



PITTSFIELD HIGH SCHOOL

Our Home Under the Dome

2021-2022
Student Handbook

PITTSFIELD HIGH SCHOOL CORE VALUES

The Pittsfield High School learning community believes that its mission is to challenge learners to demonstrate excellence, creativity, and compassion to lead fulfilling lives as active citizens of their city, country, and world.

Schoolwide Expectations

**Prepared
Respectful
Responsible**

Learning Expectations

Students will be able to **SOLVE** complicated problems in a variety of contexts.

Students will demonstrate an **INTELLECTUAL CURIOSITY** in the pursuit of their own talent.

Students will be able to effectively **COMMUNICATE** to a variety of audiences.

Students will demonstrate a **KNOWLEDGE** of their local and global communities.

Students will demonstrate and evaluate an **AWARENESS** of their own actions and beliefs.

Message from the Principal:

Welcome to Pittsfield High School! The Pittsfield High School Student Handbook is designed to supplement the Public Public Schools District Handbook. This handbook is designed to provide a summary of the most important procedures and policies as they relate to PHS students and families. This information will help you to understand your rights and opportunities as well as your responsibilities and obligations in order to have a safe and successful high school experience. It is important that you and your families review these policies and procedures to ensure a successful and positive experience at PHS.

All of us at Pittsfield High School are excited to welcome you to our “Home under the Dome.”

Henry Duval
Principal
(413)499-9535
hduval@pittsfield.net

Pittsfield High School Administration

Mr. Henry Duval, *Principal*

Ms. Maggie Harrington-Esko, *Assistant Principal of Teaching and Learning*

Ms. Alison Shepard, *Vice Principal*

Mr. Lavante Wiggins, *Dean of Students*

Support personnel

Ms. Kathleen Dolan, *School Adjustment Counselor*

Mrs. Christine Macros-Guerrero, *School Adjustment Counselor*

Officer Jessica Godfroy, *School Resource Officer*

Mrs. Michelle Hugger, *School Nurse*

Mrs. Kathleen Archey-Kerwood *Library/Media Specialist*

Mrs. Ann Marie Mutz, *School Counselor*

Mrs. Janice Barry, *School Counselor*

Ms. Libby Gray, *School Counselor*

Mrs. Mia Albano, *School Counselor*

Mrs. Cheri Rodhouse, *Main Office*

Mrs. Amber French, *Main Office*

Mrs. Jena Williamson, *Guidance Office*

School Department Organization

School Committee

The Honorable Linda Tyer, *Mayor of Pittsfield*

Ms. Katherine Yon, *Chairwoman*

Mr. Daniel Elias

Dr. William Cameron

Mr. Mark Brazeau

Ms. Alison McGee

Ms. Nyanna Slaughter

Administration

Mr. Joseph Curtis, *Superintendent*

Ms. Kristen Behnke, *Director of Business and Finance*

Ms. Tammy Gage, *Vocational Programs*

Ms. Lovelyne Pierre, *Director of HR, Diversity and Inclusion*

Statement of Nondiscrimination

The Pittsfield Public Schools, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, sexual orientation, or gender identity and does not tolerate any form of discrimination, intimidation, threat, coercion and/or harassment that insults the dignity of others by interfering with their freedom to learn and work.

[M.G.L. c.76, s5]

All Students

All students MUST have their parent/guardian read, sign and return to the Student Support Center, a verification sheet from the district handbook indicating that they have read and understand:

The Student Handbook

Statement on Hazing

Attendance Policy

Athletic Suspension

Drug/Alcohol Regulation

Smoking Policy

Bus Discipline Code

Sexual Harassment Policy

Policy on Secure School Environment

Rules of Conduct for Students

Student Dress Code

Computer Resources Acceptable Use Policy

Sex Education Policy

Food Services

Student Welfare and School Environment

School Dance Rules

Discrimination

Privacy of Student Records

Plagiarism

PITTSFIELD HIGH SCHOOL BELL SCHEDULE

WARNING BELL.....7:20

PERIOD ONE.....7:25 – 8:10

PERIOD TWO.....8:14 – 8:59

PERIOD THREE.....9:03 – 9:48

PERSONALIZATION PERIOD.....9:52 – 10:30

PERIOD FOUR.....10:34 – 11:19

PERIOD FIVE (two lunches)

FIRST LUNCH
(FLRS. B & 1)

SECOND LUNCH
(FLRS. 2 & 3)

Lunch	11:23 - 11:53
Pass	11:53 – 11:57
Class	11:57 – 12:42

Class	11:23 – 12:08
Pass	12:08 – 12:12
Lunch	12:12 – 12:42

PERIOD SIX.....12:46 – 1:31

PERIOD SEVEN.....1:35 – 2:20

BUS DEPARTURE.....2:25

Grading Policy/Marking System

At PHS we believe that a grade should reflect the level of proficiency in a particular subject or with a particular skill that is linked to a particular standard.

