94 Powder Mill Road
Southwick, MA 01077
(413) 569-5951

STUDENT HANDBOOK

District website - www.stgrsd.org

2021-2022

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL COMMITTEE

Jeffrey Houle
Southwick Representative
email: jhoule@stgrsd.org

Pamela Petschke
Granville Representative
email: ppetschke@stgrsd.org

Theodore Locke
Tolland Representative
email: tlocke@stgrsd.org

Robert Stevenson
Southwick Representative
email: rstevenson@stgrsd.org

Jonathan Schantz
Southwick Representative
email: jschantz@stgrsd.org

Ryan Korobkov
Southwick Representative
email: rkorobkov@stgrsd.org

TBD
Southwick Representative

School Committee meeting dates and times can be found on the
Southwick-Tolland-Granville Regional School District website:
www.stgrsd.org

CENTRAL ADMINISTRATION

86 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 5391
superintendent@stgrsd.org

Jennifer Willard.....Superintendent of Schools
Stephen Presnal.....Director of Finance and Operations
Robin Gunn.....Director of Student Services
Jenny Sullivan.....Director of Curriculum and Instruction

SCHOOL DIRECTORY

Woodland School (Pre-K – 2).....Kimberley Saso, Principal
80 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 6598
School Hours: 9:00 a.m. – 3:20 p.m.

Powder Mill School (3 – 6).....Erin Fahey Carrier, Principal
Cherie Curran, Assistant Principal
94 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 5951
School Hours: 8:05 a.m. – 2:40 p.m.

Southwick Regional School (7 – 12).....Joseph Turmel, Principal
Serena Shorter, Assistant Principal
Michael Pescitelli, Assistant Principal
93 Feeding Hills Road, Southwick, MA 01077
Telephone: (413) 569 – 6171
School Hours: 7:35 a.m. – 2:10 p.m.

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT
2021/2022 Calendar

8/30 Staff Opening Day
8/31 Staff PD

AUGUST 2021

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Hours

	Full Day	Half-Day
SRS	7:35 am - 2:10 pm	7:35 am - 11:00 am
PMS	8:15 am – 2:40 pm	8:15 am – 11:30 am
WS	9:00 am – 3:20 pm	9:00 am – 12:00 pm

Symbols

☆ **First Day School**

No School

◯ **Half-Day for students**

9/1 First Day School 1-12
9/1 - 9/2 Kindergarten Screening
9/3 PreK Orientation
9/6 Labor Day: Offices Closed
9/7 Kindergarten Orientation
9/7 PreK First Day
9/8 Kindergarten First Day
9/24 Half-Day: Staff Collaboration

SEPTEMBER 2021

S	M	T	W	Th	F	S
			☆	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	21/21	

FEBRUARY 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28				15/110	

2/21 Presidents' Day: Offices Closed
2/21-2/25 Winter Vacation

10/11 Columbus Day: Offices Closed
10/28 Half-Day: Parent Conf.
10/29 Half-Day: Post Conf.

OCTOBER 2021

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					20/41	

MARCH 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	23/133	

3/10 Half-Day: Parent Conference
3/11 Half-Day: Post Conferences

11/11 Veterans Day: Offices Closed
11/5 Term 1 Grades Close
11/24 Half-Day: Thanksgiving Break
11/25-26 Thanksgiving Break: Offices Closed

NOVEMBER 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30			19/60	

APRIL 2022

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					15/148	

4/1 Half-Day: Staff Collaboration
4/8 Term 3 Grades Close
4/15 Good Friday: Offices Closed
4/18 Patriot's Day: Offices Closed
4/19-4/22 Spring Vacation

12/22-12/23 Staff PD
12/22-12/31 Holiday Vacation: No School
12/24 Holiday: Offices Closed
12/31 New Year's Day: Offices Closed

DECEMBER 2021

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	15/75

MAY 2022

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31			21/169	

5/27 Half-Day Staff Collaboration
5/31 Memorial Day: Offices Closed

1/3 SCHOOLS REOPEN
1/17 Martin Luther King, Jr. Day: Offices Closed
1/28 Half Day: Staff Collaboration
1/28 Term 2 Grades Close

JANUARY 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31				20/95	

JUNE 2022

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	11/180	

6/4 TBD Graduation
6/9-6/10 Kindergarten Screening
No school Kindergarten
6/14 PreK Last Day (No Snow Days)
6/15 K-12 Half Day: Last Day (180 Days)
6/20 Juneteenth Independence Day
6/22 PreK Last Day (5 Snow Days)
6/23 K-12 Half Day: Last Day (185 days)

Please Note: This calendar may be changed by School Committee action or by inclement weather conditions. Such changes will be announced as far in advance as possible. School cancellations (i.e. snow days) will extend the school year.

School Committee Approval: 3/17/2021
amc Rev 1.6

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At
Powder Mill School

We show **R**espect

We take **O**wnership

We always **C**ooperate

We are **K**ind

We have **S**elf Control

I. ATTENDANCE

Massachusetts's law requires that schools be in session 180 days per year. In accordance with the General Laws of the State of Massachusetts, Chapter 76, Section 1, every child between the minimum ages, as established by the Board of Education, shall attend a public day school or some other school approved by the School Committee for the number of days as required by the Board of Education. Also, Chapter 76, Section 2 states that: "Every person having control of a child shall ensure their attendance for the number of days as required by the Board of Education."

The above provisions clearly specify that a student must attend school every day that school is in session unless the student has a legitimate excused absence. It is the parents'/guardians' sole responsibility to see to it that their son/daughter is in school.

The school administration discourages students missing school for family vacations. Clearly, missed teacher presentations, lectures, classroom discussions, laboratory experiments, and such cannot be made up as homework. However, the reality exists that parents do take their children out of school for such trips and these absences will count against the attendance policy. When this occurs, the following procedures will be used:

- The parent(s) / guardian(s) will contact the administration in advance of the planned vacation.
- The student will be held responsible for making specific arrangements with their teacher(s) for assignments. Work will be offered to students upon their return from an absence from school. Please do not expect teachers to prepare student assignments in advance of your child's trip. All work will be offered to the student upon the return of the student to class. Full credit will be given for completed work.

CONNECT-ED PHONE MESSAGING

Families are notified of many school related topics through a phone messaging service called Connect-Ed. Some examples: unexcused absences, early dismissals and other important school messages. If you would like to have phone notification, please ensure the Office has updated contact information.

DROP OFF PROCEDURES

Powder Mill School does not open for students until 8:05 a.m. unless a student is having breakfast, in which case, they may report directly to the cafeteria at 7:45 a.m. Due to a lack of adult supervision, children can not enter the building or be present upon school grounds before the start of school. When it is time to enter the building, students will enter either by the southwest door (by the Superintendent's office) or through the front door of the school (i.e. Office door). Students are expected to be in their classrooms and ready for instruction at 8:15 a.m.

You may drop your child off for school no earlier than 8:05 a.m. at the drop off spot in the Powder Mill parking lot. Children riding buses will enter and exit the building either through the front door of Powder Mill or through the Superintendent's entrance.

If children attend the Rec Center in the mornings (before school) or in the afternoons (after school), they will be admitted /dismissed through an exchange between the school staff and the Rec Center staff.

EARLY DISMISSAL

If a child needs to be dismissed at any time during the day, a parent must send in a note with their child in the morning and come to the office and sign out the child. The student will be called to the office for dismissal. An emergency card is maintained for each child in the school. Students will be released only to the people whose names appear on the emergency card or have been authorized by the parent/guardian.

END OF DAY DISMISSAL

At dismissal, students are to be picked up in the front loop. Children will ride their assigned bus each day unless they are a pick-up. Parents, of children who will be picked up, will need to send a note into the Office each day their child is not riding their assigned bus home.

If children attend the Rec Center in the afternoons (after school), they will be dismissed through an exchange between the school staff and the Rec Center staff in the cafeteria. Parents who wish their child to be dismissed as a "walker" will need

to send in a note indicating such; without a note, the child will be dismissed through their usual dismissal routine (e.g. assigned bus or as a pick-up).

Between 2:20 p.m. and 2:40 p.m., students are moving about the building returning from special classes or preparing for regular dismissal at 2:40 p.m. Please do not request to dismiss a student at this time. Because so many children are in transit, we feel that the safest and most orderly procedure will be for parents to wait until the regular dismissal time at 2:40 p.m.

You must take your normal bus home. Any exception to this (i.e. walking home) will not be allowed unless a note is received from your parent/guardian – signed in advance by the assistant principal or designee.

NOTIFICATION OF ABSENCES

If your child is absent from school, please:

- Call - 569-5951. Please give your child's full name, the date of the absence and the reason your child is not in school. If you are requesting homework, a call must be placed in the morning. Homework can be picked up in the office at the end of the school day or sent home with another student.
- If the child will be out an extended time, please let the Office know. Otherwise, a phone call must be made to the school each day your child is absent.
- If a phone call or direct communication was not made, **a written note must be sent to the school within 2 days of the absence.**
- If your child has been absent due to illness and you have seen your physician, please provide the school with documentation from medical personnel.

Twenty absences per year will be considered excessive and may jeopardize a student's promotional status and may result in submission of a report to the Department of Children and Families.

NOTIFICATION OF EXCESSIVE ABSENCE AND APPEALS

1. When a student has been absent five (5) days in a half year or ten (10) days in a year, the parent or guardian will be mailed a notice of this occurrence.
2. When a student has violated the Attendance Policy by being absent ten (10) or more days for any reason, other than medical, in either half year or twenty (20) or more days in a year, the parent/guardian will be notified of the potential impact on the report card; a mandatory conference (e.g. phone; meeting) will be scheduled with the Principal and parents.
3. **A PARENT/GUARDIAN must notify the Administration of a desire to appeal in writing within five (5) school days of receiving a notice of the attendance violation to request an appeal of failing grades.**

The Appeal process will consist of the Principal (or designee) and at the discretion of the Administration, as deemed appropriate. Parents/guardians may present their appeal for a change of grades at the informal meeting. The parent/guardian will be informed of the date and time of a meeting to address the request. An Appeal will consider:

1. Information presented
2. Documentation from medical personnel
3. The overall student attendance record
4. Other information deemed appropriate by the Administration

The decision of the Appeals Board is final

5. The Appeal may override the Attendance Policy
6. The decisions of the Appeal will be rendered within five (5) school days of the appeals meeting

*FOR MORE INFORMATION ABOUT ATTENDANCE SEE DISTRICT POLICY AT THE BACK OF THE HANDBOOK.

SCHOOL CANCELLATIONS AND DELAYS

Closing school because of weather conditions or other emergencies will be broadcast online on the Southwick-Tolland-Granville Regional School District Facebook page, on TV stations WWLP 22 News, Western Mass News CBS 3, ABC 40 and Fox 6, and NECN. Voice and text messages will also be sent via phone to all households via the ConnectEd system.

When a delay of school is called:
1. Busses will run two hours later.
2. School will begin at 10:05 a.m.
3. Lunch will be served at the usual time.
4. Dismissal will be at 2:40 p.m.

TARDINESS

Students must be in their classroom at 8:15 a.m. when Powder Mill School begins. A student must attend school at least half a day to be considered present. A late arriving child should sign in at the office with a parent. The child may then go directly to their classroom. Students who have been tardy for three (3) unexcused times in a marking term will be given a warning and a letter will be sent home. When a student is tardy five (5) times a school adjustment counselor will contact the parent and after ten (10) times the parent will be contacted for a meeting with administration.

WALKERS AND BICYCLES

Children who walk to school should stay on the sidewalks or walk on the left side facing traffic if there are no sidewalks. There is a school crossing guard at a strategic location. Children are to cross the intersection where there is a crossing guard. The riding of bicycles are permitted but other wheeled vehicles (e.g. skateboards; wheelies) are prohibited**. No student is permitted to ride a bicycle on school grounds or to or from school without wearing an approved protective helmet. Bicycles need to be stored in the bike rack located by the cafeteria and locked by its owner.**

II. SCHOOL NURSE AND HEALTH

The school nurse is available to work with you to accommodate your child's health needs while at school. From cuts and bumps and stomach aches, to chronic health conditions, the nurse is here to assist your child in remaining healthy and productive in school. Feel free to contact the school nurse with any questions, concerns or to obtain necessary forms.

ACTIVITY LIMITATIONS

If your student is required to have limited physical activity in school, a written statement from the licensed health care provider describing the limitations, must be provided to the school so appropriate arrangements can be made, if necessary.

EMERGENCY CARD

Each fall parents will receive a Pupil Emergency Form. It is essential that the form be completed annually, and that the information is current at all times. Medical conditions such as allergies, asthma, epilepsy, diabetes, etc. should be indicated on the card. Please update any changes throughout the year. This form can be downloaded from the district website.

FIELD TRIPS

Permission forms for field trips are sent home by the students' teachers prior to the trip. Please complete the form as soon as possible. You must write any medical conditions and medications your child may need on the field trip form and indicate if you give the teacher permission to administer the medicine on the field trip. If your child needs to take any medicine, a physician order and parental consent must be on file with the nurse. Medications to be taken on the trip will be delegated to a teacher to administer. It can take some time to make necessary arrangements for your child's safe enjoyment of a field trip. Your cooperation is essential. Please discuss field trips with the school nurse at any time.

FIRST AID

First Aid will be administered for minor injuries received during the school day. When a student becomes ill or is seriously injured, the parent is notified immediately. If a parent cannot be reached in an emergency, the child will be transported to the hospital.

HOMEBOUND TUTORING

Parents who expect their child to be absent for an extended period of time due to illness or accident, should contact the Student Services Department about home tutoring.

IMMUNIZATIONS

By law, the Massachusetts Department of Public Health requires that all students be fully immunized prior to school entry. The Massachusetts school immunization requirements are on the District's website. Physicians are aware of these requirements as well as the required time intervals between doses. (Please note that each state has slightly different timetables for immunizations. If your child's pediatric practice is in another state, make sure your child is compliant with Massachusetts requirements). The State Department of Public Health mandates the school nurse to review the time intervals between the doses of specific vaccines. If the intervals between doses are outside of the Department of Public Health guidelines an additional dose of a vaccine may be required. Parents will be informed individually if this is necessary. Every child must be properly vaccinated to attend school in Massachusetts. Exemptions may only be accepted for medical or religious reasons and must be made in writing. Children who are homeless are allowed to enter pending verification of immunization.

Enforcement:

1. The school administration (principal, superintendent), in consultation with the school nurse, has the responsibility to refuse school admittance to students who have not received the required immunizations or who are not otherwise exempted. Unimmunized or partially immunized students whose private physician certifies in writing that they are in the process of receiving the required immunizations, shall be allowed to attend school provided they receive the required immunizations when scheduled. They will be regarded as being in compliance with the law as long as they are actively pursuing the receipt of the immunizations.

2. It is the responsibility of the school nurse to review the records and to inform the parent/guardian if the student is not in compliance. If the parent/guardian has difficulty obtaining the necessary immunizations, a choice of possible resources will be offered. (Please refer to M.G.L. Chapter 76, Section 15.) Any student found to be in non-compliance with the immunization requirements is subject to immediate exclusion from school and shall not be readmitted until the parent or guardian satisfies the requirement of the statute or, in the alternative, provides evidence to substantiate an exemption as described above.

MANDATED HEALTH SCREENINGS

The Massachusetts Department of Health mandates health screenings that are performed during the school year. These include height, weight, vision, hearing and postural or scoliosis screenings. For any vision, hearing, or postural screening outside normal limits, a referral will be sent home for further testing.

You have an option to not have your child participate in one or all screenings. You must however, make your decision to "OPT Out" of a screening in writing and send it to your child's school nurse. Otherwise, your child will be automatically screened as per Massachusetts Department of Public Health (DPH) Regulations. "Opting out" only applies to screenings and DOES NOT apply to physical exams. The "OPT Out" option must be made annually (it does not carry over from year to year). The mandated health screening requirements may be located on the District's website.

MEDICAL AND DENTAL APPOINTMENTS

Medical and dental appointments should be made, whenever possible, during non-school hours.

