

# Colegrove Park Elementary School



## Student Handbook

2021-2022

**Colegrove Park Elementary School**

**24 Church Street**

**North Adams, MA 01247**

**413-662-3250**

**[www.ces.napsk12.org](http://www.ces.napsk12.org)**

**Dr. Barbara Malkas**

**Superintendent of Schools**

**Amy Meehan**  
**Principal**

**Jonathan Slocum**  
**Dean of Students**

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

# FACE COVERINGS

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The North Adams Public School District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to return students to a full-time classroom learning experience.

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. Therefore, using the guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the District has established the following requirements which will remain 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 must also be worn outside when social distancing cannot be observed.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing.
- is unconscious.
- is incapacitated.
- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- during mask breaks.
- while eating or drinking.
- during physical education classes.
- while outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement, or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

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

Full policy can be viewed at: <https://z2policy.ctspublish.com/masc/browse/northadamsset/northadams/EBCFA>

# COLEGROVE PARK ELEMENTARY SCHOOL VISION STATEMENT

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**~EMPOWER ALL LEARNERS~**

*The Students of Colegrove Park Elementary School will be empowered learners with the knowledge, skills, and mindset to continuously grow as responsible citizens in a rapidly changing world.*

At Colegrove Park Elementary School, we pledge to instill a focus on academic standards rooted in **CREATIVITY**, **COLLABORATION**, **COMMUNICATION** and **CRITICAL THINKING**, all the while promoting a sense of belonging for students, faculty, staff and family alike through **CITIZENSHIP** and **SOCIAL RESPONSIBILITY**.

In simple terms, we ask that students take care of themselves, take care of others and take care of our school, classrooms and common spaces. Six guiding school and classroom expectations cultivate a “learning ready” environment:

- Safe Hands
- Walking Feet
- Watching Eyes/Eye Contact with Speaker
- Listening Ears/Listening to the Speaker
- Growing Minds/Growth Mindset
- Kind Words

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# Colegrove Park Elementary School Handbook

## ORGANIZATION

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### COMMUNITY INVOLVEMENT

We hope that all parents/guardians and families always feel welcome at Colegrove Park Elementary School. Our goal is to ensure that Colegrove Park is a place where students enjoy learning, where they want to come to school, where they continually gain skills and confidence, where they feel supported at all times, and where they learn to work together in a positive manner. Please contact the Principal, Amy Meehan, if you have any questions regarding the school and/or your child's education.

### SCHOOL COUNCIL

Under the *Massachusetts Education Reform Act*, each school is required to have a school council. The school council is made up of the principal, teachers, parents/guardians, and members of the community. The duties of the council are to assist the principal in adopting educational goals, identifying student educational needs, and formulating a school improvement plan.

### PARENT TEACHER GROUP

Colegrove Park Elementary School has an active Parent Teacher Group (PTG). The PTGO provides information, communication, and through its fund-raising efforts, financial support for school activities and programs. PTG meetings are held monthly and/or on a quarterly basis and notices are sent home prior to each meeting. Parents/guardians and teachers are encouraged to participate in these meetings.

### VOLUNTEERS

Community volunteers are welcome and very much appreciated at Colegrove Park Elementary School. We are very fortunate to have dedicated, student volunteers from both Williams College and MCLA. We are thankful for the volunteers who work with the school and in our classrooms. Please notify the school principal if you would like to become actively involved in our school community as a volunteer.

### WELCOME CENTER

Colegrove Park Elementary School works in conjunction with the Welcome Center, housed at Brayton Elementary School. The Welcome Center brings awareness of community resources and provides assistance to our families looking to access them. Additionally, the Welcome Center helps organize and publicize a variety of workshops, presentations, programs and events offered within the schools and the community.

### TRANSLATION

The North Adams Public Schools will provide documents to parents, guardians and students in a language that makes the document accessible. Documents will be posted in the known prevalent languages in the District. If you require a document in a language not listed, contact the district English Learner coordinator, Elizabeth Whitman at [ewhitman@napsk12.org](mailto:ewhitman@napsk12.org) or call 413-662-3255.

## NON-DISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness. If someone has a complaint or feels that they have been discriminated against because of their age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness, their complaint should be registered with the Title IX compliance officer

## SCHOOL OPERATIONS AND GENERAL INFORMATION

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### SCHOOL HOURS

Students should not be dropped off or report to school unattended until the school opens at 8:25 a.m. when the school day starts. Breakfast in the Classroom starts at 8:25 a.m. Students begin the school day in their homebase, where breakfast is served. Academic school hours are from 8:40-2:55. Students can enter the building and be supervised in their classroom beginning at 8:25 a.m. Students are encouraged to arrive at school no later than 8:40 and will be marked tardy if they arrive after 8:40. Students are dismissed from school at 11:30 a.m. when there is an early release day.

### SCHOOL CANCELLATIONS AND DELAYS

If school is cancelled or delayed, announcements will be made on local radio and television stations, as well as social media and through the emergency contact numbers provided by the families to the school. If it is necessary to dismiss students during the school day, every attempt will be made to notify parents/guardians through announcements on the radio and/or by telephone.

## STUDENT DRESS

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

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

This does not mean that student, faculty, or parent/guardian groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

## LOCKERS

Each student will be assigned a hall locker. They are for the individual use of students and should not be shared. All students must realize the importance of proper locker security. There is no expectation of privacy for student lockers. Because the locker is the property of the school and not the student, the administration has the right to open and examine the contents of a student's locker at any time. The use of the locker is entrusted to the student, and it is the obligation of each student to keep the locker neat, orderly, free of marks/writing and secure at all times. The school does not supply locks for lockers. Students are solely responsible for items stored in lockers; valuable and important items should not be stored in lockers. The school is not responsible for any loss or theft that occurs from a locker – or from their possessions.