Report cards are issued every ten weeks. A report card mark reflects elements of class participation, interest, and industry, completion of assignments as well as test scores and attendance. Progress reports are issued half way through each marking period. Progress reports are available online, and can be printed upon request. Report cards are sent home with the students, with the exception on the quarter four report card, which is mailed home.

2020 / 2021 Dates for the close of each marking period. (subject to change)

	Progress Report	Report Card
Quarter one	October 8	November 12
Quarter two	December 17	January 28
Quarter three	March 4	April 1
Quarter four	May 6	June 16

High school grades range from 0 to 100. A grade of 60 is passing. Averaging the four-quarter grades arrives at a final grade for a full-year course. Class attendance and teacher comments will appear on the report card.

Grade Point Average (G.P.A.)

- All courses not labeled Pass/Fail shall affect the G. P. A. except physical education.
- The add-on weight shall be used in calculating the G.P.A.
- The quarterly and the cumulative GPA shall be calculated at the end of each marking period.
- Only courses taken in the Pittsfield Public Schools shall be used to calculate the G.P .A.
- Repeated courses taken in summer school will be noted on the transcript, but will not be used to calculate the G.P.A.

Teacher Grades

Teacher grades for all courses not labeled Pass/Fail shall be on a numerical basis with a mark of 60 the lowest passing grade.

The grade as submitted by the teacher shall not be altered in any way by the differential weighting system insofar as the recording of this grade on the report card, the office record card and the transcript is concerned.

Quarterly Honor List

Quarterly lists of High Honors and Honors shall be computed. The designation of High Honors and Honors, shall be determined by the following GPAs: **High Honors 92, Honors 88**. Failure of any course (including physical education) automatically excludes students from High Honors and Honors lists.

Rank in Class (RiC)

The official RiC will only include students continuously enrolled in Pittsfield Public High Schools, with an exception granted for no more than four (4) quarters missed before Grade 12. Students with less than 3 years of coursework in Pittsfield High Schools will receive a comparative estimated decimal rank in class standing.

- The RiC shall be calculated at the end of each marking period.
- The RiC shall be reported at the end of the first marking period of the junior year and at the end of each marking period thereafter.
- The RiC shall be reported in 10% increments; for example, top 10%, top 20%, etc.
- Guidance may use more precise information as needed.
- Students choosing to graduate early after three years are given a GPA but are not ranked with the senior class graduates.

Differential Weighting of Courses

Courses labeled AP, H, or I shall be given a differential weighting called an add-on as follows:

AP - level courses to have 6 points added to the grade received if 60 or above

H - level courses to have 5 points added to the grade received if 60 or above

I - level courses to have 3 points added to the grade received if 60 or above

Non-Titled - Courses to have 2 points added to the grade received if the mark is 88 or higher

Student requirements increase with level in terms of the following:

- The degree of in-depth examination of subject matter
- Critical thinking skills
- Background knowledge
- Initiative and independent study

The add-on is used for three purposes:

- to determine grade-point average
- to determine rank in class
- to determine the quarterly high honors and honors

The add-on will not affect the grade, which appears on the transcript. This is the grade submitted by the teacher.

It is expected that the course level will be appropriate to student capabilities. Therefore, the student effort required is uniform at the different levels. For example, homework responsibilities are similar in time needed for completion, though different in degree of difficulty depending on course level.

Students and parents are advised that courses taken preparatory to the fulfillment of entrance requirements at competitive colleges should be at the Honors or Intensive level.

Advanced Placement courses are at the college level and may earn college credit depending on the college requirement for the level of achievement on Advanced Placement tests. There is a fee to take the AP Exam that is assessed every year in November. Students who take an AP class are encouraged to take the Advanced Placement exam at the end of the course.

Co-Curricular and Athletic Eligibility:

Participation in all co-curricular activities and athletics that requires more than 25 hours of participation during any three (3) week period requires that a student receive passing grades in courses totaling forty (40) credits. Eligibility is determined upon distribution of report cards. Daily participation requires that students must be present for a minimum of five (5) periods unless excused by the principal or his/her designee. Eighth grade students who have been promoted to high school are eligible to participate in co-curricular and athletic programs during the first marking period.

Promotion

Promotion at the high school level shall be by course rather than by grade. Students who fail required subjects and do not take and pass said subjects during the subsequent summer school session shall be required to repeat these subjects the following school year. Required subjects shall include English and physical education each year, as well as 3/4 years of math, 3 of social studies (one year of which must be U.S. History), 3 years of science, and 2 years of human development.