MEDICATION POLICY

The Southwick Regional School District follows the laws and regulations of the Massachusetts Department of Public Health in the formulation of medication policies to ensure the health and safety of children who need medication during the school day. The following forms must be on file in your child's health records before any medication can be administered at school or on a field trip.

The forms are available from the nurse or may be downloaded from the district website.

1. A signed consent by parent or guardian to give medicine.
2. A signed medication order completed by your child's licensed prescriber (physician, nurse practitioner, etc.).

The policies include over the counter medications such as acetaminophen, cough drops and ointments. Medicines must be in a pharmacy or manufacturer-labeled container. Students are not permitted to transport any medicine to or from school. Medicines must be delivered and picked up by a responsible adult. No more than a thirty-day supply should be delivered to the school. **It is necessary to obtain new orders and parental permission every year.** Any medications not picked up by the last day of school will be destroyed.

The school nurse may not administer any medications, including over the counter medications, without proper orders and consents. Students are not allowed to carry medications in school and may be referred for disciplinary action if found with medication. Please plan ahead to meet your child's medication needs. The school nurse is available to help you if needed.

Our school physician has provided medical directives for our students in grades 6-12. See the back of the emergency form.

PHYSICAL EXAMINATIONS

State law requires physical examinations of all school children within a year before entry into school, and at intervals of either three or four years thereafter. The Southwick Regional School District requires physical examinations in grades K, 4, 7 and 10, and for all new students. Because your child's physician has a comprehensive knowledge of the health status of your child, private physician examinations are strongly encouraged. If the school nurse has concerns about a student's health, she may require a student to have an exam to attend school. An exam within a year of entry into school is acceptable.

WELLNESS POLICY

Our district Wellness Policy addresses nutrition standards, nutrition education, physical activity, and other school-based activities designed to promote student wellness. It also includes an evaluation component. A Wellness Policy Introduction pamphlet is available at PMS. The complete policy is available on the District website.

WHEN TO KEEP A CHILD HOME

It is sometimes difficult to decide when a child should remain home from school. Here are some guidelines:

1. Child has vomiting or diarrhea.
2. Fever 100 degrees or higher, to remain home until fever free for 24 hours without the use of fever medications.
3. 24 hours after starting antibiotics, especially after conjunctivitis or strep throat.
4. Child with any contagious illness.
5. Excessive fatigue after illness.
6. When your child's doctor recommends rest at home following an illness, injury, or surgery.
7. After an injury or surgery when narcotic pain medication is still necessary.

Remember to obtain a note for school if your child misses school for any appointment with a doctor, dentist, orthodontist, or mental health provider.

III. ACADEMICS

COUNSELING AND GUIDANCE SERVICES

Guidance counseling services are available at Powder Mill School. Primary responsibilities include the following:

1. To provide individual and group counseling services to students which enable them to understand the developmental changes occurring at this level.
2. To monitor students' academic progress.
3. To help students understand their emotional and social development and its effect upon their lives.
4. To help students understand the world of work so that they may begin to explore areas of occupational interest.
5. To work with teaching teams to provide quality education for children.
6. To work with parents and social agencies as appropriate to foster student improvement. To be a resource for parents regarding problem solving and parenting support for their child.
7. To work with the Student Services Department and to participate in evaluations on an as needed basis.
8. Develop, organize, and interpret results of appropriate testing programs required by the State and district as well as those used by the school for its special purposes.
9. Organize and implement appropriate orientation programs for incoming 3rd graders and outgoing 6th graders.

ENGLISH LANGUAGE LEARNERS PROGRAM (ELL)

Students, for whom English is not their primary language, have equal rights of access to all courses of study in regular, special, technical and vocational school programs. They also have the right to participate in all school-sponsored activities.

All students entering the Southwick-Tolland-Granville Regional School District who speak a language other than English at home are evaluated for English language proficiency. If services are recommended, parents are advised of their choices. They have the right to accept or reject the services available. Instruction for English Language Learners (ELL) is provided for all students who have a limited proficiency in English. Services are tailored to the individual language and educational needs of the student. For further information contact the ELL Coordinator.

ACADEMIC GRADES

Grades are one form of communication among students, parents and the school. They are a measure of the student's academic progress based upon set criteria. They become a part of a student's permanent record card.

A report card, taken in its entirety, is the result of the teachers' endeavors to evaluate the whole child. The evaluation of skills, effort and progress will be based upon a child's educational and behavioral development.

GRADING SCALE

A+ = 97-100	C+ = 77-79
A = 93-96	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D = 65-69
B = 83-86	E = 0-64
B- = 80-82	

Identification of Competencies:

Grade of A: Student - demonstrates these competencies:

1. Organizes work carefully and successfully
2. Overall performance shows evidence of excellent study habits
3. Participates constructively in class activities
4. Mastery of unit or term's skills to a superior level

Grade of B: Student - demonstrates these competencies:

1. Organizes work carefully and successfully
2. Overall performance shows evidence of good study habits
3. Participates constructively in class activities
4. Mastery of unit or term's skills to a high level

Grade of C: Student - demonstrates these competencies:

1. Attempts to organize work carefully and successfully
2. Overall performance shows evidence of satisfactory study habit
3. Participates constructively in class activities.
4. Attainment of unit or term's skills at a proficient level.

Grade of D: Student - demonstrates these deficiencies:

1. Has difficulty organizing work carefully and successfully
2. Overall performance shows evidence of poor study habits
3. Has difficulty participating constructively in class activities
4. Attainment of unit or term's skills is below level

E. Student - demonstrates these deficiencies:

1. Has much difficulty organizing work carefully and successfully
2. Overall performance shows evidence of very poor study habits
3. Has much difficulty participating constructively in class activities
4. Attainment of unit or term's skills is significantly below level

+'s & -'s - indicate either the high or low range of a particular letter grade. They are not used with a letter grade of "D" or "E", but they will be used with grades of "A" "B" and "C".

EFFORT GRADES

Effort grades are another way to inform parents and students of progress. The numbers used are:

1 OUTSTANDING

2 SATISFACTORY

3 INCONSISTENT

4 UNSATISFACTORY

1 - OUTSTANDING

A. Completes all class work and homework assigned in an exemplary and punctual manner.
B. Is very attentive in class.
C. Is constantly ready for learning (i.e. pencil, textbooks, notebooks, etc.).
D. Is motivated to take initiative and goes beyond expectations.
E. Wants to achieve and therefore is an example for learning for fellow students.

2 - SATISFACTORY

A. Completes assigned work in an orderly and punctual manner.
B. Is usually attentive in class.
C. Is most often prepared for learning.
D. Is motivated to do what is required.
E. Wants to achieve and therefore is an example for learning for fellow students.

3 - INCONSISTENT

A. Sometimes completes work assigned but needs to be prompted.
B. Seems uninterested or inattentive at times.
C. Is sometimes not prepared for class.
D. Is sometimes unmotivated, needs to take initiative to meet expectations.
E. Is sometimes indifferent to achievement and therefore hinders learning for self and others.

4 - UNSATISFACTORY

A. Usually does not complete assignments.
B. Assignments are usually disorganized.
C. Is inattentive and seems uninterested.
D. Is frequently not ready for learning.
E. Is unmotivated, rarely takes initiative and does not meet expectations.
F. Is indifferent to achievement and therefore hinders learning for self and others.

HOMEWORK GUIDELINES

These guidelines are to help parents, students, and teachers understand the purpose, consequences, and reasons for homework. If you wish to communicate any questions, concerns, or comments about homework, please contact your child's teacher.

All teachers have email addresses and voice mail extensions and can easily be contacted regarding homework assignments.

There are purposes for giving homework at Powder Mill School:

- It can foster student initiative, independence, and responsibility.
- It can be of value in supplementing and reinforcing work done in school.
- Homework can bring the home and school together in a common bond.

Feel free to answer your child's questions and explain or demonstrate a process that is posing a problem for your child. However, keep in mind that it is your child's homework, not yours. Your role is one of helping, advising, and planning for a time and place, rather than one of actually doing the work.

Students need a clear understanding of why and how homework is given. They need to understand the consequences and grading implications if it is not done when required. At Powder Mill School homework is not used for punishment. This is not consistent with the purpose for which homework is intended. Homework may be graded or commented on each time it is given. Grading is one form of evaluation. Comments on students' homework are also a beneficial form of feedback for students.

The following guidelines have been established to assist both teachers and parents to monitor homework. Generally, students should spend this much time each night completing homework assignments. This is only a guide.

The guidelines are as follows:

Grade 3	30 – 45 minutes each night
Grade 4	30 – 45 minutes each night
Grade 5	45 – 60 minutes each night
Grade 6	45 – 60 minutes each night

Students may receive homework 2 times a week in ELA and 2 times a week in Math.

Homework may consist of:

- A spiral back activity to keep prior learning fresh.
- 1 or 2 rich questions that involve problem solving.
- Test practice that requires students to show work.
- Nightly independent reading practice with a response to text.

Individual students may be excused from specific daily assignments for very special circumstances. Parents should send in a note explaining why the student was not able to complete the assignment. Perhaps an illness, death in the family, or important family activity interfered with schoolwork. The teacher will take this into consideration on an individual basis.

REPORT CARDS – CONFERENCES

Parent/Teacher Conferences are held twice each year. Dates are noted on the school calendar. Report cards are issued four times a year for all grades.

SPECIAL EDUCATION

Children with disabilities are provided with a range of services to meet their educational needs. Eligibility for services is determined through an evaluation process in accordance with Massachusetts Chapter 766 Regulations.

Consultation teams have been set up at the three schools in order to explore options and strategies to meet the needs of children who are having academic or social/emotional difficulties. These teams are comprised of administration, guidance, regular and special education teachers. They may refer a child for a special education evaluation if a disability is suspected.

Parental permission must be obtained in order to proceed with an evaluation. Parents are invited to meet with the professionals who evaluate their child and to participate in decision making about their child's educational plan.

Each school offers special education services to help address individual needs of children with disabilities. These include speech and language therapy, occupational and physical therapies, vision and hearing services, instruction in a "Pull-Out" room setting, and assistance within the general classroom. The participation of disabled students in school activities and programs is encouraged as is their inclusion in appropriate academic classes. Questions about available services may be addressed to the Principal or to the Director of Student Services, 569-0111.

IV. GENERAL STUDENT INFORMATION

ANIMALS IN SCHOOL

Animals may be brought into school for justifiable educational purposes with the permission of the teacher and at the discretion of the Principal. Students, under the supervision of the teacher, must exercise reasonable and prudent care in caging and handling. A parent must be present while the animal is in the classroom.

AUDITORIUM AND ASSEMBLY RULES

Assembly programs are an important aspect of our school programs. Often, they supplement instruction in the classroom or are of high interest and offer different experiences to expand one's mind. Expectations for student behavior, attendance and participation are the same as they are within our classrooms.

COMPUTER/INTERNET USE

The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges and disciplinary action up to and including suspension. Each student who is given Internet access privileges or receives an account will be part of a discussion with a district faculty member pertaining to the proper use of the Internet. Since the computers are school property, administration reserves the right to inspect computer files at any time. Please reference the full district policy at back of handbook.

CORI CHECKS
(CRIMINAL OFFENDER RECORD INFORMATION)

The Southwick-Tolland-Granville Regional School District requires CORI checks for the purposes of screening current and otherwise-qualified prospective school-based personnel and volunteers who will have the opportunity for unsupervised contact with children. All chaperones must have a CORI check for field trips.

EMERGENCY DRILL PROCEDURE

Emergency Lock Down and Evacuation drills are held periodically during the school year and every drill should be treated as if there actually was an emergency. All passing done during drills will be done quickly and quietly to avoid confusion. Pay attention to your teacher so that you will be able to hear emergency instruction. **NOTE:** Parents should set up an emergency procedure so that their child knows what to do and where to go if, due to an emergency, they arrive home when a responsible adult is not there.

In the event of an actual emergency, please do not go to the school. You will receive information via ConnectEd.

ETHICS LAW

The Southwick-Tolland-Granville Regional School District discourages gifts to classroom teachers in accordance with M.G.L. c. 268A, section 3.

LOCKERS AND PADLOCKS

You will be assigned a locker in which to keep personal property and materials related to school life. You are expected to bring all school materials to school with you and to be responsible for them. **All large belongings must be left in locker (i.e., backpacks, coats, saddlebags, large pocketbooks, etc.).** It is required that students keep lockers free from stickers, tape and/or other material that may cause damage to the finish of the lockers. Items which are not necessary for school or are illegal are not allowed in school. Lockers and personal belongings will be searched by the principal or his/her designee if there is reasonable suspicion that there is something illegal, dangerous, or disruptive to the operation of the school.

Students are responsible for care and maintenance of assigned locks and lockers. Locks will be assigned to fifth and sixth grade students only. Damaged or **lost locks** must be replaced at the student's expense. Students are encouraged not to share their lock combination with peers.

LOCKERS, SEARCHES AND SEIZURES

Students may be assigned lockers, laboratory tables, desks and similar property of the school system for their use while in school. Property of the school department assigned to a student for his/her use during the school year is subject to inspection and search at any time for any reason. If an illegal substance/object, or evidence of activity which violates the law or the disciplinary code, is found during any inspection or search, it will be confiscated, and appropriate action will be taken against the student.

In addition, professional and administrative personnel may search a student's belongings (e.g., clothes, backpack, handbag, wallet, etc.) or to search the student when a staff person has reasonable cause to believe that the student has an illegal substance/object, or evidence of activity which violates the law or disciplinary code. If an illegal substance/object, or evidence of activity which violates the law or the disciplinary code, is found during any search, it will be confiscated, and appropriate action will be taken against the student.

Mass searching of lockers may be conducted by the administration if the safety and well-being of the student body and building is in jeopardy. The administration of the school may search a student's locker, if a search is considered necessary to maintain the integrity of the school environment and to protect other students.

In the best interest of student-administrative relationships and in the spirit of due process, the following should be taken into account when making a search of the student and/or his property.

a. if possible, the student should be present when making the search;
b. a third party (a witness) should be present; and
c. an attempt should be made to secure prior student consent.

A search may be made by a police officer with a valid warrant or in connection with a valid arrest. However, if police are involved, parents should be notified, the Principal or his designated representative from the school should be present at the time of the search. A complete report of the incident together with witnesses and other pertinent information should be immediately recorded.

LOST AND FOUND

There will be a lost and found located in the cafeteria. If you have lost a valuable object, including your books, report it at once to the office. The school suggests you do not bring valuables or large sums of money to school. Loss of personal or school-issued property is the responsibility of the individual student. Be certain to clearly mark all possessions brought to school. Lost articles which are not claimed within a reasonable time will be given to a charitable organization.

MEALS

Children need healthy meals to learn. Powder Mill offers healthy meals every school day. All schools have a hot lunch program set up under the National School Lunch Program and administered through the Massachusetts State Department of Education and United States Department of Agriculture.
The District uses a Point-of-Sale system. Parents register on-line using information provided to them by the School Nutrition Department. They will be able to pay for meals, as well as see what their child is eating. Students may also bring cash or checks into school which will be deposited into their Point-of-Sale account if done before 9:30 in the morning; **no money will be accepted at the register during lunch**. No change will be given to students in school; any change will be credited to their account**.** All purchases made in the cafeteria will be done through the Point-of-Sale, so if your child wants to buy snack, money should be placed in their account as detailed above.

During the school year, when there is a scheduled half-day of school (e.g., Collaboration Day), we will offer either a hot or cold lunch option to any student. These bag lunches are served with an entrée, fruit, vegetable and milk. Students will be asked to order in the morning, like usual, and their bagged lunch will be available to pick up in the cafeteria at dismissal. Please see the menu for a schedule of hot meals offered. All meals offered will be charged according to the standard lunch costs.

Student breakfast	Free
Reduced Student breakfast	Free
Student lunch (K-6) including milk & dessert	Free
Reduced Student lunch (K-6) …….	Free
Student milk.....	Free

Snacks - cost TBD

Students who would like to have breakfast should proceed directly to the cafeteria at 7:45 AM. Children who carry their own lunch must be sure their lunch box or bag has their name on it. Students should not share any food they bring from home. If a student forgets his/her money or lunch, he/she will be provided with a regular meal, and the charge will be added to the students' lunch account. Students with a balance will only be allowed to debit one full meal per day.