A student may supply a lock for his/her locker; however, the school requires access to the locker at all times. Students must provide the Dean of Students with either a key to the locker or the combination to the locker. The lock may be cut off if the locker cannot be accessed when needed.

## SAFETY DRILLS

Unannounced fire and safety drills are routinely practiced throughout the year under the supervision of the Massachusetts State Police, and the North Adams Fire and Police Departments. During a fire drill, everyone must leave the building. The School Safety Management Team coordinates the planning for all safety drills in the building.

## ATTENDANCE AND ENROLLMENT

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### REGULAR ATTENDANCE

ALL STUDENTS ARE REQUIRED BY LAW TO ATTEND SCHOOL EVERY DAY THAT SCHOOL IS IN SESSION.

Massachusetts State Law states that a student under 16 years of age may not be absent more than seven (7) unexcused day sessions in a six (6) month time period. Parents/guardians are required under the law to ensure regular school attendance of their children and are subject to a fine for failure to comply with the law.

The North Adams School District encourages good school attendance, since only through regular attendance can a student take full advantage of the educational opportunities offered. We believe in a direct and positive correlation between good school attendance and academic success. Students are expected to be in attendance every day of the school year. The school system does, however, recognize that occasional absence from school is unavoidable and legitimate.

Chapter 76, Section 2 of Massachusetts State Education Law states that "every person in control of a child. shall cause him to attend school as therein required, and if he fails to do so for seven day sessions or fourteen half-day sessions within any period of six months, he shall on complaint by a supervisor of attendance, be punished by a fine..." The only



acceptable reasons for absence are illness, religious observance, death of a family member, hazardous weather, health treatment, legal business or significant personal reasons judged excusable by the parent(s)/guardian(s) and the administration.

If a student is going to be absent, parent(s)/guardian(s) are to call the school before 9:00 a.m. This procedure is to ensure the safety of the children. If a parent or guardian does not call the school will contact them at home or at work.

When a student returns to school after an absence, they must bring with them a note written by their parent/guardian indicating the reason for the absence. If a student is to be dismissed during the school day, he/she must bring a note from their parent/guardian. If possible, medical and dental appointments should be scheduled after school hours.

### ***NOTIFICATION OF ABSENCES***

Parents and guardians will be notified and/or contacted with the following information related to the student's attendance. Incremental attendance letters will be mailed home indicating student absenteeism will be mailed home.

### ***NOTIFICATION/DOCUMENTATION points of emphasis:***

1. Letters will include Massachusetts State Law and possible course of actions the school may pursue with the Department of Social Services and/or Juvenile Court.
2. The school requests a timely response by parents/guardians by phone or by meeting with school personnel to address attendance concerns and work collaboratively with the student/family to improve attendance.
3. Prompt documentation (see listed outlined circumstances to document in above attendance policy) within seven days is requested and must be submitted to the Main Office.

### **ENTRANCE REQUIREMENTS**

Students entering kindergarten must be five years old by August 31 of the year that they enter. Parents/Guardians of students entering kindergarten must provide evidence of a birth date, as well as a record of current immunizations, lead screening and physical.

### **TRANSFERS**

Parents/Guardians of students transferring from other school systems will be asked to sign a record release form to enable Colegrove Park Elementary School to obtain the student's records.

### **CONTACT INFORMATION & CHANGE OF ADDRESS**

In the event a student moves to a new address during the school year, the school office must be notified. If you move out of North Adams, but wish to have your child still attend Colegrove Park, you need to complete a school choice form which may be obtained at the Superintendent's office or on our website. Should you move out of the Colegrove Park district but within North Adams, you will need to enroll your child at the appropriate school. Families may be asked to document re-verify proof of residency as needed.

To update our files, we request that you notify the school office when you change any of your contact information, including: your address, telephone number, email address, or emergency contact information. It is very important that we have up to date contact information for every student in order to maintain two-way communication with each family. Please provide two contact numbers in case of an emergency situation.

# STUDENT LEARNING

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## CURRICULUM

Curriculum information can be found on the right hand side of our district web page, [www.napsk12.org](http://www.napsk12.org) The North Adams School Committee has approved all textbooks used in the elementary school.

Students are expected to participate in all school programs and activities unless excused because of physical or religious reasons. Parents/guardians should contact the principal or their child's teacher if they have reservations about their child participating in specific programs or activities.

## CURRICULUM REVIEW AND CIVIL RIGHTS CRITERION

North Adams Public Schools ensures that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. (Adopted from Massachusetts Department of Elementary and Secondary Education Civil Rights Criterion)

To meet required criterion, individual teachers are also asked to evaluate personal stories and sharings to allow for balance and context. The District's Curriculum Team evaluates materials prior to adoption or inclusion into the list of approved resources that can be accessed by teachers in support of learning.

## REPORT CARDS

Kindergarten Report cards are sent home three times a year starting with the second term in January. Kindergarten parents/guardians receive this information during the November parent/teacher conferences.

In grades 1-6, report cards are issued four times a year, approximately every nine weeks. The first report card will be issued during a conference between a parent/guardian and the child's teachers in November.

In grade 2-6 progress reports are sent home halfway through each quarter to provide an update to families on their child's academic progress. No progress reports are sent home for students in grades K and 1. All parents/guardians are encouraged to contact your child's teacher at any time with questions or concerns about your child's progress.

## HOMEWORK

Homework is an important part of the curriculum. Teachers assign homework to extend work being done in the classroom and to assist the development of work habits through independent practice.