Summer School

A student who has failed some course during the school year may make it up during the Extended Year Program – remediation summer school with a minimum final course grade of 40. Courses failed during the school year with a final grade below 40 must be made up during the school year. See your Guidance Counselor for more information. It is the student's responsibility to properly inform summer school personnel so that the correct course is signed for. **A student must complete the regular course during the school year before taking remedial summer school courses.** Two additional components, an Enrichment program, and a Transition program may also be offered as part of the EYP. Enrichment courses will be offered for students to take classes they are not able to take during the school year and/or to gain additional credits to apply towards graduation. The Transition program will offer a select group of students the opportunity to get a jump-start on their high school experience during this summer session. All EYP classes are advertised in June and begin in July. Dates to be determined.

.ATTENDANCE AND TARDINESS POLICY

POLICY

Regular school attendance is essential to the total education of the student. It is the belief of the Pittsfield Public School system that one of the most significant factors affecting school success is regular attendance. Time in class is essential to the growth and development of each student and time lost will limit the opportunity for uniform instructional interaction and support. Parents/guardians are ultimately responsible to ensure that their children attend school on a regular basis.

By improving attendance and encouraging punctuality, Pittsfield Public Schools hopes to achieve the following:

- Improve scholastic performance by facilitating makeup of excessive missed work;
- Create and maintain a positive school culture;
- Place responsibility for attendance and punctuality on the students and their parents;
- Develop habits in students that are beneficial skills for both post-secondary educational experiences and future employment.

In order to promote better school attendance, the Superintendent will regularly communicate with the parents/guardians, as well as the community at large, that except in an emergency, appointments for students should not be scheduled during school hours, nor should family vacations be scheduled for when school is in session.

In the interest of promoting school attendance, provisions shall be established for commending students for exemplary

attendance.

Teachers are expected to cooperate with and assist students who miss class work, quizzes or examinations due to absences. While the fact that an unexcused absence is not in itself justification for automatic grade reduction, it is to be expected that such absences will adversely affect student performance due to missed quizzes, examinations, assignments, and participation in class activities. It is therefore appropriate for teachers to establish marking procedures which will include grades for daily activities, which, when not made up, will be reflected in the teacher's grade book.

At the elementary and middle school levels, excessive unexcused absences will result in truancy interventions described under regulations. These include, but are not limited to, parent conferences or referral to the courts. At the high school level, while truancy interventions will be executed in the case of excessive unexcused absences, students also risk a reduction of their overall quarter or final grade

REGULATIONS

I. Notification:

A. The Pittsfield Public Schools' attendance policy will be included in both the student and parent handbook. The District's handbook will be mailed annually in August to each family. Parents will be required to sign and return a statement indicating that they have read and understand all policies outlined in the handbook. Failure to sign and return the signature page does not exempt adherence to the attendance policies and regulations contained herein Policy, STU-6.

B. All schools will develop and distribute handbooks that include reference to attendance expectations contained in this policy, STU-6. Informational orientations will be held for students and parents transitioning to a new school level (i.e.: Grades K, 6, and 9) and will include an overview of the attendance policy and standards.

II. Excused and Unexcused Absences

Parents/Guardians should send a note to school documenting their child's absence.

A. Absence for any of the following reasons will be classified as excused provided that the school receives written verification from the parent/guardian within three (3) school days of the student's return from absence:

1. Illness or injury that prevents the student from attending school. The illness or injury must be verified by the school nurse or the parent/guardian in writing. If the absence is three (3) or more consecutive days it needs verification by a healthcare provider. Note: tutoring will be available to any student who is ill for 9 consecutive days and presents medical documentation (a physician's note);
2. Bereavement for a member of the immediate family (parent, sibling, grandparent, aunt/uncle, cousin); other bereavement if approved by the Principal or designee;
3. Specified religious holidays (STU-17);
4. Required court appearances;
5. Medical or psychological tests during the school day. The parent must show evidence (such as a note from the health care provider) that the tests could not be scheduled after school;
6. Other functions, activities, or extraordinary situations approved by the school principal.

B. Any absence not considered Excused by the reasons stated in Section A above will be considered Unexcused.

C. The school office will maintain records for all students delineating excused and unexcused absence from school or class until the first day of school the next year.