Information for free or reduced priced lunches is sent home with every student the first week of school. Additionally, if at any point during the school year a family wishes their children to participate, and feels that their income is within the eligibility guidelines, they should request an application from the school office or they can apply confidentially online at www.SchoolCafe.com. Parents will be notified of their children's eligibility by mail within 10 days.
Any account with a positive balance at the end of the school year will be rolled into the students' accounts for the next year, regardless of which school they attend in the district. Any questions regarding this policy should be directed to the Director of School Nutrition, Matthew Lillibridge by emailing food@stgrsd.org

EVALUATION/OBSERVATION PROCEDURE

Southwick-Tolland-Granville encourages the involvement of parents and community members in the education of our students. The district has a duty to protect the safety and confidentiality of its students, as well as to ensure that the educational process is not unnecessarily disrupted. As a result, certain rules and procedures must be followed to ensure that visits are beneficial to the visitors and not harmful to the students or the educational process. The STGRSD Evaluation/Observation form allows a parent/guardian, consultant or evaluator to observe a student or program. These are available by contacting the building principal.

PARENTAL CONCERNS AND COMPLAINTS

It is not unusual for questions and/or concerns to arise during the course of a school year. Building a partnership between parents and teachers is the first step in ensuring quality education for our students. Calling or meeting with your child's teacher is the best and most productive way of addressing any issue.

If you have a concern about your child, you should contact the following people in this order:

1. Speak with the teacher first. Your child's teacher is the person most familiar with your child and the most knowledgeable when it comes to curriculum and grade level concerns. The teacher may also recommend meeting with additional school personnel if appropriate.
2. If you are not satisfied with the solutions suggested by your child's teacher, contact school administrators. They will meet with you and the teacher to find a mutually acceptable solution to your problem.
3. If, after meeting with your child's teacher and the Powder Mill Administration, you are unable to satisfy your concerns, you may contact the Superintendent of Schools.

PARENT TEACHER ORGANIZATION

The Powder Mill and Woodland Schools' (PAWS) Parent Teacher Organization meetings are held monthly. If you are new to our school or even if you are already familiar with P.T.O. we encourage you to attend our meetings and become active in our school community.

PUBLICITY AUTHORIZATION AND RELEASE

The Southwick-Tolland-Granville Regional School District and Powder Mill School may release and publish student work, photographs, motion pictures, video images or other likeness of your child in connection with any and all news releases, public relations or promotional materials or announcements, advertisements, web pages or otherwise, concerning your child's academic honors, sports activities, participation in school-sponsored musical, dramatic or dance-performances, or any other purpose in connection with your child's attendance at Powder Mill School. If you have any objections to Publicity Authorization and Release policy, please write to the building principal and your son/daughter will be exempt from this policy.

RECESS

Outdoor recess is part of the school program. Children are expected to come to school properly clothed for weather conditions. During inclement weather, and/or when the temperature is below 20°F, recess is held indoors. Recess exclusions require a physician's written statement.

It is strongly recommended that flip flops not be worn to school. The children often twist ankles and stub toes when wearing these on the playground. If they are worn to school, the children are not allowed to use the playscape.

SCHOOL COUNCIL

The School Council consists of parents, teachers, administrators, and community representatives, who work together each year as an advisory board to the Principal. This council works to continually improve education at Powder Mill School. The group meets each month. An election for parent representatives is held at the April/May P.T.O. meeting. Member elections are held every two years. Please refer to the Principal for a current membership list.

SCHOOL PROPERTY

Damage to a school building is a violation of M.G.L. Chapter 266, Section 98. Books and supplies are provided at public expense. It is expected that the children will be responsible for the reasonable use of these materials and in the event of loss or damage will pay for full replacement of each item. Reimbursement is also expected in the event of damage to the buildings, furniture or equipment caused by misconduct or an act, which a given child would be reasonably expected to avoid.

SUBSTITUTE TEACHERS

Substitute teachers are our guests and help the school day proceed productively. Students have the responsibility to represent themselves and the school in a positive way. They are expected to be polite and helpful to the substitutes. All school rules apply when substitutes are in the classroom.

TEACHER QUALIFICATIONS

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive Federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, Southwick-Tolland-Granville Regional District will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

The Southwick-Tolland-Granville Regional School District is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom.

VOLUNTEER PROGRAM

Volunteers play an important role throughout our school. Some volunteers assist in classrooms by helping small groups or individual students with reading or mathematics projects. Others work in our library helping children checkout books each week and re-shelving those that are returned. For those parents who cannot come to school, there are often projects that can be completed at home. If you would like to be a part of this exciting program, please contact your classroom teacher or call us at the school office at 569-5951. You must complete a CORI form to be a volunteer or chaperone.

V. STUDENT CONDUCT AND DISCIPLINE

The Southwick-Tolland-Granville Regional School District complies with all conditions and procedures outlined in Chapter 222: An Act relative to student access to education services and exclusion from school.

BUS BEHAVIOR

Parents must declare standard pick-up and drop-off locations for their children that will remain in effect for the school year. You must take your normal bus home and get on and off at your assigned stop. If you wish to request a different a.m. pick-up and/or drop-off location, the designated location must remain the same Monday through Friday. Any exception to this (i.e. walking home) will not be allowed unless a note is received from your parent/guardian - signed in advance and received by the Office. Reference full district policy at back of handbook.

Here are some suggestions to help your children use the bus safely. Please review them with your children periodically.

1. Waiting for the bus:
   a. Children should stay out of the road except when they must cross the street.
   b. They should not trespass on private property.
   c. Younger children who are not attending school should not accompany your child to the bus stop without an adult.
   d. Children should wait in an orderly manner. Rough behavior or running is not allowed at the bus stop.
   e. As the bus approaches, they are to line up at least 10 feet off the road and should approach the bus only when the driver has opened the door.

2. Riding the Bus:
   a. Children should listen carefully to the driver's instructions.
   b. They should get on the bus quickly and be seated. Children may be expected to sit three in a seat.
   c. Children are expected to help keep the bus clean. Eating on the bus is not allowed.
   d. Students should keep all parts of their bodies inside the bus.
   e. Children must remain in their seats when the bus is moving.
   f. Children should restrict their talking to only those children sitting next to them. Shouting is not allowed.

3. Camera usage on all buses: Audio and video cameras may be present on our STGRSD school buses.

When the bus driver reports inappropriate behavior, an administrator will speak to the students. If the behavior continues and a second bus warning is issued, the parent will be notified, and the child will serve 1 session in the time-out room during recess. If a 3rd bus warning is issued the parent will be notified and the child may be temporarily or permanently removed from the bus. Parents will then be responsible for seeing that the child is transported to school.

INFORMATION FOR STUDENTS ABOUT SCHOOL DISCIPLINE

Learning occurs everywhere and at all times; however, formal education, a most essential part of that learning, occurs best in an environment free of distraction, fear or discomfort. The main goal in school is education. We believe that each student and each teacher have the following rights:

1. To work in pleasant, safe, and comfortable surroundings.
2. Freedom from insulting or abusive treatment from others.
3. To have an atmosphere that encourages learning.

Effective discipline is created by policy and action and has a positive effect on both student and teacher. The focus is upon helping the student to direct his/her efforts effectively toward educational growth. Discipline provides direction as well as limits and frees the student to learn and the teacher to teach.

Students and parents alike should also understand that our rules are based on policies established by the Southwick-Tolland-Granville Regional School Committee. Several are printed at the end of this handbook. They should be carefully reviewed by both students and their parents.

ENFORCEMENT OF DISCIPLINE REGULATIONS

Enforcement of the regulations is the responsibility of all staff members. All rules will be enforced, and consequences will be directly related to the frequency and severity of actions. When determining disciplinary consequences, developmental differences of Powder Mill students will be taken into consideration.

Infractions

Teachers are expected to handle situations such as:

1. Arriving late for class
2. Arriving for class unprepared
2. Chewing gum or eating candy
4. Causing minor disruptions
5. Profane, obscene, or other improper language
6. Disrespect or insubordination
7. Defiant behavior

Students will be referred to administration for these or other significant infractions:

1. Threatening, intimidating or harassing others
2. Abusive language
3. Serious incidents of fighting
4. Any act which threatens the safety of others
5. Possession of any dangerous weapon or implement
6. Theft or damage to personal property of others
7. Possession of any illegal substance or apparatus
8. Acts of vandalism
9. Starting a fire or pulling a false alarm

Consequences

Warning - A discussion of the infraction and a review of the expectations.

Time Out/ Detention - Assignment of Time Out/Detention time in a silent setting supervised by a member of the staff. (Time Outs will be given to third grade students only.)

Parent Contact - A telephone call, e-mail, or note home to parents informing them of their child's misbehavior and reviewing with them the expectations.

Parent Meeting - A meeting between school personnel, parents, and student to review the child's misbehavior and the expectations.

Internal Suspension - Assignment to a room in the main office area in isolation from the rest of the student body and under the supervision of administrative personnel with assignments provided by the teachers. If a student's behavior is inappropriate while on an internal, then an external suspension may be necessary.

External Suspension - Exclusion from school for a specific period of time. The student will be immediately isolated from the student body and the parent will be called to the school to take the student home. Student will be allowed back in school after a meeting is held with school administration.

Any work missed during the suspension period must be done at home and turned in to the teacher the morning the student returns. Failure to do so will result in a zero for the work.

Repeated Internal - A meeting with the administrative team may be required. The conference may be and External followed by a referral to juvenile court, with the possibility of the student being Suspensions expelled from school.

POWDER MILL SCHOOL THREE STRIKES PLAN

Time Out/Detention Procedure

1. Teacher will assign Time Out/Detention and record the action.
2. If the student does not attend the assigned Time Out/Detention, the teacher will reassign the Time Out/Detention and administration will assign a secondary Time Out/Detention and the parent will be notified.

What Happens During Time Out/ Detention?

A Time Out/Detention for a violation of the classroom policy is an assigned period of time with the student in which there is direct supervision with teacher or administrator. A Time Out/Detention will be assigned during recess, lunch or after school. A requirement of the Time Out/Detention will be for the student to process the behavior.

Students assigned a Time Out/Detention will report to the staff member in charge. Students are expected to be quiet and working for the entire session.

Repetitive Behaviors

If a student receives **three behavioral Time Outs/Detentions within the same term**, then the following actions will be taken:

1. All documentation must be forwarded to the main office and reviewed by administration.
2. Administration will notify teacher of the decision to move forward, request further clarification, or return file.
3. If a decision is made to move forward, a mandatory meeting between the teacher, parent, student and administrator will be held. During this meeting:
   - The teacher will present the parent with a clear description of the student's behavior in the classroom and methods of intervention attempted at the classroom level.
   - The administrator, teacher and parent will discuss the future expectations placed upon the student when he/she re-enters the classroom.

- Both the student and parent will be informed that, for the balance of the marking term, the next action taken with respect to the student's misbehavior will be an internal suspension.

FIRES AND FALSE ALARMS

Deliberately starting a fire or pulling a false alarm is not only a dangerous act but is against the law. The safety of fellow students, staff, and firefighters are at stake.
RULES:
1. Students will not willfully start a fire within the school building or on school grounds.
2. Students may not pull or call in a false alarm.

ANY STUDENT CAUGHT STARTING A FIRE OR PUTTING IN A FALSE ALARM MUST HAVE HIS/HER NAME TURNED OVER TO THE POLICE AND FIRE DEPARTMENTS, WHO IN TURN, MUST PROSECUTE THE CASE IN JUVENILE COURT. THE RESULT COULD BE A CONVICTION AND A FINE. IN ADDITION, THE STUDENT WILL BE SUSPENDED FROM SCHOOL.

PHYSICAL RESTRAINT

The Southwick-Tolland-Granville Regional School District complies with the Department of Education (D.O.E.) restraint regulations, 603 C.M.R. 46.00 et seq., as required by law. These regulations apply not only while attending school, but also at school-sponsored events and activities, whether or not on school property. Copies of this law are available at http://www.doe.mass.edu/lawsregs/603cmr46.html, and in the office of the principal.

In Southwick-Tolland-Granville Regional School District schools, we use non-violent restraint such as redirection, escorts to quiet areas, talking to students and other such methods. Physical restraint is only used as a last resort.

PLAGIARISM

Any student found engaging in cheating (e.g., copying from another student's assignment, term paper, quiz or exam) will receive a zero grade. Written work copied verbatim from source books, periodicals, or any other source, without being given proper documentation is considered plagiarism and will not be accepted. Any student who willingly allows his written assignment, term paper, quiz or exam to be copied, will also receive a zero grade for that assignment, term paper, quiz or exam.

Consequences: Teacher action.
The Assistant Principal and your parents will be informed.
You will not receive credit on the quiz or test.
You may be assigned a detention.

PROHIBITED ARTICLES

Dangerous weapons, including, but not limited to, a gun or a knife or controlled substances are prohibited.
Also prohibited are tobacco products, fireworks, laser pointers, knives, toy guns, skateboards, CD players, hardballs, toys, stuffed animals, handheld gaming systems, chewing gum and anything else that disrupts the educational process. Toys attached to backpacks can be dangerous for students getting on and off the bus. Therefore, these are also prohibited.

The school cannot assume responsibility for valuable articles brought in by the children or parents. In general, toys, handheld games, electronic devices, etc. should not be brought to school unless requested by the teacher.
There will be no skateboard, roller shoes or non-educational toys allowed in school unless authorized by administration.

VI. DISTRICT POLICIES

CODE:	NONDISCRIMINATION		
Category:	FOUNDATIONS AND BASIC COMMITMENTS	Adopted:	3/9/05
File No.:	AC	Revised:	2/7/2017
			10/24/2017

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 in the following statements of School Committee intent 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 race, color, sex, religion, national origin, sexual orientation, gender identity and disability. If you have a complaint or feel that you have been discriminated against because of your race, color, sex, religion, national origin, sexual orientation, gender identity and disability, register your complaint with the Title IX compliance officer.

LEGAL REFS.: Title VI, Civil Rights Act of 1964; Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 ; Executive Order 11246, as amended by E.O. 11375 ; Equal Pay Act, as amended by the Education Amendments of 1972; Title IX, Education Amendments of 1972 ; Rehabilitation Act of 1973 ;Education For All Handicapped Children Act of 1975; M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) ;M.G.L. 76:5; Amended 1993; M.G.L.76:16 (Chapter 622 of the Acts of 1971) ; Board of Education Chapter 622 Regulations Pertaining to Access to ; Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78; Board of Education 603 CMR 2600 ; Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: ACA- ACE Subcategories for Nondiscrimination ; FEGA, Contractor's Fair Employment ; GBA, Equal Opportunity Employment ; JB, Equal Educational Opportunities

I. ADMINISTRATION:

Public Notice

The Southwick-Tolland-Granville Regional School District does not discriminate on the basis of disability in admission to, access to, or operations of its programs, services or activities. The Southwick-Tolland-Granville Regional School District does not discriminate on the basis of disability in its hiring or employment. Program applicants, participants, members of the general public, students and others are entitled to access to all programs of the Southwick-Tolland-Granville Regional School District without regard to disability. This notice is provided as required by Title II of the Americans with Disabilities Act of 1990. The Southwick-Tolland-Granville Regional School District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services programs or activities of the district. This information will be disseminated in the employee's handbook, posted in prominent public places and included in program brochures and manuals. The information shall be made available upon request in an alternative format such as large print, diskette and audiotapes prepared in-house and Braille materials secured from the Mass Association for the Blind. Questions, concerns, complaints, or requests for additional information regarding ADA may be forwarded to the Southwick-Tolland-Granville Regional School District's designated ADA

Compliance Coordinators:	
Name:	Jennifer C. Willard.
Title:	Superintendent
Office Address:	86 Powder Mill Road, Southwick, MA 01077
Phone Number:	413-569-5391
Fax Number:	413-569-1711
TDD Number:	413-569-5391
Office Hours:	8:00 am. – 3:30 p.m.