Homework also provides information to the parents/guardians about the instruction and lessons that are taking place in the classroom during the school day. The expectation is that parents/guardians and families will help to support the completion of homework. If you have any questions or concerns with homework, please contact your child's teacher or the school principal.

## TESTING

All students are tested in reading fluency and math using the FastBridge Assessment System in September, January, and May. FastBridge is an online assessment system that will support teachers in monitoring student progress and designing interventions and enrichment opportunities for our students in literacy, math and social-emotional learning.

Students in grades 3-6 are given the state-mandated Massachusetts Comprehensive Assessment System (MCAS) tests in the spring to measure their academic improvement during the school year in English language arts and math. Grade 5

students also take a science and technology assessment. Data from all testing is analyzed and used to target student needs in order to plan future instruction.

## **PROMOTION**

The North Adams Public School District has a written promotion policy. Students must meet the criteria of this policy to be promoted. Parents/guardians will be notified on the third report card should their child be in danger of not being promoted. Teachers and families will meet to develop a plan for success for students in danger of not being promoted.

## **TITLE I READING SUPPORT**

Currently, Colegrove Park Elementary School qualifies for Title I, a federally funded program, which provides reading reinforcement to students who qualify.

## **AFTER -SCHOOL PROGRAM**

Program offerings are sent home at the beginning of each session (typically October and February) and student placement is reserved on a first-come-first-served basis.

## **ELECTRONIC DEVICE USE**

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The North Adams Public School Committee recognizes that electronic devices are a part of our everyday life. These rapidly evolving technologies play an important role in safety, communication, education, and employment. Appropriate use of technology empowers all learners with the ability to independently access information, communicate ideas, and promote student responsibility for learning. Possession and use of personal electronic devices at school, or on school property is a privilege, not a right. The North Adams Public Schools are not responsible for any lost, stolen, or damaged personal electronic device brought on school property. Students who choose to bring personal electronic devices to school, on school property, including buses, or to school sponsored events, agree to the following policy:

Electronic device use in grades Prekindergarten - Grade 6:

In grades prekindergarten through six, the expectation is that all personal or non-school issued electronic devices will be off and put away during school hours. Only school issued electronic devices will be used by students under supervision of a teacher or other supervising staff member. Students who violate this policy may be subject to educational talks, warnings, loss of privileges, afterschool detentions, etc.

Repeated, chronic offenses may result in in-school and or out-of-school suspension.

## **ARRIVAL & DISMISSAL**

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### **WALKING TO AND FROM SCHOOL**

Children who walk to school are expected to follow the school directed route to and from school unless special permission has been granted by the principal or dean of students. All Pre-K to Grade 2 students enter Colegrove Park via the bus loop/playground area and enter through the ground floor doors. Students in Grades 3-6 enter through the main entrance. Visitors must use the main entrance. Students who arrive late to school must sign in at the Main Office. Dismissal time is 2:50 p.m. with bus students dismissed first, followed by pick-ups and walkers. Parents are not allowed to go to the classroom to pick up a child or wait in the main hallway. Due to office space restrictions, we ask that parents/guardians meet their children outside, in an effort to avoid overcrowding the office. Walkers and students who are getting picked up by a parent will be dismissed after the buses depart the school. Please obey posted rules of school

conduct and follow our safety rules while in the building to assist our efforts to maintain a positive and safe school environment.

## **BUS STUDENTS**

Bus routes and bus stops are determined in collaboration with the bus company. Prior to the start of the school year, the bus schedule is listed in the local newspaper and posted to the district website. No one is allowed to ride on a bus to which they have not been assigned.

\*The school must be notified in writing if any changes in dismissal are requested for walkers and/or bus students.

Students transported in a school bus shall be under the authority of the school district and under the control of the bus driver, a legal representative of the school. Students are to obey the bus driver while entering, riding, and exiting the school bus.

Students are expected to:

1. Remain seated
2. Respect the property of others, including the bus itself
3. Be courteous to the driver and other passengers
4. Keep the bus clean
5. Have safe hands and feet and keep them inside the bus windows
6. Keep all items inside the bus at all times – including trash which should be deposited in the proper receptacle at the front of the bus
7. Keep voices low so that the driver is not distracted and can get attention if necessary
8. Follow rules of respect and kindness

Continual misbehavior on the bus will result in progressive disciplinary actions including parental notification, suspension, or permanent withdrawal of bus privileges. Parents/guardians will be contacted to discuss the incident and to discuss a safety plan to prevent further incidents. Continued unsafe behaviors will result in progressively more substantial consequences at the discretion of the school administration up to and including suspension or withdrawal of bus privileges.

## **BICYCLES**

All who chooses to ride bicycles to school are solely responsible for the care of property, the observation of safety rules, and in the display of courtesy and consideration towards others. The District assumes no liability for injuries occurring on or off school property, and does not assume any responsibility for the security of bicycles, whether stored on or off school grounds. Students who ride bicycles to and from school must have written consent from a parent or legal guardian, and must agree to the conditions listed below. It is the sole responsibility of parents/guardians to make students aware of these rules and conditions and the safety reasons supporting them.

The District requires that students and their parents/guardians ensure that student using bicycles for transportation to and from school follow bicycling state law and safety guidelines, and always use common sense and good judgment. It is the responsibility of parents/guardians to ensure that all students wear a properly fitted helmet when riding a bicycle to and from school.

Parents/guardians are responsible for ensuring that children in 3rd grade and below are accompanied by an adult when bicycling to or from school, as well as complying with applicable laws and the requirements set forth in this policy. Parents/guardians are strongly cautioned to exercise great care and supervise carefully if children of this age wish to bicycle to school.

The District provides bicycle education in Grade 3 to teach traffic skills and rules as well as improved judgment in individual and group bicycling. The District requires that every child take this training or a similar bicycle safety course before riding in traffic.