III. Class Attendance Grading Policy

A. General

1. All work missed as a result of an absence must be completed (See INS-104). Students who are absent on a day on which an assignment is due and/or a test quiz is administered will be required to submit the assignment and/or complete the test/quiz on the day of their return. Students absent more than one day should consult with their instructor for a timeline to submit missed work.
2. Absence or tardiness from school or class, whether excused or unexcused, is detrimental. Instructional time is a precious commodity, and it is reasonable to assume that absences from class for whatever reason adversely affects learning. It is expected that the classroom teacher enable the student who misses class to compensate for the instructional opportunity lost through make up opportunity. :

B. Points

1. Student attendance will count for 10 percent of the overall quarter grade.
2. Each faculty member will create a weekly assignment in the attendance category that will illustrate the student's attendance for the week.
3. Daily points will be awarded
 - a. student who arrives on time for class and stays for the duration of class - 20 points
 - b. student is tardy for class - 15 points
 - c. student leaves class without permission or his removed by an administrator - 0 points
 - d. student cuts class - 0 points
 - e. Student has an approved excused absence with a note - no loss of points

C. Appeals

1. Students may appeal loss of attendance points to the Principal. The Principal has two possible actions: 1) accept attendance appeal and grant attendance points or 2) deny the appeal

Tardiness

Consistent with the high schools' Positive Behavior Supports initiatives, students are encouraged to practice **Be Prepared** by being on time to class. Similarly, they should expect to be held accountable for any deviation from school expectations. Tardiness to class not only limits the amount of time that an individual student can be engaged and on-task, it is also disruptive to the class as a whole. The warning bell at PHS rings at 7:20 am and homeroom begins at 7:25 am. Please review the bell schedule at the beginning of this booklet. Tardiness to class will be handled as outlined below.

Any student who arrives **less** than 10 minutes late, will be assigned disciplinary consequences by the teacher. Students who fail to comply with teacher consequences will be referred to the main office.

Students who arrive **more** than 10 minutes late to class may participate in class but will be charged one day absent towards

the attendance standard.

Administration may conduct random “hall sweeps”. Any student outside of the classroom after the late bell has sounded will be escorted to the cafeteria where they will remain for the duration of the period. They will receive an absence for the class. Hall Sweeps help to eliminate class disruptions and increase time on learning.

IV. Tardiness and Dismissal

A. Tardiness: General

1. Tardiness to class not only limits the amount of time that an individual student can be engaged and on-task, but is also disruptive to the class as a whole. In order to encourage student promptness to class, school staff will continually research best practices and adjust guidelines accordingly. Currently, tardiness is addressed in Items B and C below.

B. Tardiness: Guidelines

1. Students who arrive late to class and have shown a pattern of tardiness will have a referral sent to office for further consequences.
2. The Principals will work with school personnel to intervene in cases of regular tardiness. These interventions will involve parent meetings.
3. If a student arrives tardy to class he/she will receive a reduction of 5 daily points out of the 20 points possible

C. Dismissal: Guidelines

1. Students must complete 40 minutes in order to earn credit for any given class period. Students should report to the main office prior to the start of the school day with a note from their parent/guardian to request a dismissal. This dismissal slip should then be presented to the classroom teacher from whose class the student will be dismissed. Class periods missed after dismissal will result in a recorded absence for that period. In the high school, all dismissal slips will be verified via phone.

V. District Level Truancy/Attendance Interventions

The following provisions shall apply where unexcused absences are concerned. This section of the policy is monitored by the District Attendance Committee.

- A.** School Department Personnel pursuant to M.G.L. Chapter 76, Section 19 are hereby authorized to: 1) Collect attendance and truancy data from the schools; 2) Contact students and parents and legal guardians of students who are absent from school without an excuse, using all reasonable means necessary, including but not limited to letters, telephone calls and home visits; 3) Contact local law enforcement agencies, courts and local providers, including but not limited to the City of Pittsfield Police Department, Massachusetts State Police, Berkshire District Attorney’s Office, Berkshire Juvenile Court, Department of Children and Families and the Department of Youth Services; 4) Determine why students are not attending school; 5) Attend parent conferences and court hearings as required; 6) Track school attendance; 7) Participate in or attend school assemblies and other events for purposes of encouraging students to attend school regularly; 8) Enter into school attendance contracts with parents, legal guardians and youth that include plans for reducing truant behavior; 9) Perform any other duties as provided in M.G.L. Chapter 76, Section 20, et seq.
- B.** A suspension will be counted as an unexcused absence.

VI. Attendance and Participation in Co-curricular Activities

1. Consistent with school athletic and co-curricular policy, students participating in athletics and/or co-curricular activities must attend school for five consecutive periods in order to be eligible to participate in relevant after school, weekend, or vacation events. Students may appeal emergency cases to the Principal who will review them on an individual basis. Coaches and advisors will be expected to monitor student attendance for eligibility. Any student who participates in a practice, game or co-curricular activity, but is not in school for the required consecutive five periods will be suspended from participation for one week.

VII. Attendance Incentives

1. In addition to clear expectations and consequences, Pittsfield Public School will also offer attendance incentives to motivate consistent school attendance.