Individuals who need auxiliary aids for effective communication in programs and services of the Southwick-Tolland-Granville Regional are invited to make their needs and preferences known to the ADA Compliance Coordinator.

Office Address:	86 Powder Mill Road, Southwick, MA 01077
Phone Number:	413-569-5391
Fax Number:	413-569-1711

Grievance Procedure

This Grievance Procedure is established to meet the requirements of the Americans with Disabilities Act. It may be used by any disabled person or their authorized representative who believes they have been discriminated against on the basis of disability in employment practices or the provision of services, activities, programs, or benefits by the Southwick-Tolland-Granville Regional School District.

Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in programs or activities" sponsored by a public entity. Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities within the work and school setting. Section 504 is a federal civil rights statute.

A person who believes they have been discriminated against on the basis of disability should file a complaint as follows:

The complaint should be in writing and should include a description of the alleged discriminatory incident or action, the place and date on which it occurred, and the name of any employee or representative of the Southwick-Tolland-Granville Regional School District involved in the event. The complaint should also include the name, address, and phone number of the complainant or authorized representative. A form is available from the ADA Compliance Coordinator. The ADA Coordinator upon request will provide any assistance needed to file or pursue the complaint. Alternative means of filing complaints, such as personal interviews or a tape recording of the complaint, will be made available for persons with disabilities upon request to the ADA Coordinator.

The complaint should be submitted by the complainant or his/her authorized representative as soon as possible but no later than 60 calendar days after the alleged discriminatory incident to:

Within 15 calendar days after the receipt of the complaint, the ADA Coordinator will meet with the complainant to discuss the complaint and possible resolutions. The hearing shall be held at a time and place mutually convenient to all parties. The hearing procedure will follow appropriate due process procedures, including:

a. the opportunity for the aggrieved party to present the grievance in any suitable manner;
b. the right of the aggrieved party to an impartial hearing officer;
c. the right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party's expense; and
d. the right of the aggrieved party to a prompt decision.

Within 15 calendar days after the meeting, the ADA Coordinator will respond in writing, and where appropriate, in a format accessible to the complainant. The response will explain the position of the Southwick-Tolland-Granville Regional and offer options for substantive resolution of the complaint.

If the response by the ADA Coordinator does not satisfactorily resolve the issue, the complainant and/or his/her designee may, within 15 (fifteen) calendar days after the receipt of the response, appeal the decision to the School Committee or their designee.

Within 15 (fifteen) calendar days after the receipt of the appeal, the School Committee or their designee will meet with the complainant to discuss the complaint and possible resolutions. Within 15 (fifteen) calendar days after the meeting, the School Committee or their designee will respond in writing, and where appropriate, in a format accessible to the complainant, with a final resolution of the complaint.

All written complaints received by the ADA Coordinator, appeals to the Southwick-Tolland-Granville Regional School Committee or their designee, and responses from the ADA Coordinator and School Committee will be kept by the Southwick-Tolland-Granville Regional School District for at least (3) years.

The right of a person to a prompt and equitable resolution for the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

These rules shall be construed to protect the substantive rights of the interested persons to meet appropriate due process standards and to assure that The Southwick-Tolland-Granville Regional School District complies with the ADA and implementing regulations.

No aggrieved party will be subject to coercion, intimidations, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this grievance procedure.

Staff Complaints and Grievances

The Southwick-Tolland-Granville Regional School Committee encourages the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.

It is the committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

a. Teachers and other school employees may appeal a ruling of a principal or other administrator to the superintendent.
b. All school employees may appeal a ruling of the Superintendent to the School Committee, except in those areas where the law has specifically assigned authority to the principal and/or the Superintendent and committee action would be in conflict with that law.
c. All hearings of complaints before the Superintendent or committee will be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The hearing shall be held at a time and place mutually convenient to all parties. The hearing procedure will follow appropriate due process procedures, including:

1. the opportunity for the aggrieved party to present the grievance in any suitable manner;
2. the right of the aggrieved party to an impartial hearing officer;
3. the right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party's expense;
4. the right of the aggrieved party to a prompt decision.

The right of a person to a prompt and equitable resolution for the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.
These rules shall be construed to protect the substantive rights of the interested persons to meet appropriate due process standards and to assure that The Southwick-Tolland-Granville Regional School District complies with the ADA and implementing regulations.
No aggrieved party will be subject to coercion, intimidations, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this grievance procedure.
The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.
LEGALREFS: M.G.L. 150E:5; 150E:8
CONTRACT REFS.: All Contract Agreements

CODE:	SMOKING ON SCHOOL PREMISES		
Category:	FOUNDATIONS AND BASIC COMMITMENTS	Adopted:	3/9/05
File No.:	ADC	Revised:	

Smoking or the use of tobacco within school buildings, the school facilities or on school property or buses, by any individual, including school personnel is prohibited.
Staff members who violate this policy will be referred to their immediate supervisor.
In accordance with the town of Southwick's Board of Health directive, the following policy is implemented:
SECTION V – PROHIBIITON ON SMOKING IN SCHOOLS

A. It shall be unlawful for any person, including all teaching and non-teaching personnel, to use tobacco products of any type on school grounds during school hours or school functions.
B. The proprietor(s) or other person(s) in charge of a school shall conspicuously post a notice or sign at each entrance and in the gymnasium, auditorium, cafeteria, all restrooms and the principal's office indicating that smoking is prohibited therein and to use any other means which may be appropriate and reasonable to enforce these regulations.

SECTION VI – PUBLIC PLACE/WORKPLACE/SCHOOL ENFORCEMENT

A. Any person who smokes in a non-smoking area shall be subject to a fine of twenty-five dollars ($25.00) for each violation.
B. Any proprietor(s) or other person(s) in charge of a public place or workplace who fail(s) to comply with these regulations shall be subject to both:
   1. a fine of twenty-five dollars ($25.00) for each day a violation continues; and
   2. suspension of any license issued by the Board of Health for that public place for a period of up to two days for each day on non-compliance.
C. In addition to the remedies provided by (A) and (B) above, the Board of Health or any person aggrieved by the failure of the proprietor other person in charge of a public place or workplace to comply with any provision of this subsection may apply for injunctive relief to enforce the provisions of this subsection in any court of competent jurisdiction.
D. Any person aggrieved by the failure or refusal to comply with restrictions in any municipal building may complain in writing to the head of the department or agency occupying the area where the violation takes place. Said agency or department head shall respond in writing within fifteen days to the complainant that he has inspected the area described in complaint and has enforced the provisions of this section as provided herein.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the district policy and requirements of state law.
LEGAL REF: M.G.L. 71:37H
CROSS REF: GBED; 15.10

CODE:	BUS STOP PROCEDURE FOR ELEMENTARY STUDENTS		
Category:	Students	Adopted:	5/17/16
File No.:	EEAED	Revised:	11/05/2018

K – 2 Bus Stop Standard Procedure:
The health and safety of young children is a primary concern of the Southwick Tolland Granville Regional School District. Therefore, no Preschool, Kindergarten or Special Needs Child (as identified) will be left at a bus stop unless there is a responsible adult present who will assume all responsibility for the child. A parent/guardian may submit a note to dismiss a child to an older sibling or to another adult. If there is no sibling or responsible adult present to retrieve the child, the child will be brought back to the school. Students beyond the kindergarten level will be released from the bus unless the bus driver has concern for the child's safety. Bus drivers will have the discretion to determine if a child should be returned to the school.

Grades K-2 Bus Stop Exception:

Occasionally, a child's designated bus stop is in a location that requires an adult to drive to the bus stop to retrieve his or her child (e.g., bus drop off is not in the child's own neighborhood – it may be a parking lot of a business). When this is the case for a student in grades K-2 and a responsible adult is not present at the bus stop, the child will be brought back to the school; unless a parent/guardian submits a note to dismiss a child to an older sibling or to another adult who will assume all responsibility for the child.

In the event no parent or designee is at the bus stop the procedure will be:

1. The bus driver will contact the district and may bring the child back to the school
2. The school will call the parent/guardian or emergency contact
3. If the parent has not been reached after a reasonable amount of time, the police will be notified.
4. The police and/or school personnel will remain with the child until a responsible adult/guardian is reached.

CODE:	USE OF VIDEO AND AUDIO RECORDING DEVICES ON SCHOOL TRANSPORTATION VEHICLES		
Category:	Students	Adopted:	6/20/2017
File No.:	EEAEF	Revised:	

To ensure the provision of a safe and secure environment for students, it is the policy of the Southwick-Tolland-Granville Regional School District to utilize video and audio recording devices on any or all school transportation vehicles (i.e. school buses, vans, mini-vans) used to provide transportation for District students. This authority shall extend additionally to all vehicles contracted by the District for the transportation of its students.

The presence of video and audio recording devices on school transportation vehicles shall be announced by signage displayed prominently on the vehicle. No additional notice of video & audio recording devices on school grounds shall be required. After its initial adoption, the District shall provide notice of this policy annually to students and parents in the respective student/parent handbooks and also any beginning of the year bus letters that may go home. Drivers will be notified annually or upon hire.

All recordings are considered confidential and will only be viewed on an "as needed" basis by those individuals authorized by federal and state law and this policy.

After a recording on a school transportation vehicle has been made, the District will retain the recording in a secure location. Digital recordings shall require password protection to access software to view files. The District may access recordings for the purpose of investigating complaints against students, staff, and the public. Recordings may be used as evidence in the discipline/prosecution of students, staff and the public. Recordings used for said purpose shall be retained by the District until the final resolution of any discipline/prosecution, including the time period for appeal or a court ordered retention period (if any). Recordings not used for discipline, law enforcement or court action will be erased and the recorded media reused at the direction of the Superintendent or designee. Access to recordings shall be limited to the following individuals, unless expressly granted to another by the Superintendent of Schools.

- Superintendent of Schools
- Transportation Supervisor or designee
- School Business Manager or Chief Fiscal Officer
- School Principals
- Special Education Director
- Law Enforcement Officers
- Students and/or Parents of Students directly involved in a particular incident or complaint (subject to following considerations*)
- District Counsel

Any request for the viewing and/or listening of a recording must be approved by the Superintendent or designee. The Superintendent or designee will determine if an individual requesting to view and/or listen to the recording is considered authorized pursuant to federal and state law and this policy. A recording shall only be viewed if there is a report of a serious incident as determined by the Superintendent or designee, or a complaint relative to conduct. The Superintendent or designee will be responsible for maintaining a log of the date and names of all individuals who review a recording.

*Video and audio recordings used as part of disciplinary or other proceedings regarding students shall be considered an educational record for purposes of the Family Educational Rights and Privacy Act ("FERPA"). Release of such video and audio recordings will only occur pursuant to disclosure requirements of FERPA and such recordings may not be released to parents without the express, written permission of the parents of all identifiable students. Only the portion of the video and/or audio recording which is relevant to the incident or complaint will be reviewed or released in accordance with state and federal law and this policy.

CODE:	FOOD ALLERGY POLICY		
Category:	SUPPORT SERVICES	Adopted:	10/2/07

The Southwick-Tolland-Granville Regional School District recognizes the increasing prevalence of student allergies and the life-threatening nature of allergies for many students. The school district administration has developed and implemented a policy and protocol to minimize the risk of exposure to allergens that pose a threat to students, to educate all members of the school community on management of student allergies, and to plan for the needs of students with allergies. The schools are committed to working with allergic students and their parents to address the students' emotional and social needs in addition to their health needs.

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

Family's responsibility

- Notify the school of the child's allergies each new school year.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including classroom, in the cafeteria, during school sponsored activities, and on the school bus, as well as a Food Allergy Action Plan.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of a child on a written form.
- Provide properly labeled medications and replace medications after use or upon expiration.
- Encourage parents to have allergic child wear Medic Alert necklace or bracelet.
- Educate the child in the self-management of their food allergy including:
    - safe and unsafe foods
    - strategies for avoiding exposure to unsafe foods
    - symptoms of allergic reactions
    - how and when to tell an adult they may be having an allergy-related problem
    - how to read food labels (age appropriate)
- Review policies/procedures with the school staff, the child's physician, and the child after a reaction has occurred.
- Provide emergency contact information
- Parents are strongly encouraged to inform the bus or van driver, and any substitute driver when possible, about their child's allergy.

School's responsibility

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
- Assure that all staff who interact with the student on a regular basis (including bus, van, and substitute drivers) understand food allergy, can recognize symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- All staff members who interact with the student on a regular basis will be trained on the management of student allergies. The training will address prevention efforts, information about common allergens, recognition of signs of an allergic reaction including anaphylaxis, and the emergency response plan. The training will be provided annually at the start of the school year.
- Appropriate staff members will be trained regarding the administration of an Epi-pen, as outlined in the Department of Public Health regulations. All staff members will be informed of the location of the Epi-pens.
- Work with the district transportation administrator to assure that school bus/van driver training includes symptom awareness and what to do if a reaction occurs.
- Enforce a "no eating" policy on school buses. Exceptions will be provided for those students with diabetes who may need a snack to treat a hypoglycemic episode or for circumstances where students are traveling for long periods of time. Students will be informed of this policy at the beginning of each school year, and said policy will be included in each school handbook.
- Discuss field trips with the family of food allergic child to plan appropriate strategies for managing the food allergy.
- Follow federal/state/district laws and regulations regarding sharing medical information about the student.
- Take threats or harassment against allergic child seriously.
- Substitute teachers, when applying for employment, will be provided information on the management of student allergies. This information will address prevention efforts, information about common allergies, recognition of signs of an allergic reaction including anaphylaxis, and the emergency response plan.
- An Individual Health Care Plan and Allergy Action Plan that addresses management will be developed for each student with an allergy. A copy of the Allergy Action Plan will be provided to the classroom teacher and substitutes for all preschool to grade 5 students and to all core subject teachers for middle school students. The protocol will address how much information about student allergies will be provided to other personnel, such as specialists, as needed. The implementation of the District protocol and of the individual plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, parents, and the student as appropriate.

Student's responsibility

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something, they believe may contain food to which they are allergic.

Classroom management procedures

- Appropriate accommodations may be made in the classroom.
- Procedures will address education of parents and student and planning for special events involving food. The protocol will allow for age-appropriate classroom rules. For preschool to grade 4 students, the classroom teacher, in collaboration with the nurse and with input from parents of the food allergic child, will develop classroom specific protocol regarding management of food in the classroom.

Kitchen and cafeteria procedures

- All kitchen staff will only use latex-free gloves
- The school kitchen will prepare all products in a manner that will minimize the risk of cross contamination of foods. The preparation area and all utensils will be washed in hot, soapy water immediately after the completion of the task.
- All food products will be clearly labeled as to ingredients.
- Peanut/nut-free table (or areas of tables) will be provided as needed and will be clearly identified. Allergy tables are to be positioned in a manner that minimizes the isolation of allergic students. When feasible, other students will be encouraged to sit at allergen-free tables if appropriate measures are in place to minimize cross-contamination of the allergen-free tables.
- The staff on lunch duty will ensure that the allergen-free table(s) and chairs will be washed before lunches begin and after each group finishes. The same tables will be used each day and will be clearly marked as allergen-free. Volunteers and/or substitutes will be informed which tables are allergen-free.
- Staff and volunteers on lunch duty shall monitor the students' compliance with the food allergy protocol at allergen-free table(s). They should also be aware of any bullying or teasing behavior toward a food-allergic student and report any such incidents to the administrator.
- Students will be discouraged from sharing any food or utensils throughout the cafeteria.

Procedure for handling epinephrine

- Each school must maintain a current supply of epinephrine by auto-injector (Epi-pens) and must comply with all Department of Public Health regulations for administration, storage, and record-keeping concerning epinephrine.
- The school nurse shall register with the Department of Public Health, and shall train other school personnel to administer epinephrine in accordance with 105 CMR 210.
- All staff members will be informed of the location of the Epi-pens.

Emergency response procedures

- All staff members supervising students with life-threatening allergies must have means of communication to call for assistance.
- The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 must be available in each school during the school day and must accompany food allergic student on field trips. The protocol must provide for the management of anaphylaxis in individuals with unknown allergies, including an authorization for administration of epinephrine by the school nurse signed by the school physician.