While at school, students must comply with these rules:

1. Bicycles may not be ridden on school grounds during arrival and dismissal; they must be walked
2. Bicycles must be parked in the racks provided. Students must bring and use bicycle locks
3. Helmets must be stored in a locker, backpack or attached to bicycle
4. Students are not to interfere with any bikes, helmets or other equipment (steal, unlock quick releases, bounce helmets, etc.)

The School District/Committee or its subsidiaries are not liable for any equipment or property damage or loss.

## WELLNESS

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### BREAKFAST AND LUNCH

Colegrove Park Elementary School has a breakfast and hot lunch program. Menus are planned by the school district food service manager, Corbett Nicholas, and can be found on our school web page.

Breakfast and lunch are free for all students in the North Adams Public Schools. All foods made available on campus will comply with the current USDA Dietary Guidelines for Americans and the Massachusetts À la Carte and Beverage Standards. Food providers will take every measure to ensure that student access to foods and beverages meets federal, state and local laws and guidelines. If a child wishes to bring a lunch from home, he/she may purchase milk. If a child would like an additional school lunch, there is a charge for the second lunch. Glass containers and soda are not permitted.

Breakfast is served in the classroom beginning at 8:25 a.m. Children can also bring snacks from home, but these snacks should adhere to healthy choice guidelines.

All of North Adams Public Schools participate in the Community Eligibility Program. This program allows the district to offer one free breakfast through the USDA National School Breakfast Program and one free lunch through the USDA National School lunch Program to all students daily free of charge. All other additional food purchases by students must be paid in full with cash or account funds at the time of purchase. Children can also bring snacks from home, but these snacks should adhere to healthy choice guidelines.

### CELEBRATIONS

Classrooms shall omit food and beverages from classroom holiday and birthday celebrations during the school day. Each elementary school will celebrate "Birthday Friday" once per month with a special nutritionally compliant treat provided by the food services department for all students.

### REWARDS

North Adams Public Schools employees and volunteers shall not use foods or beverages as a reward in the classroom or common area for academic performance or good behavior. Students that have food-based accommodations in their IEP or 504 plans will be exempt. Parents/guardians, teachers, and staff are encouraged to think creatively and utilize non-food rewards. Additional non-food reward suggestions can be found on the NAPS website Food Services Department Wellness tab.

## RECESS

Recess is a necessary break in the day for optimizing a child's social, emotional, physical, and cognitive development. Students will engage in a daily recess period for a minimum of 20 minutes. Weather and safety factors permitting, students will have outdoor recess daily. At times, when it is determined by administration that safe play may not occur outside, recess time will be held inside. Teachers or monitors supervise the playground, gymnasium, open space of Colegrove Park and homebase activities. Please see that your child is dressed for outdoor play, including appropriate footwear and outdoor gear especially during the winter. Outdoor recess is held unless it is below 10 degrees, or if conditions outside are unsafe. During lunch and on the playground, children are expected to abide by the rules established for safe and appropriate behavior. They are also expected to follow the directions of the staff supervising these activities.

Continual misbehavior at lunch and/or on the playground could result in community service, restorative practice, after school detention, or possible in-school suspension or suspension from school. When students exhibit significant and/or repeated safety concerns for themselves/others during lunch/recess time, they may be referred to the administration. Recess may be withdrawn only as a consequence of a student's behavior when that behavior jeopardizes the health and safety of the student or others, and only after all other means of addressing the behavioral issue have been exhausted.

## STUDENT RULES, BEHAVIOR AND DISCIPLINE

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### STUDENT CONDUCT

It is expected that teachers will maintain a safe and orderly environment by utilizing a variety of classroom management techniques. Actions that are disrespectful, constitute a refusal, and are disruptive or unsafe will not be tolerated. Deans of Students will assess each individual situation and apply educationally sound interventions/consequences for violations of student code of conduct and ensure compliance with federal and state laws: Individuals with Disabilities Education Act (IDEA), Family Educational Rights and Privacy Act (FERPA), and Section 504.

At Colegrove Park Elementary School, we believe that our students can be READY LEARNERS. Ready learners are respectful, responsible and resilient. It is through these shared values promoted by the North Adams Public Schools, our school teaching and learning community works with our children to build the skills and competencies to be ready learners.

#### *RESPECTFUL LEARNERS:*

- I can learn as part of community by taking care of myself, others and materials.
- I can demonstrate empathy and the power of a genuine apology.
- I can learn as part of a community with members that have differing opinions, cultures, likes and dislikes.
- I can recognize when someone needs assistance and support them.
- I can listen, encourage, lead and be helpful to create a positive learning environment.

#### *RESPONSIBLE LEARNERS:*

- I can own my decisions and behavior, and accept the results.
- I can do what's right even when no one is looking, and I ask questions when I'm not sure what is right.
- I can equip myself with the necessary intellectual, social and material resources to learn.
- I can take steps to problem-solve without blaming others, and I can reflect on the cause-and- effect of my actions.
- I can work collaboratively with others by sharing information, listening to others, and acknowledging various points of view.

### ***RESILIENT LEARNERS:***

- I can finish what I start by learning from challenges I experience.
- I can ask for help when I need it.
- I can help others in a positive way when they need it.
- I can be present with my body, my heart and my mind to learn.
- I can take risks that help me grow.

Colegrove Park Elementary School works with students to frame behaviors that may interrupt teaching and learning into tiers to determine appropriate responses and interventions. They are outlined as:

#### **Tier I:**

Tier 1 student behaviors typically manifest as refusals and/or disruptions, which impedes orderly classroom procedures or interferes with the orderly operation of the school. An adult or staff member in the classroom manages these behaviors.