REFERENCES

Policy INS-100: Homework

Policy INS-104: Make-up Opportunities

Policy INS-54: Interscholastic Athletics

Policy INS-7: School Day

Policy INS-4: School Year

Policy STU-7: Compulsory Attendance Ages

Policy STU-17: Religious Holidays

Policy STU-4: School Attendance Areas Intra-city School Transfer

Policy STU-20: School Attendance Accounting

Policy STU-19: School Dismissal Precautions

Policy STU-16: Student Withdrawal from School

M.G.L., CH. 76, S. 1. REGULATION OF SCHOOL ATTENDANCE; APPROVAL OF PRIVATE SCHOOLS; PRIVATE SCHOOL TRANSPORTATION

M.G.L., CH. 76, S. 2. DUTIES OF PARENTS; PENALTY

Every person in control of a child described in the preceding section shall cause him to attend school as therein required, and, if he fails so to do for seven day sessions or fourteen half day sessions within any period of six months, he shall, on complaint by a supervisor of attendance, be punished by a fine of not more than twenty dollars.

M.G.L., CH. 76, S. 4. INDUCING ABSENCES; PENALTY

Whoever induces or attempts to induce a minor to absent himself unlawfully from school, or unlawfully employs him or

harbors a minor who, while school is in session, is absent unlawfully there from, shall be punished by a fine of not more than two hundred dollars.

M.G.L. CH. 76, S. 19. EMPLOYMENT OF SUPERVISORS OF ATTENDANCE

Every school committee shall appoint, make regulations governing and fix the compensation of one or more supervisors of attendance ...

M.G.L. CH. 76, S. 20. SUPERVISORS OF ATTENDANCE; DUTIES

...They may apprehend and take to school without a warrant any truant or absentee found wandering in streets or public places.

Notification:

Attendance data will be collected on a bi-quarterly basis. Parents will receive attendance data eight times a year as part of report card and progress report releases. In addition, parents may sign up for PowerSchool access that will provide the capacity to more regularly monitor their child's progress. A member of the PHS student support team will communicate with students, homes and in some cases social service agencies and the juvenile court system.

Appeals

Students who have extended absences and are in violation of the attendance standard may file an appeal with the Principal. The Principal will review the appeal paperwork, and render a decision as to whether credit will be granted or denied. Decision of the ARB may be appealed to the building principal.

Assemblies

Attendance at assemblies is required of all students except those excused by a proper authority. If you need to leave an assembly, notify a teacher and return as soon as possible. Refrain from any behavior that will interfere with the enjoyment of the program by others.

When a student is not in school:

- A parent/guardian should contact the PHS main office (499-9535) between 6:30 and 8:15 A.M. on the morning of the absence.
- If you are participating in a school related field trip or activity (college visit, guidance meeting etc.), it is the student's responsibility to notify classroom teachers by showing them a pass or alerting them to a field trip list.
- Upon return, the student should approach the teacher to arrange for making up missed time and missed work.
- If parents/students anticipate an extended (3 days or more), the attendance office, guidance office, Dean, or Vice-Principal should be contacted so that the teacher is aware and, in some cases, comparable work can be prepared for completion at home.

Notes:

- Students who are absent on the day on which an assignment is due and/or a test/quiz is administered will be required to submit the assignment and/or complete the test/quiz on the day of return. Students absent for more than one day must make specific plans with the instructor(s) to make up the work and will have one week (or as directed by instructor), to submit or complete the missed class work.
- Attendance is part of the permanent record and will be reported on a period-by-period basis.
- Good attendance and active participation is an important part of the learning process and is an expectation for all

students.

Homework

On the average, thirty minutes of homework in each major subject may be assigned daily, including long-range assignments.

Testing

During the course of a high school student's career, both mandatory and optional assessments will be administered. A descriptive list (not limited to) is provided below.

MCAS (Massachusetts Comprehensive Assessment System): English Language Arts, Mathematics tests are offered in the spring of students' sophomore years. Science is offered in the spring of the 9th or 10th grade year. Students must obtain a passing score on all three exams to be eligible for a diploma. Three re-tests are offered each year to those sophomores, juniors and seniors who do not pass. Students who achieve high scores are eligible for tuition relief at state schools.

Quarterly Benchmark Assessments: These exams are created and administered in each course and will comprise 5% of the quarter grade. These exams run parallel to MCAS format and are aligned with state curriculum frameworks.

SAT/ACT/PSAT: These exams are given to those students in preparation of application to colleges and universities. Recently changed, the exam has been modified, including the addition of a writing component. SAT preparation is integrated into the English and mathematics curriculum and private vendors also market tutorial materials. Subject (SAT II) exams are also offered to demonstrate proficiency in specific content areas.

AP (Advanced Placement): Administered upon the completion of an advanced placement course at PHS. Scores may be used to demonstrate proficiency in the subject area and allow students to skip some first year college classes. Students taking an Advanced Placement class are expected to take the AP test in that class.