The implementation of the District protocol and of the individualized plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, parents, and the student as appropriate.

CODE:	VOCATIONAL-TECHNICAL EDUCATION		
Category:	INSTRUCTION	Adopted:	2/25/76
File No.:	IHAI-1	Revised:	6/30/03; 2/15/05; 9/20/05; 5/5/15

To accommodate the rights and interests of all parties mentioned above, including the interests of the Southwick-Tolland-Granville Regional School District and to provide high quality Chapter 74 programming to the students residing in our district, the following policy/procedure is adopted.

The Southwick-Tolland-Granville Regional School District recognizes the right of a student residing in any of the three towns that together constitute our regional school district, to attend a training school in the Commonwealth of Massachusetts in accordance with M.G.L. c. 74 Sec. 7. Additionally, the Regional School District identifies the Career Technical Education Collaborative at the Lower Pioneer Valley Collaborative as the District's preferred high school for students who seek the educational opportunity stated in the above statute.

A student residing in any of the three towns that constitute the Southwick-Tolland-Granville Regional School District who seeks to be admitted to a high school for a Chapter 74 approved vocational technical education program may apply to any high school that offers a Chapter 74 approved vocational technical education program in which that student is interested. A students' request for non-resident tuition and transportation under the Chapter 74 vocational tuition and transportation option shall be submitted to the Superintendent of Schools by not later than April 1 of the year prior to matriculation, for the Superintendent's consideration based on pertinent criteria, including the availability of the same or substantially similar program at a high school closer to the students residence or consistent

with the District's stated preferred vocational technical high school. A student's parent or guardian or a school that has been disapproved for non-resident tuition by the Superintendent may request that the Commissioner of Elementary and Secondary Education review the denial of tuition in accordance with the guidelines cited above.

A student residing in the STGRSD who seeks to be admitted to a high school for a specific Chapter 74 approved vocational technical education program shall, in addition to applying to any other high school of the students choosing that offers the program, apply to the preferred high school for the Regional School District. If that Chapter 74 program is offered at the District's preferred high school, and if that student is accepted at the preferred school, then the student shall attend the preferred high school for that Chapter 74 program.

CODE: BILINGUAL INSTRUCTION
Category: INSTRUCTION Adopted: 5/3/05
File No.: IHBE Revised:

As required by law, the school committee will annually prior to March 1 determine the number of school-age children of limited English-speaking ability residing in the city. Whenever there are more than 20 such children of one language group (excluding children in parochial schools) the school committee will provide a program in transitional bilingual education.
Any child whose primary language is other than English and who has difficulty performing ordinary class work in English may participate in these classes. The classes will consist of students of approximately the same age and level of educational attainment. Classes may also be offered in preschool and summer school programs.
Within 10 days after a student's enrollment in the transitional bilingual educational program, the student's parents or guardian will be provided with, in both English and their native language, the following information:

1. A clear statement of the purpose, method, and content of the transitional bilingual education program.
2. A statement of parental rights, which include:
   a. visits to the transitional bilingual classes
   b. conferences with school personnel
   c. right to withdraw the student at any time upon written notification to the school authorities

The offering of this program makes it necessary to provide sufficient numbers of bilingual teachers and aides to implement it. The school committee will make every effort to recruit and develop a highly qualified and motivated staff to carry out this program.
SOURCE: MASC Policy
LEGAL REFS.: M.G.L. 71A:1 et seq.
Board of Education Regulations for use in Administering Programs in Transitional Bilingual Education

CODE: ENGLISH AS A SECOND LANGUAGE
Category: INSTRUCTION Adopted: 5/3/05
File No.: IHBEA Revised:
In keeping with the intention of the state of Massachusetts to offer educational opportunities to those children whose dominant language is other than English, the District shall provide suitable instructional programs for all such students in grades kindergarten through 12 in accordance with the requirements of state statutes and the Massachusetts Department of Education.
Foreign exchange or visiting students are not eligible for English as a Second Language programs.
SOURCE: MASC Policy

CODE: EMPOWERED DIGITAL USE POLICY
Category: INSTRUCTION Adopted: 6/7/05
File No.: IJNDB Revised: 5/21/2019
Purpose
The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the District provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.
Availability
The Superintendent or designee shall implement, monitor, and evaluate the District's system/network for instructional and administrative purposes.
All users shall acknowledge that they understand that using digital devices, whether personal or school owned, as well as the school District network is a privilege and when using them in accordance with School District guidelines users will retain that privilege.
The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.

- The District will comply with all relevant privacy laws relating to personal information that is disseminated using the District's system/network (including home/mobile phone numbers, mailing addresses, and passwords).
- Individuals will show respect for themselves and others when using technology including social media. (CROSS REF: IJNDD Policy on Social Media)
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.
- The Network is the property of the STGRSD and its storage systems are therefore subject to inspection by the administration at any time. As such, users should be aware that routine maintenance and monitoring of the system may lead to discovery that the user has violated or is violating the STGRSD Empowered Digital Use District Policy, and/or the law. System users should not have an expectation of privacy to the contents of their personal files on the Network.
- If there is suspicion that a user has violated the Empowered Digital Use District Policy or the law an individual search will be conducted. The nature of the investigation will be in the context of the nature of the alleged violation.

These procedures shall be reviewed annually by District administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as Internet safety, digital citizenship, and ethical use of technology.

Parent/Guardian Notification

The STGRSD Empowered Digital Use Policy establishes expectations for appropriate behavior when using District technology. There is a wide range of material available on the Internet, some of which may not be in concert with the particular values of the families of students. It is not practically possible for the STGRSD to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents/guardians bear primary responsibility for communicating their particular set of family values to their children. The District will encourage parents/guardians to specify to their children what material they believe is and is not acceptable for their children to access through the Network. The District will utilize an Empowered Digital Use Form to inform students about what type of materials and behaviors are acceptable and expected. STGRSD will also provide students with instruction about personal safety and well-being while using the Internet and technology through the Massachusetts Digital Literacy and Computer Science curriculum.

District Limitation of Liability

The STGRSD makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its Network will be error free or without defect. The District will not be responsible for any damages users may suffer, including but not limited to loss of data, interruptions of service, or physical, psychological, or monetary damages. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for unauthorized financial obligations arising through the use of the system.

SOURCE: MASC
Adopted: August 2015
CROSS REF: IJNDD Policy on Social Media
Empowered Digital Use Form

CODE:	ACCESS TO DIGITAL RESOURCES		
Category:	INSTRUCTION	Adopted:	5/7/2019
File No.:	IJND	Revised:	

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use
Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.
Community Use
On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept, the district's Access to Digital Resources Policy before accessing the district network.
Disregard of Rules and Responsibility for Damages
Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network
Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.
SOURCE: MASC
LEGAL REFS: 47 USC § 254
Adopted: August 2015
Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

CODE:	POLICY ON SOCIAL MEDIA		
Category:	INSTRUCTION	Adopted:	4/12/2012
File No.:	IJNDD	Revised:	5/21/2019

The Superintendent and the School Principals will annually remind existing and orient new District employees the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

1) Improper fraternization with students using social media or other electronic means.
    a. District Employees may not friend or follow current students on social media.
    b. All electronic contacts with students should be through District approved systems, except emergency situations.
    c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator or the administrator's designee as a member. Access to the page will remain with the coach or faculty advisor.
    d. All contact and messages by supervisors of student groups (club advisers, coaches, etc...) shall be sent to all members of the group, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator or designee.
    e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
    f. Inappropriate contact via phone or electronic device is prohibited.
2) Inappropriateness of posting items with sexual content
3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
4) Examples of inappropriate behavior from other districts, as behavior to avoid
5) Monitoring and penalties for improper use of district computers and technology
6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if District employees have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the District employee and may consider and apply disciplinary action up to and including termination.
SOURCE: MASC October 2016

CODE:	ACADEMIC ACHIEVEMENT		
Category:	INSTRUCTION	Adopted:	5/3/05
File No.:	IK	Revised:	

The philosophy of the school committee concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his needs, his growth, and make instructional plans for him. A sharing of information among parent, teacher, and student is essential.

The committee supports staff efforts to find better ways to measure and report student progress. It will require that:

1. Parents be informed regularly, and at least four times a year, of the progress their children are making in school.
2. Parents will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions will be made between a student's attitude and his academic performance.
4. At comparable levels, the school system will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
5. When no grades are given but the student is evaluated informally in terms of his own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his peers.
6. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

SOURCE: MASC Policy
CROSS REF.: IKF

CODE: STUDENT-TO-STUDENT HARASSMENT
Category: Students Adopted: 2/15/11
File No.: JBA Revised:

Harassment of students by other students will not be tolerated in the Southwick-Tolland-Granville Regional School District. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.
Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, color national origin, sexual orientation religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.
Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly, a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Demeaning

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.
Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.
The Superintendent will develop administrative guidelines and procedures for the implementation of this policy
LEGAL REF.:M.G.L. 151B:3A; Title VII, Section 703, Civil Rights Acts of 1964, as amended; Board of Education 603 CMR 26:0
REFS:"Words That Hurt," American School Board Journal, September 1999; National Education Policy Network, NSBA

CODE: **HOMELESS EDUCATION POLICY**
Category: Students Adopted: 10/4/05
File No.: JFABC Revised:

McKinney Vento Homeless Assistance Act

In compliance with the federal McKinney-Vento Homeless Education Assistance Act the STGRSD will immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. If a homeless child or youth arrives without immunizations or medical records, the parent/guardian will be referred to the STGRSD Homeless Education Liaison. The Homeless Education Liaison will have the responsibility to obtain relevant academic records, immunizations and/or medical records and to ensure that homeless students are attending school while the records are obtained.

It is the policy of the STGRSD that a child is homeless if living in one of the following situations:

- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building or trailer
- Doubled-up with friends or relatives

If a child lives in any of the situations noted above, the STGRSD Homeless Education Liaison will:

- Help to immediately enroll the child in school
- Assist the child in staying in their old school or the school closest to where they are presently staying
- Put transportation in place to and from school
- Ensure that the child gets automatic free breakfast and lunch
- Ensure the child receives the same services as other students
- Ensure the child is aware of their right to attend classes even while the school and child seek to resolve a dispute over enrollment

Any questions can be directed to the STGRSD Homeless Liaison, Noell Somers 569-0111 or Peter Cirioni, State Coordinator (781) 339-6294

Or call one of these organizations:
Massachusetts Coalition for the Homeless, Robyn Frost
Toll-Free: (866) 205-1700, ext. 100

Greater Boston Legal Services, Steve Valero (617) 603-1654

New England Network for Child, Youth and Family Services, Melanie Wilson (978) 266-1998

CODE:	STUDENT ABSENCES AND EXCUSES		
Category:	Students	Adopted:	10/4/05
File No.:	JH	Revised:	10/21/14

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.
Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.
A child may also be excused for other exceptional reasons with approval of the Principal or designee.
A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.
Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.
In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program
Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.
Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention
No student who has not graduated from high school shall be considered permanently removed from school unless the Principal or designee has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.
The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent or designee has documented a good faith effort to include the parent/guardian.
The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.
SOURCE: MASC
LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

CODE: STUDENT RIGHTS AND RESPONSIBILITIES
Category: Students Adopted: 10/4/05
File No.: JI Revised:

The school committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students. Among these rights and responsibilities are the following:

1. Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injures his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right of privacy, which includes privacy in respect to the student's school records.

It is the school committee's belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the school committee to make, and delegate authority to its staff to make, rules regarding the orderly operation of the schools.
Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.
The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

SOURCE: MASC Policy
LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

CODE: STUDENT CONDUCT
Category: Students Adopted: 10/4/05
File No.: JIC Revised: 10/21/14
04/24/2018

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.
Each Principal or designee shall include prohibited actions in the student handbook or other publication and made available to students and parents.
Principals/designee and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.
The Principal or designee may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal or designee shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal or designee must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal or designee shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal or designee must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal or designee may remove a student from school temporarily 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 or designee's judgment, there is no alternative available to alleviate the danger or disruption.
The Principal or designee shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.
The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal or designee shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written

notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal or designee that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal or designee, student, and parent; render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal or designee shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – Not More Than 10 Days Consecutively or Cumulatively

The principal or designee may use in-house suspension as an alternative to a short-term suspension. It is the principal's responsibility to inform the student of the disciplinary charge and to provide the student the opportunity to dispute the charges and explain the circumstances. If the principal determines that the student committed the offense, the principal must inform the student of the length of the suspension which may not exceed ten days cumulatively or consecutively, in a school year.

It is the principal's, or designee's, responsibility to orally inform the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction and the length of the in-school suspension.

The principal must 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. The principal needs to schedule the parent/guardian meeting for the day of the suspension or as soon as possible, and must document at least two attempts to reach the parent for the purpose of orally informing the parent. Additionally, the principal must send written notice to the student and the parent/guardian about the in-school suspension, inviting the parent to a meeting if such meeting has not occurred, which must be delivered on the day of the suspension.

Principal's or Designee's Hearing – Short Term Suspension of up to 10 Days

The hearing with the Principal or designee shall be 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 committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal or designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal or designee should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal or designee shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal or designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal or designee shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's or Designee's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal or designee shall be 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 committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal or designee may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal or designee, and to receive a copy of the audio

recording upon request. If the student or parent requests an audio recording, the Principal or designee shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal or designee should consider in determining consequences for the student.

The Principal or designee shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal or designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal or designee and the parent.

If the Principal or designee decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal or designee; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's or designee's decision to the Superintendent or designee, but only if the Principal or designee has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's or designee's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal or designee shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal or designee shall have the right to appeal the Principal's or designee's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal or designee's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's or designee's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal or designee, but shall not impose a suspension greater than that imposed by the Principal's or designee's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal or designee determines that the

student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, 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 or designee shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, 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.

The Principal or designee shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal or designee shall notify the parent 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, 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.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal or designee of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H3/4; 76:17; 603 CMR 53.00

CODE:	CODE OF DRESS AND GROOMING		
Category:	Students	Adopted:	5/24/05
File No.:	JICA	Revised:	

Southwick-Tolland-Granville Regional School District strives to provide a safe, supportive and respectful environment dedicated to the academic, personal, and cultural evolution of every student. Student dress is directly tied to our mission as a school. Student dress has a positive impact on learning, student behavior and the educational climate of the entire school. All students are required to dress in a manner that is compatible with a serious, effective learning environment and does not interfere with the health, safety and welfare of any student. Dress that distracts from or disrupts the educational process and the mission of Southwick-Tolland-Granville Regional School District is prohibited.

Proper attire is required of all students during each school day and at all school functions. Proper attire appropriately covers the body and helps maintain a healthy, safe and respectful environment within the school.

The following are examples of standards designed to prevent disruption and ensure a healthy, safe and respectful learning environment. These standards must be observed in the Southwick-Tolland-Granville Regional School District and while representing your school:

a. Student attire must not expose underwear.
b. Pants and skirts must be high enough on the hips, so as not to expose underwear or skin.
c. Sheer or flimsy clothing must include undergarments. Sheer or see-through garments may not expose underwear or skin. They may only be worn over solid garments that also meet the conditions of this dress code.
d. Necklines of shirts must be high enough not to expose the chest in a provocative manner.
e. Attire covering the top of the body must be long enough to cover the navel, and there should be no bare midriffs.
f. Legs should not be exposed above mid-thigh.
g. Pajamas and slippers are prohibited except on prescribed days, such as Pajama Day during Spirit Week.
h. Sunglasses may not be worn indoors, except for medical reasons.
i. Head apparel, such as hats, hoods and bandanas, are prohibited indoors other than for religious or medical purposes, or on prescribed days such as Hat Day.
j. Footwear is required.
k. Excessively short, tight or inappropriately ripped or torn clothing is prohibited.
l. Strapless and halter tops or spaghetti straps worn alone are prohibited.
m. No jewelry may be worn during physical education classes for safety reasons.
n. Jewelry, such as studded or pointed rings, bracelets, or neckwear, is considered dangerous and is not permitted.
o. Large, long and/or heavy chains, spikes or any other hardware worn as jewelry or accessories, including dog collars and like bracelets, are prohibited.
p. No attire that advertises alcohol, drugs, or cigarettes will be allowed.
q. Any clothing that indicates any criminal act or criminal affiliation is forbidden.
r. Any other clothing or attire found to be disruptive or distracting to the educational process or which may affect the health and safety of students is prohibited.