#### **Tier II:**

Tier 2 student behaviors typically manifest as refusal and/or disrespect, where the frequency or seriousness of the behavior disrupts the learning climate in the classroom. These infractions, which usually result from the continuation of Tier I behaviors and require the intervention of personnel (Student Support Center staff) and occasionally the administration because the application of Tier I consequences/interventions has yet to improve student behavior. Also included in this level are behaviors, which do not represent a direct threat to the health and safety of others, but the educational consequences are serious enough to require intervention and/or redirection.

#### **Tier III:**

Tier 3 student behaviors typically manifest as refusals and/or safety concerns, where student actions are directed against a person(s) and/or behaviors that warrant immediate intervention. These acts may require assistance from outside agencies including law enforcement. All Tier 3 behaviors/actions require staff to immediately contact the Main Office to report the incident.

### **STUDENT SUPPORT CENTER**

Any student having difficulty engaging in their learning, following classroom norms/I Can Statements, school values and rules and /or behavioral competencies will be referred to the Student Support Center after it has been addressed by the teacher through logical consequences and Tier 1 behavioral strategies. A trained assistant will work with the child to assist their ability to understand the impact of their actions, choices and behavior. The child is then taught through discussion, problem-solving and use of self-management strategies how to best avoid that behavior. Parents/guardians may be notified by the classroom teacher when a student is sent to the Student Support Center. The Student Support Center is also used for breaks and/or check-ins scheduled by the administration in order to proactively help students make responsible choices throughout the school day.

### **DUE PROCESS FOR SUSPENSIONS**

#### ***NOTICE OF PROPOSED SUSPENSION***

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

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal/dean of students 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/dean of students must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

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

#### *SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION*

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

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

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

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

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



### *LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION*

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student, and parent or guardian if present, 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:

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;

- i. 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;
- ii. 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
- iii. the right to cross-examine witnesses presented by the school district;
- iv. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

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

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

### *APPEAL OF LONG-TERM SUSPENSION*

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

### *EMERGENCY REMOVAL*

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

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

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

A principal will 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.

### *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.

As an alternative to short-term out of school suspension, the 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/guardian 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/guardian 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/guardian 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/guardian of the in-school suspension.

The principal shall send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent/guardian 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/guardian for school communications, or by other method of delivery agreed to by the principal and the parent/guardian.

#### *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.

## **SCHOOL-WIDE EDUCATIONAL SERVICES PLAN**

### **EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER MGL SECTIONS 37H, 37H1/2 AND 37H3/4:**

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent/guardian of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below. The principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

## **DISCIPLINING STUDENTS WITH DISABILITIES**

Although all students are expected to meet requirements of the Student Discipline Code as set forth in this handbook, if the TEAM has determined that a student cannot be expected to meet this Code, it shall be documented in the student's Individualized Education Program (IEP), or a 504 Plan. All alternative approaches to the Code must be listed in the student's IEP, or a 504 Plan. A student who has an IEP, or has been considered to be in need of special education, may be disciplined and/or suspended in the same manner as a non-eligible student for any period if it does not exceed ten (10) cumulative days in the school year. Before a suspension of a special education student that goes beyond ten (10) cumulative days, a Manifestation Determination shall be made at a TEAM meeting; a Functional Behavioral Assessment may be completed as well by a Student Service staff person. If all the process requirements set forth for the Manifest Determination have been met, then the TEAM has one of two choices to make based on the answers to two (2) questions. These questions are: (a) "Was the conduct in question caused by, or did it have a direct and substantial relationship to the student's disability?" and (b) "Was the conduct in question the direct result of the school's failure to implement the student's IEP?" The TEAM may determine that the conduct was not a manifestation of the student's disability, and the student may be disciplined in the same manner as a non-eligible special education student, such as being excluded for more than ten (10) days. In cases involving removals for behavior not found to be a manifestation of the student's disability, the IEP TEAM shall also establish how the special education services will be provided when the student is excluded. If the IEP TEAM determines that the behavior creating the need for exclusion is a manifestation of the student's disability, the TEAM must take immediate steps to remedy those deficiencies in the student's IEP, or placement, and/or in their implementations in order to better address the behaviors and prevent them from recurring.

The above rights also apply to students who have 504 Plans, and whose behavior may be a manifestation of their disability. Whether or not the student's conduct/behavior is a manifestation of the disability, the student may be placed in an intermediate alternative educational setting if there is documentation of carrying or possessing a weapon at

school, on school premises, or at a school function, of knowingly possessing, using, selling, or soliciting the sale of a controlled substance while at school, on school premises, or at a school function; or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

The above rights also apply to students who have been referred for special education services, even if it has not been determined if the student is eligible of special education services at the time of the infraction of the Code. If it is deemed that the school knew, or should have known, that the student was in need of special education services at the time of misconduct under consideration, then the same protections may apply to those students. As consistent with Massachusetts General Law c.76 s.5 "The North Adams Public Schools adheres to nondiscrimination in the student disciplinary process." All appeals about discipline cases can be made directly to the Bureau of Special Education Appeals.

Contact information is as follows:

Bureau of Special Education Appeals,  
Massachusetts Division of Administrative Law Appeals 350 Main Street,  
Malden, MA 02148  
781-338-6400

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.
2. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination shall be done.
3. A student with a 504 plan may not be disciplined beyond ten days if his/her conduct is a manifestation of his/her disability.

## DRUG AND ALCOHOL POLICY

It is a violation of state law and school rules, and a threat to the welfare of others at school, for anyone to possess, use, sell or distribute alcohol or drugs on school grounds or at school sponsored activities at any time. Violations will result in disciplinary action as determined by the administration, as well as attempts to offer the student assistance in identifying and treating alcohol and drug related problems.

