to drive school buses.
5. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
6. In case of any change of bus drivers, the contractor will notify school officials as soon as possible.

Adoption Date: March 6, 2003
Revision Date: March 20, 2013

LEGAL REFS: Highway Safety Program Standard No. 17
 M.G.L. 90:7B; 90:8A; 90:8A 1/2

**EEAEA-1 Drug and Alcohol Testing for School Bus and Commercial
Vehicle Drivers**

The District shall adhere to federal law and Department of Transportation regulations requiring a drug and alcohol-testing program for school bus drivers and commercial vehicle drivers. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The District will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of Federal law and regulations. The Superintendent or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

Source: MASC August 2016
Adoption Date: March 20, 2013
Revision Date: April 10, 2018

LEGAL REF: 49 U.S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing
Act of 1991)
49 C.F.R. Part 40 Procedures for Transportation Workplace and Drug
and Alcohol Testing Programs
49C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing
49 C.F.R. Part 391 Qualification of Drivers

EEAG**Student Transportation in Private Vehicles**

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of Schools.
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of \$100,000 - \$300,000 or more.
3. The parents of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

SOURCE: MASC

Adoption Date:	March 6, 2003
Revision Date:	March 20, 2013
Revision Date:	April 10, 2018

EEAJ

Motor Vehicle Idling on School Grounds

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations.

The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Hatfield School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Hatfield School District shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate- sized font so as to be visible from a distance of 50 feet.

NO IDLING
PENALTIES OF \$100 FOR FIRST OFFENSE AND
\$500 FOR SECOND AND SUBSEQUENT OFFENSES
M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Hatfield School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

Adoption Date: March 20, 2013

Revision Date: April 10, 2018

LEGAL REF: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

EFD

EFD Meal Charge Policy

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

Meal Charges and Balances

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

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that

student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parent/guardians have issues with student purchases they should contact food services for assistance.

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

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

Refunds

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

Delinquent Accounts/Collections

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

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

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

Policy Communications

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

LEGAL REFS: MGL [71:72](#); USDA School Meal Program Guidelines May 2017

CROSS REFS: [JQ](#), Student Fees, Fines & Charges

SOURCE: MASC February 2018

Adoption Date: May 9, 2018

HATFIELD SCHOOL COMMITTEE MEMBER CONTACT INFORMATION
2021 - 2022

REBECCA BENCH
Chairperson

becca.gene@gmail.com

DANIELLE STANISEWSKI
Vice-Chairperson

768-9910
dpstanisewski@gmail.com

CHRISTY BODREAU

860-977-7228
cboudreau@hatfieldps.net

Jennifer Maloney

jmaloney@hatfieldps.net

Catherine Englehardt

cenglehardt@hatfieldps.net

Charlotte Cavanaugh
Student Representative

ccavanaugh@students.hatfieldps.net

THE ATHENIAN OATH

“We will never bring disgrace to this our town, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks; we will fight for the ideals and sacred things of the town, both alone and with many; we will revere and obey the town’s laws and do our best to incite a like respect in those above us who are prone to annul or set them at naught; we will strive unceasingly to quicken the public’s sense of civic duty, thus in all these ways we will transmit this town not only less, but greater and more beautiful than it was transmitted to us.”

(Athenian boys took the Athenian oath as they approached manhood as a commitment to civic responsibility. The oath has been adopted by the Town of Hatfield and Smith Academy to encourage all citizens to embrace its ideals.)

“The Hatfield Public Schools do not discriminate in employment or in the delivery of educational services on the basis of age, sex, gender, gender identity, race, religion, color, national origin, sexual orientation, disability, marital status, veteran status or homelessness in accordance with applicable laws and regulations.”