The school administration reserves the right to determine what is or is not proper attire. If in their judgment clothing is not proper, the student will be given the opportunity to change the inappropriate clothing. The school may provide substitute clothing (e.g. a tee shirt), if available. If this is not possible, a parent/guardian will be called and requested to bring a change of clothes to school. For repeat offenders, parents/guardians will be contacted and student disciplinary consequences will result.

CODE:	STUDENT CONDUCT ON SCHOOL BUSES		
Category:	Students	Adopted:	12/6/05
File No.:	JICC	Revised:	

BUS REGULATIONS

Transportation by school bus to and from school is a privilege for all pupils who qualify according to the Rules and Regulations of the School Committee and the Laws of the Commonwealth of Massachusetts. The school bus is an extension of the school itself and rules regarding behavior are the same as in school. It should be understood that the right of a pupil to transportation to and from school is a qualified right dependent on good behavior. Some of the following regulations are supported by State Law, violations to parts of the following rules are punishable by fines:

1. On roads and highways where there are no sidewalks, students walk on the side facing traffic to and from a bus stop.
2. Students must be on time at pick-up point, the bus stop, five minutes before the regular pick-up time. Dogs should be restrained in homes until after bus leaves in the morning.
3. While waiting for the bus, students do not run, push, or play games. They must respect other people's property.
4. Students must be courteous! They will not push or shove on entering or leaving the bus. They will leave the bus promptly at their destination.
5. When crossing the highway after alighting from the bus, students cross only after the driver signals that it is safe to cross. They will pass ten feet in front of the bus and look for the traffic in both directions before crossing the highway.
6. Students will take their seats promptly on entering the bus and remain in it until they arrive at their destination.
7. Students will ride only on their assigned bus; seats may be assigned by the Bus Driver.
8. Students will not use profane, loud, or boisterous talk or make other noises that might distract the driver in whose hands are the lives of all children.
9. Students will be respectful to the bus driver. He/She has a very important task to perform and he/she needs help. His/Her eyes and ears need to be focused on the road in order to drive safely to and from school.
10. The school bus is a "classroom on wheels." Students will conduct themselves as they would in school. On the bus there will be no fighting or roughhousing, no insubordination, swearing or obscene gestures, no possession, consumption or sale of drugs or alcohol or any types of behavior where other school disciplinary conduct rules and regulations may apply.
11. Students will not enter into conversation with the driver while the bus is in motion, but will report any emergency to him/her at once!

12. No senior high school student at any time may ride home from school on an afternoon elementary or middle school bus without permission of his/her principal or assistant principal.
13. Students do not bring animals, pets, explosives, weapons of any sort, or large objects on the school bus.
14. Students keep their backpacks, books, musical instruments, and athletic equipment out of the aisles. They keep the bus neat and do not mark, cut, or break any part of the bus.
15. Students do not throw anything in the bus or out the windows. They do not put their hands, arms, or other parts of their body out the windows or rear exit door of the bus at any time.
16. Generally, there will be no eating or drinking on the bus. When eating and/or drinking on the bus is permitted it will be at the discretion of the bus driver.

The school administration may deprive pupils of the privilege of riding the school bus for a reasonable length of time if the pupils violate these rules. In all cases, a report must be made to the parents.

Warning Cards/Bus Cards:

Depending upon the seriousness of the situation, the following actions may be taken:

1st Offense – 0 to 5 days suspension of transportation privileges. Parent notification
2nd Offense – 5 to 10 days suspension of transportation privileges. Parent notification
3rd Offense - 10 to 15 days suspension of transportation privileges. Parent notification
4th Offense - Minimum of 15-day suspension of transportation privileges and a meeting with parent, student, and administration
ANY FURTHER VIOLATION WILL RESULT IN PERMANENT SUSPENSION OF BUS PRIVILEGES FOR THE YEAR

CODE:	HAZING		
Category:	Students	Adopted:	10/4/05
File No.:	JICFA-E	Revised:	

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

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

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

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

SOURCE: MASC Policy

CODE:	BULLYING		
Category:	Students	Adopted:	12/7/10
File No.:	JICFB	Revised:	01/07/14, 4/19/16

PROHIBITION AGAINST BULLYING AND RETALIATION:

Bullying in any form, including verbal abuse, harassment, taunting, name calling, threats in any form, extortion, intimidation, slander, defamatory statements, whether verbal or written, punching, shoving, tripping, unwanted physical contact and/or making another person uncomfortable by proximity or by inappropriate explicit terms is prohibited in the Southwick-Tolland-Granville Regional

School District. This also includes asking anyone to verbally abuse, threaten or intimidate another student on one's behalf. This prohibition applies to activity on school grounds, property immediately adjacent to school grounds, at school related functions or programs, on buses and at bus stops, and cyber/electronic activity that creates a hostile environment at school, or interferes with the educational process.

The Southwick-Tolland-Granville Regional School District is committed to providing our students equal educational opportunities, and a safe learning environment free from bullying.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

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

The school or district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

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

RATIONALE:
The Southwick-Tolland-Granville Regional School District prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. The Southwick-Tolland-Granville Regional School District also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The provision of a safe environment fostering a culture of civility, creativity and respect for diversity, is a core value of our school district and a fundamental aspect of our district and school plans.
APPLICATION:
Acts of bullying, which include cyber bullying, are prohibited:
(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.
This policy applies to all sites and activities under the supervision and control of the Southwick-Tolland-Granville Regional School District, or where it has jurisdiction under the law. The policy applies to all students, school committee members, school employees, independent contractors, school volunteers, visitors, parents and legal guardians of students, whose conduct occurs on school premises or in school-related activities, including school-related transportation. Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct.

PROCEDURES FOR REPORTING:
Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. The school district has an Incident Reporting Form which is available in the main offices, guidance departments, as well as the district website.
A staff member will immediately report to the principal or designee or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor, via an oral report to a staff member or by using the district Incident Reporting Form.

Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

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

   In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

PROCEDURES FOR INVESTIGATION:
The principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor, will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

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

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

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

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

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

PROCEDURE FOR DETERMINATIONS AND CONSEQUENCES:

If, after investigation, bullying or retaliation is substantiated, the principal or designee will take reasonable steps to prevent recurrence and to ensure that the target may fully participate in school and school activities.
The principal or designee will:

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

Violation of this policy is a serious offense. Violators may be subject to appropriate disciplinary and/or corrective action to stop the conduct and prevent its reoccurrence. Disciplinary action will be implemented in an age-appropriate manner. These actions may include but are not limited to: verbal directives, counseling, referral to social service agencies, detention, Saturday school, in-school suspension, external suspension/expulsion, notification to local law enforcement

The District is committed to protecting a complainant, and other similarly-situated individuals, from bullying in the future. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

This policy shall be printed in each school handbook.

I. LEADERSHIP

DEFINITIONS

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.
Bullying , as defined in M.G.L. c. 71, § 370, is defined as the repeated use by one or more students or school staff members of a written or verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: causes physical or emotional harm to the victim or damage to the victim's property; places the victim in reasonable fear of harm to himself or of damage to his/her property; creates a hostile environment for the victim; infringes on the rights of the victim at school; or materially and substantially disrupts the education process or the orderly operation of a school. For purposes of definition, bullying shall include cyber-bullying.
Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by 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 the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the above clauses regarding the definition of bullying. Cyber-bullying shall also include the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the clauses regarding the definitions of bullying.
Hostile environment as defined in M.G.L. c. 71, §370 is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.
Retaliation is any form or intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, and athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.
Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school district policies.
In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§37H or 37H ½ , M.G.L. c. 71, §§41 and 42, other applicable laws or local district policies or collective bargaining agreements in response to violent, harmful, or disruptive behavior regardless of whether the Plan covers the behavior.

PROMOTING SAFETY FOR THE TARGET AND OTHERS

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in location where bullying is known to have occurred or is likely to occur.
Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan. Annual training for all STGRSD school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula (Responsive Classroom, Second Step, Facing History and Ourselves, and Teenage Health Teaching Modules) to be offered at all grades throughout the school or district. This annual training will take place during the first 30 days of the academic school year. This training will be inclusive of all district staff including but not limited to faculty, bus drivers, nurses, custodians, cafeteria staff, etc. STGRSD staff members hired after the start of the school year are required to participate in district online training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years. The training is online through the Global Compliance Network

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for STGRSD staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of STGRSD staff members to prevent, identify, and respond to bullying. Professional development will be ongoing and inclusive of all academic levels. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide STGRSD professional development will be research-based and in alignment with district approved programs. Specifically, the approved programs that will be the focus of professional developments are:

- Responsive Classroom – approved for grades K-4, (once training is complete, will be used by all classroom teachers)
- Second Step – approved for grades K-8 (guidance counselors and classroom teachers)
- Teenage Health Teaching Modules – approved for grades 6-8 (used in health classes) and grades 9-12 (used in health classes)
- Facing History and Ourselves – grades 9-12, history dept.
- Steps to Respect

These specific curricula provide information on:

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

In addition to addressing all of the above required criteria, the STGRSD selected curriculum programs also address:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors.

The STGRSD district recognizes the importance of sustained, high quality professional development. The rationale for providing training is:

- Research collected through teacher self-reporting indicates that training in an approved curriculum is an important factor affecting the teacher's preparedness to implement the curriculum.
- Teachers trained in the implementation of one or more of the programs will have a significantly higher degree of effectiveness than untrained teachers.
- Trained teachers achieve more positive effects on student knowledge (and at the high school level, on attitudes) than teachers who did not receive training.

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

C. Written notice to staff. STGRSD will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee Code of conduct Sign-off sheets indicating staff has read and understand the Plan will be required each year.

III. Access to Resources and Services

A) Identifying Resources

- Students and their families are identified as needing services via several avenues: self-referral, staff referral, parent and/or community referral.
- Our district employs administrators, adjustment counselors, guidance counselors, psychologists, nurses and behavioral specialists who are all on hand to provide an array of services in the social-emotional domain.
- Our district provides various educational programs and settings that focus upon early intervention and intensive instructional services in this area. Three examples of curricular programs are Second Step, and Steps to Respect (STGRSD). We have a civility program in place at the elementary school, which addresses different civility themes for each month, and the elementary school fourth grade safety council performs plays which address various social-emotional topics (e.g. My Bully). The STGRSD also has alternative educational programs available for those students who require a more structured setting (e.g. Stepping Stones; Cross Roads; Achievement Increases Motivation; etc.)

B) Counseling and Other Services

- Various counseling services are available depending upon the needs of the student body (i.e. individual; small group; whole class; thematic group counseling; vocational counseling; Between Teens; etc.).
- Our district has created and uses a Community Resources Reference Manual which assists us in making appropriate referrals to various services in our community (e.g. counseling; medical; dental; hospitals; advocacy; etc.). We frequently use the Carson Center for mental health needs.
- Crisis teams have been created in each school whose function it is to identify children in need, to assist in their on-going care and to develop appropriate programming for treatment, depending upon the presenting need (e.g. behavior intervention plans, Functional Behavioral Assessments; Social Skill development groups; etc.).
- Student Assistance Teams and Child Study Teams meet regularly to discuss and problem solve various topics regarding student care (e.g. academic progress; behavioral concerns; emotional concerns; etc.).

C) Students with Disabilities

- IEP teams meet regularly to address student needs and unique disabilities which may impact a child in the social-emotional domain, and also to address those children whose special needs may make them more prone to bullying. Recommendations are made at these meetings and are included in student programming.

D) Referral to Outside Services

- Students are referred to outside agencies depending upon the presenting need. Our district makes excellent use of our Community Resources Reference Manual to direct families to the most appropriate services. Referrals are accepted as self-referral, staff referral, or as parent and/or community referrals.

IV. Academic and Nonacademic Activities

A) Specific Bullying Prevention Approaches

- Our district employs different bully prevention curricula: Steps to Respect (grades three thru six), the Second Step program (preschool thru grade 8.)
  1. Steps to Respect (STGRSD)
  2. Second Step
  3. STRHS addresses this issue within the Health Curriculum (i.e. various topics depending upon grade level: For instance, Grade 5: Bullying; Grade 9: Bullying Cycle; Grade 10: Healthy relationships, Empathy Training).
- Responsive classroom techniques (e.g. morning meeting; monthly student-led assemblies).
- These programs incorporate specific skill lessons on a weekly basis. Classroom teachers reinforce the presented skills throughout the week using a variety of academic and nonacademic activities (e.g. incorporating it into a writing activity; fund raising; charity work, etc.).
- The activities include scripted lessons, role playing opportunities, large/small group discussions, perspective taking, team building and active problem solving.
- Empowering students to take action by knowing what to do, when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance (tools for 'bystanders').
- Helping students understand the dynamics of bullying, including the underlying power imbalance.
- Enhancing students' skills for engaging in healthy relationships and respectful communications.
- Engaging students in creating a safe, supportive school environment that is respectful of diversity and difference.

B) General Teaching Approaches that Support Bullying Prevention Efforts

Upon the principal or designee determining that bullying or retaliation has occurred, the school will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c.71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;

- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

- Our district has adopted an internet safety protocol and procedure which is listed in student handbooks and on our website. Children are instructed in internet safety at the elementary level twice a year. An informational meeting on internet safety is offered every other year for parents and community members.
- Fostering an emotionally and physically safe school and school environment, especially for those students with disabilities, and for those who are lesbian, gay, bisexual, transgender students, and homeless.
- Setting clear expectations of students and established school and classroom routines.
- Using predictable and positive responses and reinforcement, even when students require discipline.
- Using positive behavioral supports.
- Encouraging adults to nurture positive relationships with students.
- Modeling, teaching and rewarding pro-social, healthy and respectful behaviors.
- Using positive approaches to behavioral health, including collaborative problem solving, resilience, team work and positive behavioral supports that aid in social-emotional development.
- Supporting students' participation in non-academic and extra-curricular activities, particularly in their areas of strength.

V. Collaboration with Families

A) Parent Education and Resources

- Each School Council will meet annually to review the anti-bullying plan and this plan will be shared annually with the PTO.
- Each school in the district meets annually with the school council and the parent's association to review the parental components of the anti-bullying curriculum and any social competency curriculum used by the district.
- All students and parents are required to sign a form agreeing that they have read the Student Handbook which has a copy of the district's bullying policy (JICFB).
- Our district teaches the Second Step Violence Prevention Program, teaches the Second Step Bullying Program, in addition to teaching Teenage Health Modules (STGRSD).
  - All programs include an informational component for parents along with take home letters explaining the programs and ways to reinforce the skills learned at home.
  - Each school in the district provides information and resources on the school website and through school newsletters.
- Administrators and counseling staff throughout the district provide individualized anti-bullying prevention to students and their parents/guardians as needed.

B) Notification Requirements

- Our district informs parents/guardians of the bullying prevention curriculum through, in addition to the following programs: Second Step, Steps to Respect, Teenage Health Teaching Modules, and Internet Safety Cyber-Bullying (STGRSD).
- Our district meets with parents/guardians annually to explain the bullying policy.
- Our district provides annual written notice of the student-related sections of the bullying prevention and intervention plan to students and their parents/guardians, in age-appropriate terms.
- Our district provides information to parents/guardians regarding the district's Internet Safety Policy, in both hard copy and electronically through our district website.