Substance Abuse Evaluations are available by specialists at Mental Health and Substance Abuse Services of the Berkshires (MHSAB). Students participating in this service because of a violation of school policy are expected to sign a release of information from concerning treatment recommendations to the school adjustment counselor. These evaluations are scheduled promptly to allow re-entry to school. To request and evaluation, call 664-4541 and speak to the receptionist for the substance abuse department.

## NO SMOKING POLICY

State law prohibits smoking in school buildings, on school grounds, and on school buses.

Massachusetts General Law states that: "The superintendent of every school district shall prohibit the use of any tobacco products within the school building, the school facilities, on the school grounds, or on the school buses by any individual, including school personnel." Students caught with tobacco products at school will receive disciplinary consequences including but not limited to office detention, internal suspension, external suspension, extended detention, and Saturday School.

In addition, a fine may be imposed by the City of North Adams. A student may have the suspension waived if the student and his or her parent or guardian enrolls the student in a school approved smoking cessation program offered in the community.

The use of vaporizers, Juuls, electronic cigarettes, or the equivalent are also prohibited in the school building or on school grounds and are considered tobacco products for the purposes of this policy. Students caught with such devices will be subject to disciplinary action by the administration including but not limited to office detention, internal suspension, external suspension, extended detention, and Saturday School.

## **HAZING**

Hazing of students is strictly prohibited by the Massachusetts General Laws. Furthermore, the North Adams Public Schools prohibits hazing on school grounds, buses, and at school-sponsored events. A student involved in hazing as a participant or organizer will receive disciplinary consequences including but not limited to office detention, internal suspension, external suspension, extended detention, and Saturday School.

Massachusetts General Law, Chapter 269, Sections 17-19 strictly prohibits any type of hazing or initiation into any student organization which will endanger, either physical or mental, a student's person. The law specifically states:

Section 17: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term hazing as used in this section and in sections eighteen 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 person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this section.

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen 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.

## **CORPORAL PUNISHMENT**

School staff may not hit, spank, or physically punish students. However, reasonable force can be used by staff members to protect students, other persons, or themselves from an assault by a student.

## **BULLYING PREVENTION**

The North Adams 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" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, 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/guardians 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 ground
- 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 North Adams Public Schools;

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 North Adams School District if the act or acts in question:

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

## **BULLYING PREVENTION AND INTERVENTION PLAN**

The Superintendent and/or his/her designee shall oversee the development of a 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 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.

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

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

#### *INVESTIGATION PROCEDURES*

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

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

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

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

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

The investigation shall be completed within fourteen 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. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

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. A monthly report shall be provided to the Superintendent.

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

#### *RETALIATION*

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

#### *TARGET ASSISTANCE*

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

#### *TRAINING AND ASSESSMENT*

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

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

#### *PUBLICATION AND NOTICE*

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

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

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

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

### **ADDENDUM TO BULLYING PREVENTION POLICY**

#### **Reporting, Investigation and Response to Bullying and Retaliation**

- (a) Reporting from Faculty/Staff - as detailed in the Faculty/Staff Handbook.
- (b) Reporting by Students, Parents or Guardians, and Others
  1. Parents, guardians and other students serve a paramount role in protecting students from bullying and harassment. Students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation are expected to report it to the principal or dean of students.
  2. Parents, guardians, and students may make a verbal report or written report to the principal or dean of students and may be assisted in completing a Bullying Prevention Incident Report Form by the administrator.
  3. The Bullying Prevention Incident Report Form may be downloaded from the school and district webpage and is also available in common office areas.
  4. Reports may be made anonymously by parents, guardians, students and others but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.
- (c) Investigation Upon the receipt of a report, the principal or dean of students will:

1. Take initial steps to restore a sense of safety and prevent further incident to the targeted student(s).
  2. Follow the procedures indicated in the Flow Chart for Investigating Bullying that is aligned to the Bullying Prevention Incident Report Form. If the form has not been completed, the principal/dean of students will complete. This procedure includes gathering information about the time, location, etc., interviewing witnesses, interviewing the target, interviewing the alleged aggressor, checking the disciplinary record for prior incidents of harassment, bullying or retaliation and making a determination whether bullying or retaliation has occurred.
  3. If the report involves students from another school or school district, the principal of that school will be notified by telephone.
  4. If, at any point during an investigation, the principal/dean of students has a reasonable basis to believe that criminal charges may be pursued, the School Resource Officer will be consulted and the North Adams Police will be notified.
- (d) Response If it is determined that bullying or retaliation has occurred, the principal/dean of students will take the following steps to prevent recurrence and to ensure that the target is not restricted in participating in school:
1. Assign disciplinary consequences to the aggressor per the student handbook code and implement aggressor interventions per the Safety Plan (Appendix E).
  2. Complete or refer to the school counselor to complete the Safety Plan with the targeted student and to assure for follow up to the Safety Plan (Appendix E).
  3. Promptly notify the parents/guardians of the aggressor and the target about the results of the investigation and about what actions are being taken to prevent further acts
  4. Notice to parents/guardians must comply with state and federal privacy laws and regulations.
  5. If indicated, refer the target and family and the aggressor and family to the school counselor to assess need for counseling or referral.
  6. Follow up with the aggressor to review progress.
  7. Submit report to principal and superintendent.
  8. It is the responsibility of the principal and deans to consider if reports of harassment, bullying and other conduct also constitute discriminatory harassment per federal and state civil rights regulations or laws. If the behavior causes a hostile environment, the school may be obligated to extend the scope of the response beyond the interventions with the target and aggressor. For example, a more comprehensive response could include: convening the emergency response team or instructional leadership team to plan response, re-education to students and staff about expectations for behavior and policies against discrimination, conducting outreach to members of the targeted group to identify problems, holding classroom discussions and staff training to increase awareness about discrimination, re-posting information about how to report harassment violations and contact information for the district civil rights coordinator, reviewing policies for needed revisions, increasing supervision in identified areas, etc.
  9. If the targeted student or parent/guardian are not satisfied with the determination of the investigation, they can appeal to the superintendent. Targeted students are expected to report any reoccurrences or retaliatory behaviors by the aggressor.