ASVAB: A free exam offered to students to support their exploration of future careers and aptitudes in specific military career pathways.

Make-Up And Extra Help From Teachers

The teachers are here to help you. Ask questions. Teachers will be glad to answer them. If you need additional help, ask your teacher at the end of the period for after school help. Remember, the responsibility is yours. You are the first one to know if you need help. Your teacher may ask you to stay for extra help, even though you do not request it. Each subject area is given one night for make-up. Be sure to inquire as to your teacher's schedule.

Personalization Period

Each day students are provided with a 38 minute personalization period. The purpose of this period is to provide students with the opportunity for individual remediation and/or enrichment during the school day. Students will begin each week in an assigned room and a teacher will guide them to make "appointments" for the rest of the week with teachers and workshop opportunities. Attendance in the personalization period is mandatory, and any students skipping will receive disciplinary consequences. Active Participation in the personalization period is required and will be assessed on each student.

Credits

One credit is earned for each period per week, per semester that the course meets. Example - English meets 5 periods per

week for two (2) semesters and therefore, in a full year a student would earn 10 credits. Courses are divided into semesters (5 credits each) with the midterm (administered in January) serving as the summative exam for the first semester and the final exam (administered in June) serving as the summative exam for the second semester. In some cases, students failing the first semester of a course may be advised to repeat this portion of the course in the second semester.

Pittsfield High School Graduation Requirements

The following are the minimum graduation requirements for Pittsfield Public Schools:

4 years of English
3 to 4 years of Math (including successful completion of Algebra 1, Geometry, Algebra 2)
3 years of History
3 years of Science
4 years of PE (including 2 with Human Development)
Earning the Competency Determination on the MCAS ELA, Math and Science Exams (score determined by the Massachusetts Department of Elementary and Secondary Education)
Depending on their score, students may be required to satisfy an Educational Proficiency Plan (EPP). This usually includes a 4th year of Math; however, we highly encourage ALL students take a 4 th year of math.
244 total credits- 64 credit minimum a year

MassCore: The Massachusetts High School Program of Studies (MassCore) is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The *recommended* program of studies includes: four years of English, four years of Math, three years of a lab-based Science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

What is the difference between MassCore and the PPS requirements?

Mass Core is the state recommended course of study for students and outlines the courses necessary to apply to and enroll in a Massachusetts university.

PPS is the minimum required course of study in order for a student to graduate from Pittsfield Public Schools. It is strongly recommended that students attempt to take the course of study that follows the Mass Core model.

	MassCore Requirements		PPS Requirements	
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	ents			
	Academic		Academic/CTE	
English	4		4	
History	3		3	
Math	4		3	
Science	3		3	
Foreign Language	2		1/CTE-exempt	
PE	4		4	
Human Development	2		2	

Career Vocational Technical Education Program

All CTVE programs will be located at Taconic. Any students interested in CTVE programs should contact Tammy Gage or their guidance counselor. The eligibility of each student is determined by academic performance, attendance, discipline/conduct and a reference from the vocational/technical instructor. Program visits and tours will be offered prior to registration for middle school students and those students who seek to transfer to a program not housed in their home school. Deadlines for submitting an application will be clearly communicated through the local media and the schools.

Alternative Educational Pathways

Pittsfield High School and the Pittsfield Public Schools are dedicated to providing a complete and appropriate education for each child. While the programs outlined thus far offer a range of experiences for a diverse student body, there are exceptional cases that necessitate unique alternative educational pathways. These pathways are only accessible through the high school guidance office and with the approval of the building principal.

Each of the pathways and programs listed below are offered on an availability basis. In some cases, program delivery is dictated by grant funding, the support of local agencies, and staffing availability. This list, thus, is provided as an overview of programs that may be offered in a given year. If there is a program that may be of interest, please see your guidance counselor.

The following alternative pathways are outlined & described in the *Program of Studies*: *(Please note: programs below are influenced by both grant and local funding on an annual basis)*

Five-year graduation plan , MCAS tutoring , Online Learning, Dual Enrollment, Adolescent Support Program , Accelerated Academy for Excellence , Extended Year Program –EYP- (Transition/Remediation/Enrichment)

Course Credits Outside The Pittsfield Schools

It shall be the policy of the Pittsfield Public Schools to authorize the granting of credit to students at Taconic High School and Pittsfield High School for courses pursued at Berkshire Community College, the Adult Evening Program, or other educational institutions approved by the Superintendent, for which they received prior authorization from their high school principal.