LEGAL REFS:Title VII 703, Civil Rights Act of 1964 as amended; Federal Regulations 74676 issued by EEO Commission; Title IX of the Education Amendments of 1972; 603 CMR 26.00; MGL 71:370; MGL 265:43, 43A; MGL 278:13B; MGL269:14A

APPENDIX A

INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____

   (Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: ☐ Target of the behavior ☐ Reporter (not the target
3. Check whether you are a: ☐ Student Age _____ ☐ Staff member (specify role)

   ☐ Parent ☐ Administrator ☐ Other (specify)

   Your contact information/telephone number: _____

4. If student, state your school: _____
5. If staff member, state your school or work site: _____

6. Information about the incident:
   Name of Target (of behavior): _____
   Name of Aggressor (Person who engaged in the behavior): _____
   Date(s) of Incident(s): _____
   Time When Incident(s) Occurred: _____
   Location of Incident(s) (Be as specific as possible): _____

7. Witnesses: (List people who saw the incident or have information about it):
   Name: _____ ☐ Student ☐ Staff ☐ Other
   Name: _____ ☐ Student ☐ Staff ☐ Other
   Name: _____ ☐ Student ☐ Staff ☐ Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used.) Please use additional space on back, if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____
   (Note: Reports may be filed anonymously.)
10. Form Given to: _____ Position: _____ Date: _____
    Signature _____ Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____
2. Interviews:
   ☐ Interviewed aggressor Name: _____ Date: _____
   ☐ Interviewed target Name: _____ Date: _____
   ☐ Interviewed witnesses Name: _____ Date: _____
   Name: _____ Date: _____
3. Any prior documented incidents by the aggressor? ☐ Yes ☐ No
   If yes, have incidents involved target or target group previously? ☐ Yes ☐ No
   Any previous incidents with findings of BULLYING, RETALIATION? ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document, as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ Yes ☐ No
   ☐ Bullying ☐ Incident documented as _____
   ☐ Retaliation ☐ Discipline referral only _____
2. Contacts:
   ☐ Target's parent/guardian Date: _____ ☐ Aggressor's parent/guardian Date: _____
   ☐ Guidance Counselor Date: _____ ☐ Law Enforcement Date: _____
3. Action Taken:
   ☐ Loss of Privileges ☐ Detention ☐ Student Assistance referral ☐ Suspension
   ☐ Community Service ☐ Education ☐ Other
4. Describe Safety Planning:
   Follow-up with Target: scheduled for _____ Initial and date when completed: _____
   Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____
   Report forwarded to Principal Date: _____ Report forwarded to Superintendent Date:
   Signature and Title _____ Date: _____

APPENDIX B
MEMORANDUM OF UNDERSTANDING

The Southwick-Tolland-Granville Regional Public Schools, the Southwick Police Department and the Hampden County District Attorney agree to work together to ensure a safe and secure school environment for all students, to foster a zero tolerance attitude regarding the illegal use of drugs, alcohol, weapons or violence and to provide parents, teachers and other staff with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in the Southwick-Tolland-Granville Public School System.

The Parties agree to share information about criminal or delinquent behavior in order to implement Ch. 71:37H, 37H1/2 and 37L and to protect the school community from criminal acts.

This Memorandum of Understanding is intended to facilitate the professional, lawful and confidential exchange of information consistent with the rights and responsibilities of students, parents, teachers, administrators and law enforcement officials.

It is understood by the parties that it remains the sole prerogative of school officials to impose discipline for infractions of school rules and policies.

It is understood by the parties that school officials are not agents of the police or the District Attorney and that the District Attorney and police are not agents of school officials.

THEREFORE, the parties agree to share information as set forth herein:

1. The police and/or the district Attorney shall notify the Superintendent whenever a student:
   A. has been charged or convicted of a felony offense;
   B. has been charged or convicted as a youthful offender.
   C. has been charged or convicted of delinquency where the underlying offense is a felony.
2. The District Attorney shall notify the Superintendent whenever a student has been charged with or convicted of a felony (as set forth above) if a principal requests information regarding a specific student whose continued presence at school may have a substantial, detrimental effect on the general welfare of the school under Ch 71:37H-1/2.
3. The District Attorney shall notify the Superintendent whenever a transfer student has been charged with or convicted of a felony (as set forth above) if the superintendent requests such information in order to assess the background of the transfer student pursuant to Ch. 71:37L.
4. If the police or the District Attorney have notified the superintendent of a pending felony charge or conviction, the Superintendent may request additional, relevant information including summary police reports and statements of students. Before these materials are provided, the names of victims and witnesses not necessary for the safety of the school must be redacted. Further, the materials must be transmitted and stored in a secure manner to maintain the confidentiality required by law.
5. The Superintendent and all principals who are to receive this information shall be CORI certified.
6. The Superintendent agrees to notify the Police Department whenever:
   A. a student has violated the zero tolerance discipline code;
   B. a student has committed an act required to be reported under Ch. 71:37L or any other provision of law.

DAILY POLICE LOG

The Southwick Police Department will provide to the Superintendent a copy of the daily police arrest log. The School Department shall review the log to determine if any students are involved and to consider whether or not additional information regarding such incidents is necessary to protect the school community.

SCHOOL SAFETY

The undersigned agencies have a common responsibility to deter and prevent violence and delinquent conduct which poses a threat to the Southwick-Tolland-Granville Regional Public School community. Immediate communication between the parties is essential to discharging this responsibility. Therefore, the School Department agrees to notify the Police Department immediately whenever any conduct poses a threat to schools, neighborhoods or the community. The Police department will notify the Superintendent whenever it is aware of any conduct which poses an imminent threat to students, teachers or the school community.

SCHOOL SAFETY MEETINGS

To allow the undersigned to discuss and assess specific events or particular individuals whose conduct may pose a threat to the safety of the school community, the District Attorney may conduct a safety meeting. These meetings will address general safety issues, specific safety problems, the conduct of specific individuals and planning for appropriate action to address legitimate safety concerns.

GENERAL PROVISIONS

Nothing in this Memorandum of Understanding shall prohibit law enforcement or school officials from taking any and all appropriate action to prevent violence or to address conduct which poses an imminent danger to students, administrators or other individuals. Anyone who willfully requests, obtains or seeks to obtain confidential information under false pretenses or who willfully communicates or seeks to communicate such information except in accord with this Memorandum of Understanding may be subject to criminal prosecution.

This Agreement shall be in effect September 1, 2010 when it will be reviewed and either continued in effect, amended or voided. The parties at any time may alter or amend this Memorandum by their mutual agreement.

In addition to the agreements stated here regarding MGL. Ch.71:37H, 37H1/2 and 37L, The Southwick-Tolland-Granville Regional School District and The Southwick Police Department agree to cooperate regarding the requirements of Chapter 92 of The Acts of 2010. This statute addresses bullying in all its forms and requires that schools and local law enforcement agencies work together to address and resolve reports of bullying.

Notice to Law Enforcement. At any point after receiving of a report of bullying or retaliation, or during or after an investigation, if the principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency.

In making this determination, the principal will, consistent with the Plan and with applicable Southwick-Tolland-Granville Regional School District policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that the incident may involve criminal conduct.

This agreement shall be in effect as of (October 1, 2010). Both The Southwick Police Department and The Southwick-Tolland-Granville Regional School District will review this Memorandum Of Understanding on an as-needed basis, and give the other party reasonable notice regarding updates and revisions.

_____
Superintendent

_____
Southwick Police Chief

_____
District Attorney

CODE:	TOBACCO USE		
Category:	Students	Adopted:	10/4/05
File No.:	JICG	Revised:	5/21/2019

Student smoking and the use of tobacco related products including any electronic or vapor devices including but not limited to e-cigarettes are prohibited in the schools, on school grounds, and on the buses.

Penalties for the possession of tobacco, smoking apparatus, or vaping materials:

a. First Offense: completion of the Educational Diversion Program. Students who do not complete the Educational Diversion Program will be externally suspended for three days. Additionally, the violator will be issued a ticket for one hundred dollars ($100) payable to the Town of Southwick.
b. Second Offense: completion of the Educational Diversion Program. Students who do not complete the Educational Diversion Program will be externally suspended for five days. Additionally, the violator will be issued a ticket for one hundred dollars ($100) payable to the Town of Southwick.
c. Subsequent Offenses: School Administration will seek alternatives to suspension including, but not limited to, participation in an educational program, community service, and cessation programs. Refusal or failure to complete these alternatives will result in progressively increasing days of suspension. Additionally, the violator will be issued a ticket for one hundred dollars ($100) payable to the Town of Southwick.

SOURCE: MASC Policy
LEGAL REF.:M.G.L. 71.37H; Town of Southwick Bylaws

CODE: ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

Category: STUDENTS Adopted: 11/1/2016
File No.: JICH Revised:

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC March 2016
LEGAL REFS.: M.G.L.71:2A; 71:96; 272:40A
CROSS REFS.: IHAMB, Teaching About Alcohol, Tobacco and Drugs ; GBEC, Drug Free Workplace Policy

CODE: WEAPONS POLICY
Category: Students Adopted: 10/4/05
File No.: JICI Revised:

Violence, especially violence connected with weapons, will not be tolerated.

Weapons of any kind shall not be brought onto property under school jurisdiction. Weapons shall include, but not be limited to, hand guns, shot guns, rifles, knives, blackjacks, clubs, chemical sprays, explosives and ammunition. In this connection, student possession of a locker is nonexclusive against the school and its officials; that is, reasonable searches of lockers by school officials can be expected.

Principals shall comply with the Massachusetts Education Reform Act of 1993 Re: Chap. 71, Sec. 37H.

POSSESSION OF A WEAPON: Possibility of expulsion from school

USE OF A WEAPON (Brandishing, Assault): Immediate removal from school, notification of police, expulsion from school.

Principals shall notify parents, ensure due process and shall expedite action.

Principals shall insure that violators of the policy are provided appropriate intervention and counseling. Parent participation in the intervention process shall be encouraged.

CODE: USE OF ELECTRONIC DEVICES IN SCHOOL
Category: Students Adopted: 5/24/05
File No.: JICJ Revised:

The School committee recognizes that today's society is different from previous generations. Cell phones and portable communication devices (PCDs) play an important part in employee and student safety and communications. Cell phones and PCDs are defined as current and emerging technologies that are wireless units that send and/or receive electronic communications in an analog or digital data transmission. The possession or use of cell phones and PCDs are prescribed for employees and students as follows:

Employees

1. Employees of Southwick-Tolland-Granville Regional School District are granted permission to possess and use cell phones and PCDs in the official job capacity consistent with their job descriptions.
2. Employees who own a personal cell phone and /or PCD must ensure that the device does not ring or interrupt the academic classroom environment or the job performance of the employee. Employees must take pro-active steps to ensure that the cell phones do not ring during their instructional hours and meetings which are obligations of the job.

Students

1. Students may possess and carry cell phones and PCDs; however, these units must be "off and away" during the academic school day to ensure that disruptions and interference of the instructional and academic climate of the school do not occur. Only high school students may use cell phones during lunch blocks and passing times.
2. Non high school students may not use or operate cell phones or PCDs during the school day. The "school day" is defined as once the first hour starts and throughout the day until the last period is over.
3. The school administration may, in its sole discretion, grant exceptions for cell phones and PCD use based upon critical need and appropriate documentation.
4. STGRSD School Administration will take possession of any cell phones or PCD's used during the school day and follow disciplinary action as outlined in the student handbook. Cell phones and PCD's will be returned only to a parent or guardian.

CODE:	SEXUAL HARASSMENT POLICY/COMPLAINT PROCEDURE FOR STUDENTS		
Category:	STUDENTS	Adopted:	12/1/09
File No.:	JICK	Revised:	

PURPOSE

To create for all Southwick-Tolland-Granville Regional School District students a study environment free of sexual harassment.

The Southwick-Tolland-Granville Regional School District is committed to safeguarding the right of all persons associated with the Southwick-Tolland-Granville Regional School District, including students, employees, school committee members and volunteers to a work and educational environment that is free from all forms of sexual harassment. Therefore, the Southwick-Tolland-Granville Regional School District condemns and prohibits all sexual harassment on its premises.

All individuals associated with the District, but not necessarily limited to the School Committee, the administration, the staff, students and members of the public while on campus, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on school property will be in violation of this policy.

Appropriate disciplinary action, up to and including dismissal, will be taken in any instance where an employee violates this policy. Sexual harassment by a student will result in disciplinary action up to and including expulsion. Sexual harassment by others will result in their being excluded from School premises or if it is required that they enter the premises, they will be accompanied by a School District representative at all times.

If the sexual harassment is criminal in nature, the offense shall be reported to the police department as well as the Title IX Coordinator. If the sexual harassment requires the intervention of State social service or protective agencies, the proper authorities will be contacted. In these circumstances, the School's attorney will be immediately contacted to give advice and guidance on how to process these actions with the appropriate authorities.

Any student who believes that he or she has been subjected to sexual harassment should make a complaint to any administrator, the Title IX Coordinator, or directly to the Superintendent, so that appropriate action may be taken at once.

Management representatives are charged with the responsibility of discouraging any sexually harassing behaviors within or outside of their areas of supervision. This includes directly confronting the harasser when a management representative observes harassing behavior, and immediately reporting the activity to the Title IX Coordinator.

The Title IX Coordinator will investigate complaints promptly, and corrective action will be taken where appropriate. No person will suffer retaliation or intimidation as a result of using the internal complaint procedure.

A copy of this policy and its accompanying regulations are posted in appropriate places, and made available to individuals upon request.

The Title IX Coordinators for the Southwick-Tolland-Granville Regional School District are:

Maureen Wilson, Director of Instructional Programs & Grants
Southwick-Tolland-Granville Regional School District
86 Powder Mill Road
Southwick, MA 01077

Ron Peloquin, Principal
Powder Mill Middle School
94 Powder Mill Road
Southwick, MA 01077

Legal References: Title VII, Section 703, Civil Rights Act 1964 as amended
45 Federal Regulations 746776 issued by Chapter 622/EEOC Title IX of
1972 Education Amendments

SEXUAL HARASSMENT DEFINITION

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature where:

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

Sexual harassment may include, but is not limited to:

1. Assault, inappropriate touching, intentionally impeding movement, comments, gestures, or written communications of a suggestive or derogatory nature.
2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
3. Implying or actually withholding grades earned or deserved, suggesting that a poor performance evaluation will be prepared, or suggesting that a scholarship recommendation or college application will be denied.
4. Coercive sexual behavior used to control, influence or affect the educational opportunities, grades and/or the learning environment of a student.
5. Offering or granting favors or educational benefits, such as grades or recommendations, in exchange for sexual favors.

Other sexual harassing behavior directed towards students, whether committed by management, staff, or students, is also prohibited. Such conduct includes but is not limited to:

1. Unwelcome sexual flirtations, advances or propositions;
2. Sexually explicit language or gestures;
3. Touching that an individual interprets as sexual in nature;
4. Any unwelcome physical contact;
5. The presence of sexually provocative photographs, pictures or other material, and the telling of sexual stories or jokes;
6. Verbal or non-verbal behavior about an individual's body that is interpreted as sexual in nature.

COMPLAINT PROCEDURE

INFORMAL PROCESS FOR STUDENTS

In determining whether an alleged incident constitutes sexual harassment, the Title IX Coordinator will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure outlined below, unless the Title IX Coordinator is the subject of the complaint.

1. Any student of the District who believes that he/she has been subjected to sexual harassment is to report the incident(s) to any administrator, Title IX Coordinator, or directly to the Superintendent. The administrator and/or Superintendent are to immediately contact the Title IX Coordinator. A written record of the complaint will be made by the party receiving the complaint. A separate file system will be maintained, apart from the student's personal record, regarding these complaints and as to all matters relating to the complaints.
2. If the alleged harassment involves the Title IX Coordinator, the Superintendent of Schools will act as the Title IX Coordinator.
3. If the alleged harassment involves the Superintendent of Schools, the Secretary of the School Committee will act as the Title IX Coordinator.
4. The Superintendent and the Title IX Coordinator will look at the totality of the circumstances and the context in which the alleged incidents occurred. They will attempt to resolve the problem by conferring with both parties in order to obtain a clear understanding of the facts. All matters involving sexual harassment complaints will remain confidential to the extent possible.
5. Students may be accompanied, at any phase of this process or subsequent hearing before the Committee, by a parent, guardian or representative of their choosing. Parents will be immediately notified by the Title IX Coordinator of the existence of a student's report of sexual harassment.
6. The Title IX Coordinator will explain each phase of the Informal and Formal Complaint Process to a student who wishes to file a complaint and will assist the student in the processing of the complaint. In addition, the Title IX Coordinator will inform the student of additional forums for resolution of the complaint such as the Office of Civil Rights (O.C.R.) and the Massachusetts Commission Against Discrimination (M.C.A.D.).