## **ANTI-DISCRIMINATION & ANTI-HARASSMENT (DRAFT – PENDING SCHOOL COMMITTEE APPROVAL)**

The North Adams 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.).

Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment

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.

#### *CIVIL RIGHTS AND TITLE VI COORDINATOR:*

Thomas Simon, Director of Student Support Services  
North Adams Public Schools  
10 Main Street, Second Floor  
North Adams, MA 01247  
413-776-1670 ext. 2  
[tsimon@napsk12.org](mailto:tsimon@napsk12.org)

#### *TITLE IX COORDINATORS:*

Thomas Simon  
Director of Student Support Services  
North Adams Public Schools  
10 Main Street, Second Floor  
North Adams, MA 01247  
413-776-1670 ext. 2  
[tsimon@napsk12.org](mailto:tsimon@napsk12.org)

Dr. Kimberley Roberts-Morandi  
Director of Curriculum, Instruction and Assessment  
North Adams Public Schools  
10 Main Street, Second Floor  
North Adams, MA 01247  
413-776-1667  
[kroberts-morandi@napsk12.org](mailto:kroberts-morandi@napsk12.org)

The school will have both a male and female Title IX Coordinators. The contact information for the Title IX Coordinators will always be prominently displayed on the school's website.

#### *SECTION 504/TITLE II COORDINATOR:*

Thomas Simon, Director of Student Support Services  
North Adams Public Schools  
10 Main Street, Second Floor  
North Adams, MA 01247  
413-776-1670 ext. 2  
[tsimon@napsk12.org](mailto:tsimon@napsk12.org)

### 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

**Notice:** 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. Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

**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 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

Schools must create and maintain records documenting every Title IX sexual harassment complaint. Records relating to complaints of sexual harassment must be kept in accordance with the records retention schedule. Such records include: records of a school's investigation (including complaints (formal and informal), 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.

#### PHYSICAL RESTRAINT

The North Adams Public School District complies with Massachusetts regulation 603 C.M.R. 46.00 et seq.. Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate. Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement.



# STUDENT SUPPORT SERVICES

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## HEALTH SERVICES

### *SCHOOL NURSE*

A school nurse has been assigned to our school. The School Nurse serves under the supervision of the School Nurse Leader and the Building Principal. The School Nurse and the School Nurse Leader are available to teachers, students, and parents/guardians during school hours in regard to the health or welfare of a student.

### *IMMUNIZATIONS*

Records of immunizations are reviewed by the nurse to ensure compliance with the Commonwealth's laws.

### *VISION AND HEARING*

Vision and hearing tests are given each year to all students. Appropriate referrals are made to parents/guardians if a child fails the test.

### *POSTURAL SCREENING*

Postural screening is conducted on all children in grade five. Appropriate referrals are made to the parents/guardians if there is a positive finding.

### *MEDICATION*

If a child requires medication during school hours the following steps must be followed:

1. The parent/guardian must sign the permission slip provided by the school
2. The medication must be in a properly labeled pharmaceutical container. It must be brought to the School Nurse by the parent/guardian.
3. A written, signed and dated request from the physician which indicates dosage, time and method of administration must be included.

### *REPORTABLE DISEASES*

If a student is absent from school from contacting measles, mumps, or chicken pox parents/guardians are to notify the school nurse. The school is required to report these diseases to the Department of Health.

### *CONTAGIOUS DISEASES*

If a student is absent from school because of a contagious disease and under the care of a physician, a note from the physician is required before the student can return to school.

### *ILLNESS OR ACCIDENT*

If a child is not well enough to remain in school, the parent/guardian will be notified and expected to provide or arrange for the child to be transported home.

## SCHOOL ADJUSTMENT COUNSELOR

A school adjustment counselor is available for individual or group counseling, for consultation with parents/guardians and teachers, and for crisis intervention. A student may be referred to the counselor for an initial evaluation. If it is

determined that the student would benefit from counseling, then a permission form will be sent to the student's parent/guardian for their signature and approval.

## ENGLISH LEARNER SUPPORT

In accordance with the Department of Elementary and Secondary Education guidelines, students who may be English Learners (ELs) are identified and assessed with regard to their level of English proficiency upon their enrollment in the school district. Parents/guardians should be sure to indicate the possible need for such services upon registration. The school district provides a variety of services, both direct and consultative, to students who are English Learners. Translation of important documents or interpretation during important meetings is available when parents or guardians of students have limited English language skills.

## SPECIAL EDUCATION

For a child who has learning, social, emotional and/or physical disabilities, support services are available. The school will use the Instructional Support Team as a proactive support for the classroom teacher and student to close any potential achievement during regular, core instruction. Referrals for an evaluation of the child's disability may be made by the parents/guardians, physician, teacher, or principal. Before a child is evaluated, a permission form must be signed by the child's parent/guardian. Once an evaluation has been completed, a team meeting is held to determine if support services are needed. If services are required, then an Individual Educational Plan is developed.