Guidelines:

- Students are responsible for obtaining and returning paperwork in a timely manner.
- Students must gain approval from their building principal.
- Credit equivalents are determined as directed by the guidance departments, the building principal, and the education institution.
- Pass-fail courses will not factor into GPA or RiC.
- Student athletes, in order to be eligible for participation, must meet minimum credit, attendance and academic standards. Students may be required to produce attendance verification and/or academic progress reports.
- Approvals may not be granted if equivalent courses are available through the Pittsfield Public Schools.

School Counseling Office

Mission Statement

In order to foster academic excellence, and *inspire* students to achieve personal goals at the highest level, the Pittsfield High School Counseling Department focuses on communicating to instill knowledge, confidence, and humanity, while providing a safe, respectful and engaging environment in which all students can *learn* and *grow*. *Together*, with families, teachers, administrators, and community members, our mission is to offer a comprehensive school counseling program of services that will empower all students to maximize his or her potential for success, by acquiring 21st century skills needed to become productive students, responsible citizens and lifelong learners in a dynamic, diverse world.

The Student Support Personnel Team at Pittsfield High School provides expertise in academic achievement, career and college readiness, and personal and social development. It includes four full time school counselors, two full time school adjustment counselors, one school psychologist, and one full time administrative assistant.

The team meets internally on a weekly basis to plan, develop and evaluate services and programs to meet the needs of all students. The director collaborates weekly with administrative and special education staff for school wide program development. The Counseling Department posts a yearly calendar on the school website to notify parents / guardians and students of upcoming events. Team members belong to local, state and national professional groups.

The School Counseling team at PHS has demonstrated their commitment to providing proactive services in support of student academic achievement, career planning, and personal and social development. The School Counselors have initiated programs that align with the Massachusetts Model for School Counseling Programs. The counseling program has transformed into a more comprehensive, data driven, preventative, and designed developmental programs for ALL students.

This “MA Model” is based on a national model to ensure that every student has access to the knowledge and skills to succeed in the following domains: Academic/Technical, Workplace Readiness, and Personal/Social.

The MA Model promotes a Comprehensive, Standards-based School Counseling Program, to be a formal core educational program aligning the state Benchmarks and Competencies with the learning standards from the Curriculum Frameworks – a

proactive approach serving all students.

This curriculum-based counseling program will bring School Counselors into the classroom, collaborating with teachers to deliver programs addressing the domains above. e.g. Study Skills, Social Skills, Career Planning

Course Registration

Registration occurs each spring and both students and parents are involved in the registration process. Evening informational meetings and academic facilitators support the registration process. Student schedules are released and mailed to students in August of the school year. Guidance counselors are available to support schedule changes throughout the summer and at the start of the school year.

Course Changes

Course changes will not be made without very good reason, and in a timely fashion. Only under exceptional circumstances will the principal approve changes to be made after school has begun in the fall. Indiscriminate change is disruptive to students and to the educational program. Personality conflict between student and teacher is not a valid reason for a course change. If you believe you have good reason for requesting a change, discuss the matter with your teacher and secure from him/her a Request for Change of Course Form, and follow the process described in item #4 under Drop and Enter Policy. **Advanced Placement courses can only be dropped by August 1st of the upcoming school year.**

Withdrawal from a course will result in the following:

One Semester Course

Time	1-3 weeks	4-20 weeks
Grade	No record	Mark at time of withdrawal

Full Year Course

Time	1-3 weeks	4-40 weeks
Grade	No record	Mark at time of withdrawal

- Partial credit may be given for courses withdrawn from prior to the end of the normal termination date subject to the approval of the principal.
- When a student changes from one level to another, the two teachers will meet jointly to determine an appropriate grade for the quarter.

The course change process will be:

Within the first two weeks of a course:

When a student desires to withdraw from a course he should obtain a **Change of Course Form** from the Guidance Office. After filling out the form the student will return it to the Guidance Office. The teacher will approve or reject the request. The student will then bring the form home for a parent's signature. When this has been accomplished, the student will make an appointment with his counselor and deliver the **Change of Course Form** to that counselor. If approved by all parties, the counselor will make up a drop and enter form, which will be taken by the student to be signed by the teachers who will be

affected. Once this is done, the student returns the form to the guidance counselor.

However, if when the counselor receives the form he notes that the teacher opposes the change, the counselor will pursue the matter and contact the parent.

After two weeks into a course:

Course changes after two weeks into a class are strongly discouraged. In most cases these changes will not be made until the close of the current grading period. In some cases a guidance counselor may refer a case to the school principal for review and the principal will, ultimately, have the authority to endorse or deny any course change. *Please note: All course changes are subject to availability of classes and the class enrollment.

Withdrawals and Transfers

A student withdrawing from high school must obtain a withdrawal card from the guidance office. The student must return all texts and other school property and secure the signatures of his teachers, his counselor, the school nurse, the Attendance Office, and the Main Office. Once completed, the card is returned to the guidance department. The school department will share demographic information about school dropouts with Berkshire Works, the Adult Learning Center or other appropriate agencies that may be able to help the student obtain a GED or job training.