7. Under normal circumstances, the Title IX Coordinator's investigation will be completed within five working days of the initial complaint. Upon completion of the investigation, the Title IX Coordinator shall issue his/her findings in writing to the student and the alleged harasser.

COMPLAINT PROCEDURE
FORMAL PROCESS FOR STUDENTS

1. A complainant may file a formal complaint immediately or may do so after the Superintendent's and the Title IX Coordinator's efforts to reach a settlement under the informal process have proven unsuccessful.
2. The complaint will state clearly and concisely the complainant's description of the incident and it will also indicate any remedy sought. The complaint must be signed by the complainant. The Superintendent's office will send the respondent a copy of the complaint within five working days after it is received. A separate file system shall be maintained as to all matters relating to the complaint. Confidentiality shall be maintained to the extent possible.
3. The respondent will have ten working days to respond in writing. This statement will contain full and specific references to each claim in the complaint, admitting, denying or explaining the complainant's allegations. The respondent must sign his or her statement which will then be appended to the original complaint. Within three working days, the Superintendent's office will forward both statements to the complainant and the respondent.
4. There will be two modes of resolution for formal complaints. A complaint may be settled through mediation or through a hearing. If the complainant and respondent agree to pursue mediation, a date mutually acceptable to both parties will be set within ten working days. If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to both parties. If the mediation does not result in an agreement, the case will be forwarded to the Superintendent for a hearing unless the Superintendent is the alleged harasser in which case the hearing will be before the Southwick-Tolland-Granville Regional School Committee.
5. When a hearing is requested, the Title IX Coordinator will inform the Superintendent or the School Committee, as the case may be, and the case will be heard at the next regularly scheduled meeting of the School Committee pursuant to the provisions of the Commonwealth's Open Meeting Law and/or before the Superintendent pursuant to M.G.L., c. 71, § 42.

FORMAL HEARING

1. The purpose of the Superintendent or School Committee Hearing is to determine whether the school system's policy on sexual harassment has been violated, and, if so, to determine the appropriate consequences for the violation.
2. Both parties will be given a full and fair hearing. The proceeding, although formal, is not a court proceeding and the Superintendent or School Committee is not bound by the procedures and rules of evidence of a court of law. In most instances, complainants and respondents will be expected to speak for themselves, although, if desired, each party may be accompanied by counsel or an advocate.
3. The presiding officer of the hearing may have counsel present for purposes of assisting in the orderly conduct of the hearing and the questioning of witnesses. The complainant and the respondent will be asked to clarify the issues and to define the areas of disagreement. To encourage a fair and focused hearing, at the start of the proceedings the points of agreement and disagreement will be reviewed. The Superintendent or the Committee, as the case may be, will hear testimony and consider whether the School Committee Policy on Sexual Harassment has been violated, and, if so, will recommend appropriate consequences.
4. The presiding officer will:
    a. ensure an orderly presentation of all evidence;
    b. ensure that the proceedings are accurately recorded by means of a tape or stenographic recording; and
    c. see that a decision is issued no later than ten working days after the conclusion of the hearing or, when written arguments are submitted, ten working days after their submission.
5. The Superintendent or the Committee, as the case may be, will:
    a. conduct a fair and impartial hearing which ensures the rights of all parties involved;
    b. define issues of contention;
    c. receive and consider all relevant evidence which reasonable people customarily rely upon in the conduct of serious business;
    d. ask relevant questions of the complainant, respondent, and any witnesses if needed to elicit information which may be of assistance in making a decision; and
    e. ensure that the complainant and respondent have full opportunity to present their claims orally or in writing, and to present witnesses and evidence which may establish their claims.

DECISION OF THE SUPERINTENDENT OR THE COMMITTEE

1. After all the evidence, testimony, and written arguments have been presented, the committee will convene for deliberations to determine whether the school system's policy on sexual harassment has been violated. If the Committee finds after a roll call vote that the policy has not been violated, that fact will be registered in the records of the hearing, and the written decision will be forwarded to the complainant and the respondent no later than fifteen working days after completion of the hearing. In hearings before the Superintendent, if the Superintendent finds that the policy has not been violated, the Superintendent will issue a written decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.

2. If the Committee finds after a roll call vote that the charge of violating the school system's policy on sexual harassment has been substantiated, the hearing Committee will prepare findings and will determine a penalty for the respondent and relief for the complainant. The Committee will issue such decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.

   In hearings before the Superintendent, if the Superintendent finds that the charge of violating the school system's policy on sexual harassment has been substantiated, the Superintendent will prepare findings and will determine a penalty for the respondent and relief for the complainant. The Superintendent will issue such decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.

   The findings of fact as well as the penalty and relief will be based solely on the testimony and evidence presented at the hearing.

3. The penalty should reflect the severity of the harassment. The penalties may include, but will not be limited to, any one or combination of the following: verbal admonition, written warning placed in the respondent's personnel file or student record, probation, suspension without pay, dismissal, demotion, or removal from administrative duties within a department; students may be subject to suspension or expulsion proceedings following a finding that the policy has been violated. The Committee or Superintendent may also make appropriate recommendations, such as professional counseling, and may recommend relief for the complainant which reinstates and restores, as much as possible, the aggrieved party.

CODE:	CONCUSSION POLICY		
Category:	Students	Adopted:	12/20/11
File No.:	JJIF	Revised:	

Southwick-Tolland-Granville Regional School District is committed to ensuring the health and safety of all our students. The following concussion policy is in compliance with the MIAA policy and with the Commonwealth of Massachusetts General Law (105 CMR 201): Head Injuries and Concussions in Extracurricular Athletic Activities.

The Athletic Director of Southwick-Tolland Regional High School shall be the person responsible for the implementation of these polices and protocols for all high school athletics.

As specified in the law, the athletic department shall require annual training in the prevention and recognition of sports-related head injury and keep documentation of said training on file for the following persons:

- Athletic Director
- Certified Athletic Trainers
- Coaches
- Volunteers
- School Physicians
- School Nurses
- Marching band directors
- Intramural supervisors
- Parents of a student who participates in athletics
- Students who participate in athletics

(Parents and students will sign off that they have received the materials at the mandatory information meeting)

Coaches, trainers, and volunteers will be responsible for teaching proper form, technique, and skills that minimize the risk for sports related head injury.

Parents must provide information regarding any prior head injury, including concussions, on the athletics emergency medical form and must inform the school of any head injury or concussion that may occur outside of school. Parents and students must fill out all appropriate forms, including a sports physical examination, in order to be deemed eligible to participate in athletics.

The following procedures will be followed in the event an athlete is suspected to have suffered a concussion:

- The athlete will be removed from participation and will not be allowed to return that day
- When available, the athletic trainer will conduct an evaluation and assessment of the concussion. The athletic trainer will then notify the parents/guardians and recommend referral to a physician if they suspect a concussion. If the athletic trainer is not available (i.e. away games), the coach will notify the parents/guardians and recommend that the athlete see their Primary Care Physician or another health care professional.
- The athletic trainer or coach will notify the athletic director and school nurse and fill out the Concussion Reporting Form.
- The school nurse will contact the athlete's teachers and guidance counselor to make any academic accommodations necessary.
- The athlete will only be allowed to return to play after being cleared by the medical provider that diagnosed the concussion, and after completion of the Return to Play Protocol (see "Return to Play Protocol" in the Athletic Handbook) conducted by the athletic trainer.

A copy of this policy will be made available in the STRHS handbook, the STRHS Athletics handbook, and on the school district webpage.

CODE:	STUDENT CONDUCT		
Category:	Students	Adopted:	10/4/05
File No.:	JK	Revised:	10/21/14

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:37H; 71:37H1/2; 71:37H3/4; 71:37L; 76:16; 76:17; 603 CMR 53.00

CODE:	PHYSICAL RESTRAINT OF STUDENTS		
Category:	Students	Adopted:	12/4/01
File No.:	JKAA	Revised:	11/02/2015; 5/5/2020

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 of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medication restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent, or designee, will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.
Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".
This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.
SOURCE: MASC
LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

CODE:	HEALTH REQUIREMENTS		
Category:	Students	Adopted:	
File No.:	JLCA	Revised:	5/24/05; 5/1/07; 3/3/2020

PHYSICAL EXAMS
Regular physical exams are important for all children and adolescents, especially those who do not have primary care providers. The objective is to identify and follow up on any health conditions that may interfere with learning. M.G.L. c. 71, s. 57 and related amendments and regulations (105 CMR 200.000-200.920) require physical exams of school children within six months before entry into school or during the first year after entrance, and at intervals of either three or four years after. The Southwick-Tolland-Granville Regional School District requires physical exams for grades kindergarten, four, seven and ten.
In addition, physical examinations are required annually before participation in competitive sports. A student in the Southwick-Tolland-Granville Regional School District must pass a physical examination within thirteen months of the start of each season. Students who meet this criteria at the start of the season will remain eligible for that season. Physical examinations must be performed by a duly registered physician, physician's assistant or nurse practitioner.
ACTIVITY LIMITATIONS
If a student is required to have limited physical activity in school, a written statement from the licensed health care provider describing the limitations must be provided to the school so appropriate arrangements can be made if necessary.
VISION, HEARING, WEIGHT AND HEIGHT
Screenings will be performed annually on each student according to DPH guidelines with recommendations for further evaluation made to parents/guardians as indicated.
POSTURAL SCREENING
Postural screening will be done annually on all students in grades 5-9.

CODE:	INNOCULATION OF STUDENTS		
Category:	Students	Adopted:	
File No.:	JLCB	Revised:	

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interest of the child; or, the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent, or that the child meets the statutory requirement governing homelessness.

Pursuant to the intent of M.G.L. Chapter 76, Section 15 any student found to be in non-compliance with the immunization requirements is subject to immediate exclusion from school and shall not be readmitted until the parent or guardian satisfies the requirement of the statute or, in the alternative, provides evidence to substantiate an exemption as described above.

CODE:	STUDENT FEES, FINES, AND CHARGES		
Category:	Students	Adopted:	10/4/05
File No.:	JQ	Revised:	

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.
A school may exact a fee or charge only upon Board approval. The schools, however, may:

- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge for lost and damaged books, materials, supplies, and equipment

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.
All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.
Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.
SOURCE: MASC Policy

CODE: STUDENT RECORDS
Category: Students Adopted: 10/4/05
File No.: JRA Revised:

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.
The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.
The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974, P.L. 93-380,
Amended P.L. 93-380, Amended P.L. 103-382, 1994
M.G.L. 66:10 71:34A, B, D, E, H
Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.
603 CMR: Dept. Of Education 23.00 through 23:12 also
Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995
CROSS REF.: KDB, Publics Right to Know

CODE: STUDENT RECORDS
Category: Students Adopted: 10/4/05
File No.: JRA-R Revised: 5/22/07

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth, and under M.G.L.c.71, s.34F which directs that the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times. 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.
Application of Rights

603 CMR 23.00 is promulgated to insure parents and students rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the students' parent.
2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the students age.
4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.
2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
3. The evaluation team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the school committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a students father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the persons employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the students name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access: A log shall be kept as part of each students record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

(a) Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
(b) Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
(c) School nurses who inspect the student health record.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a students name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible

student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
   1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
   2. The parent has been denied visitation, or
   3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
   4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) (f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

a. The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
b. The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

LEGEL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077, June 1995 as amended June 2002.
603 CMR : Dept. Of Education 23.00 through 23:12 also
Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Publics Right to Know

CODE: NON-CUSTODIAL PARENTS RIGHTS
Category: COMMUNITY RELATIONS Adopted: 3/20/07
File No.: KBBA Revised:

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(g) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
   1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
   2. The parent has been denied visitation, or

3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(h) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
(i) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
(j) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
(k) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
(l) (f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34H
603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents
20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SOURCE: MASC
REVISED: January 25, 2007

CODE:	VISITORS TO THE SCHOOLS		
Category:	COMMUNITY RELATIONS	Adopted:	12/6/05
File No.:	KI	Revised:	

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional program taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

The following guidelines to classroom and school visits should be followed:

1. For security purposes it is requested that all visitors report to the principal's office upon entering and leaving the building and sign a log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the principal's office. Visitors must wear visible "Visitor" badges at all times.
2. The building principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. Under ordinary circumstances, classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
4. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

SOURCE: MASC Policy

VII. DISTRICT PROCEDURES

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)
Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP/504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP/504 – "a manifestation determination."

3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
    a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP/504 goals; and
    b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
    a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
    b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP/504, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education.

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
    a. The parent had expressed concern in writing; or
    b. The parent had requested an evaluation; or
    c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

NON-DISCRIMINATION STATEMENT

The Southwick-Tolland-Granville Regional School District conducts its program and activities in conformity with Title VI, Title IX, Section 504 of the Rehabilitation Acts of 1973 and Massachusetts General law Ch. 76, Section 5. It is the policy of the Southwick-Tolland-Granville Regional School District not to discriminate or to allow discrimination on the basis of race, color, national origin, sex, gender identity, sexual orientation, age, religion, and/or handicap or disability in any of its activities. This policy also ensures that students and staff should be free from retaliatory action and/or harassment based upon any of the foregoing attributes. Anyone having a complaint alleging a violation of any anti-discrimination laws or regulations should immediately bring that complaint to the attention of the building Principal or

Title IX Coordinator, if the principal is not involved in the complaint. The Principal will conduct a prompt and thorough investigation into the charges.

NOTIFICATIONS RELATIVE TO CIVIL RIGHTS

All programs, activities and employment opportunities provided by the Southwick-Tolland-Granville Regional School District are offered without regard to race, color, national origin, sex, gender identity, disability, religion, or sexual orientation. Questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below.

Unless otherwise noted, please contact Jennifer Willard, Superintendent, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 Tel: 413-569-5391 for questions or additional information.

Title I: Title I of the Americans with Disabilities Act of 1990
Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability in the areas of employment and education.

NCLB: The No Child Left Behind Act of 2001, Title X, Part C – McKinney-Vento
The McKinney-Vento Homeless Education Assistance Act that requires that school districts immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing. Coordinator: Noell Somers, Director of Student Services, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-0111

Section 504: Section 504 of the Rehabilitation Act of 1973
Prohibits discrimination, exclusion from participation, and denial of benefits based on disability. Coordinators: Joseph Turmel, Principal, Southwick Regional School, 93 Feeding Hills Road, Southwick, MA 01077 – Telephone: 413-569-6171; Erin Carrier, Principal, Powder Mill School, 94 Powder Mill Rd. Southwick, MA 01077, Telephone: 413-569-5951; Kimberley Saso, Principal, Woodland School, 80 Powder Mill Rd. Southwick, MA 01077, Telephone: 413-569-6598;

M.G.L. Ch. 76-5: Massachusetts General Laws, Chapter 76 Section 5
Prohibits discrimination in all public schools on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation.

M.G.L.c.71A: Massachusetts General Laws, Chapter 71A
Governs the education of English learners.

IDEA 2004: The Individuals with Disabilities Education Act of 2004
Governs special education. (Coordinator: Noell Somers, Director of Student Services, STRSD, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-0111)

Title II: Title II of the Americans with Disabilities Act of 1990
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title IX: Title IX of the Education Amendments of 1972
Title IX provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Coordinator(s): Steve Presnal, Director of Finance and Operations and Jenny Sullivan, Director of Curriculum and Instruction, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-5391.

Title VI: Title VI of the Civil Rights Act of 1964
Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin

EEOA: The Equal Education Opportunities Act of 1974
Prohibits the denial of equal educational opportunity in public schools on account of race, color, sex, or national origin.

FERPA: The Family Educational Rights and Privacy Act of 1974
Protects the privacy of student education records and gives parents certain rights with respect to those records.

M.G.L.c.71B: Massachusetts General Laws, Chapter 71B
Governs the education of children with special needs. Section 6 relates to the assignment of children to special education classes.