## SECTION 504 ACCOMMODATIONS

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working;
2. Has a record of such impairment; or,
3. Is regarded as having such an impairment

The North Adams School District acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school district. Under Section 504, the school district has the responsibility to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or person in parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to a hearing with an impartial hearing officer. Any questions may be directed to:

### *SECTION 504/TITLE II COORDINATOR:*

Thomas Simon, Director of Student Support Services  
North Adams Public Schools  
10 Main Street, Second Floor  
North Adams, MA 01247  
413-776-1670 ext. 2  
tsimon@napsk12.org

## EDUCATIONAL STABILITY

### *STUDENTS EXPERIENCING HOMELESSNESS*

As required by law, the district will work with homeless children and youth and unaccompanied youth 1 (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

### *STUDENTS REMAINING IN SCHOOLS OF ORIGIN*

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

### *STUDENTS ENROLLING IN DISTRICT WHERE SHELTERED OR TEMPORARILY RESIDING*

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent/guardian or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

### *DISPUTE RESOLUTION*

If the district disagrees with a parent/guardian or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent/guardian, in writing and in a language the parent/guardian can understand,<sup>2</sup> the rationale for its determination and provide parent/guardian with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education <sup>3</sup>. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent/guardian or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

### **STUDENTS IN FOSTER CARE**

Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

### *BEST INTEREST DETERMINATION*

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

#### *TRANSPORTATION*

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

#### *IMMEDIATE ENROLLMENT*

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

## NOTICE OF POSSIBLE PUBLICATION OF CERTAIN STUDENT INFORMATION

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Throughout the year information such as student's name, class, honors and awards, participation in sports/activities, projects, photos or video productions may be publicized. Please notify your child's school, IN WRITING, if you do not want the school to disclose information about your child without prior written consent. YOU MUST RE-SUBMIT THIS WRITTEN NOTIFICATION ANNUALLY.

If you submit such written notification NOT to publish information about your child, this will cover ALL the information listed above, including publication of honors and awards. You CANNOT selectively release some information but prohibit the release of other information.

\*Section 9528 (Armed Forces Recruiter Access to Students and Student Recruiting Information on the No Child Left Behind Act) requires schools receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide students' names, addresses and telephone listings to military recruiters when requested. Parents/guardians may opt out of section 9528 by specifying this in a written request not to publicize any student information (as stated above). If you agree to allow student's information to be publicized as described above, you are, BY LAW, consenting to Section 9528 also.

**North Adams Public Schools  
School Calendar 2021-2022**

<b>September 2021 (18)</b>				
M	T	W	TH	F
		X	2*	3*
X	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

<b>February 2022 (15)</b>				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
X	X	X	X	X
28				

<b>October 2021 (20)</b>				
M	T	W	TH	F
				1
4	5	6	7	8
X	12	13	14	15
18	19	20	21	22
25	26	27	28	29

<b>March 2022 (23)</b>				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

<b>November 2021 (18)</b>				
M	T	W	TH	F
1	X	3	4	5
8	9	10	X	12
15	16	17	18	19
22	23	24	X	X
29	30			

<b>April 2022 (16)</b>				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
X	X	X	X	X
25	26	27	28	29

<b>December 2021 (16)</b>				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	X	X
X	X	X	X	X

<b>May 2022 (21)</b>				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
X	31			

<b>January 2022 (20)</b>				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
X	18	19	20	21
24	25	26	27	28
31				

<b>June 2022 (18)</b>				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
X	21	22	23	24
27	X	X	X	

\*All Staff report to District Convocation on Sept. 2. Teacher PD on Sept. 2 and Sept. 3.

Sept. 7: First day of school for students in kindergarten through grade eight and students new to Drury

Sept. 8: First day of school for Drury students grades nine through twelve

Early release days for students: Oct. 7 (teacher PD), Nov. 16 & 18 (parent teacher conferences, Drury 11/16 and elementary schools 11/18), Nov. 24 (Thanksgiving Recess), March 10&24 (teacher PD), June 2 (Drury High School graduation); final day of school (final day will depend on number of snow days utilized).

Schools closed for students: Sept. 2, Sept. 3, Nov. 2 (teacher PD)

**North Adams Public Schools  
School Calendar  
2021-2022**

September	(18)	02 Thursday 03 Friday 06 Monday 07 Tuesday	All staff attend District Convocation. Teachers report for professional development Schools closed, Labor Day Schools Open
October	(20)	07 Thursday 11 Monday	Early release, all schools, teacher professional development Schools closed, Columbus Day
November	(18)	02 Tuesday 10 Wednesday 11 Thursday 16 Tuesday 18 Thursday 24 Wednesday 29 Monday	Schools closed, teachers report for professional development Register balance, 45 days Schools closed for observation of Veterans Day Early release, <b>Drury High School</b> , parent teacher conferences Early release, <b>Elementary Schools</b> , parent teacher conferences Thanksgiving recess, early release Schools reopen
December	(16)	22 Wednesday	December recess, regular closing
January	(20)	03 Monday 17 Monday 27 Thursday	Schools reopen Schools closed, Martin Luther King Day Register balance, 45 Days
February	(15)	18 Friday 28 Monday	Winter recess, regular closing Schools reopen
March	(23)	10 Thursday 24 Thursday	Early release, all schools, teacher professional development Early release, all schools, teacher professional development
April	(16)	07 Thursday 15 Friday 25 Monday	Register balance, 45 days Spring recess, regular closing Schools reopen
May	(21)	30 Monday	Schools closed, Memorial Day
June	(18)	02 Thursday 02 Thursday 20 Monday  *TBA	Early release, all schools Commencement, Drury High School Schools closed, Juneteenth (not applicable if last day of school is June 17 if no snow days used) Final day of school, early release, all schools

\*The final day of school will be confirmed after April vacation: 18 days in June assumes 5 snow days used.