Home Tutoring

The School Department provides home tutoring for students who will be absent for a prolonged period of time due to illness and/or physical or emotional disabilities. Such requests should be directed to the Guidance Department.

Caveat

Parents must be aware that once students become 18 years of age, they may conduct school business on their own behalf. However, Pittsfield High School reserves the right to notify parents of unacceptable progress, conduct, attendance or other matters which the professional staff feels needs to be brought to their attention, regardless of a student's age or situation.

Parental Notification Relative to Sex Education

Schools are required by law to notify parents about any classes that will be held on human sexual education or sexual issues. The notice must tell the parent how he or she can review the content and materials of the classes. While parents do not have to give permission for their children to take sex education classes, parents do have the right to exempt their children from such classes. To do this, simply write a letter to your child's principal saying you don't want your child to participate in sexual education classes. Please submit these requests through guidance.

Scholarship Information

In the fall there is a general orientation for seniors where scholarship information is explained. Individual counselors discuss scholarships with their students. Scholarships are available from three sources: the federal government, local organizations and colleges.

School Operations

Volunteers & Visitors

While Pittsfield High School extends a warm welcome to parents and others who visit our school and classroom, at the same time, we must assure that our students and staff are safe and learning is not disrupted. Schools must be aware of who is in the building and why they are there. All exterior entrances to PHS are locked after the start of the school day. During the school day, the only doors that should be used by visitors are the front doors, where a duty teacher is stationed. All visitors must report to the main office to sign in and receive a visitor's pass/identification for use while in the building. Visitors will be escorted to their destination by PHS staff.

Anyone who wishes to volunteer time to work with our students and is likely to have access to students which, at times, may be unsupervised while on school premises or while participating or assisting in school-sponsored programs or activities must register with the district for a Criminal Offender Records Information (CORI) check before engaging in volunteer activities. The opportunity to volunteer may be denied if the check reports evidence of criminal conduct deemed by the superintendent or designee to create a credible risk to students, staff, or the public.

Emergency Procedures

Pittsfield High School, in cooperation with the Pittsfield Police Department and the Pittsfield Fire Department, has created a multi-hazard emergency plans under the guidance of MEMA (Massachusetts Emergency Management Agency) in the summer of 2007. This plan includes preparation, response, recovery and mitigation components. Procedures include, but are not limited to, responding to a bomb threat, a violent intruder, hold-in-passing, shelter in place (weather related), or the need to evacuate the building. Every school has a designated evacuation site. Should an evacuation be necessary, all students and staff will report to the site and student attendance will be taken. Safety personnel will advise when it is safe to return to the building or will communicate the reunification procedures during which students will be released to a parent or guardian. To the extent possible, announcements will be made to the local radio stations and posted on the education cable access channel (PCTV) to inform parents about a school-wide emergency and actions that are underway or to be taken.

Drills

PHS, with support of Pittsfield Fire and Police officials, has designed a comprehensive emergency plan under the guidance of MEMA. This plan, revised in the summer of 2007, is reviewed annually. Part of the plan requires fire and civil defense drills that are required by law. All drills require complete cooperation from every student. Most important is that students follow directions, report to designated areas, and stay with assigned adults so that attendance can be monitored. Plans for these drills are carefully worked out and will be discussed with students prior to the first drill. Students must report to their designated areas and remain with their assigned teachers to assure the safety of all school staff and fire/police personnel.

Lockers

Students are provided with hall locker space for books and coats. Keep your combination confidential. Lockers are the property of the Pittsfield Public School system and may be opened and inspected by the Principal or designee for reasons of building safety. Students should assume that their locker might be periodically inspected.

Searches of lockers, desks, computers, canine

In all circumstances of search and seizure in the school the interests of the student will be abridged no more than is necessary to achieve the legitimate end of preserving order in the school. A student search and resulting seizure will be carried out if (a) there are reasonable grounds for suspecting that the student has violated or is violating either the law or the rules of the school, and (b) the search itself is conducted in a manner reasonably related to its objectives and not excessively

intrusive in light of the age and gender of the student and nature of the infraction.

Students may be issued lockers, desks, and computers, etc. at the opening of school or thereafter. Students should have no expectation of privacy in their school lockers, desks, computers, etc. Lockers, desks, computers, etc. are for the use of students but remain the property of the Pittsfield Public Schools. Students are advised that school administrators to ensure cleanliness, safety, and adherence to federal, state, and local laws and regulations may inspect their lockers, desks, and computers, etc., without notice. At the discretion of the Principal, the State Police Canine Unit may be requested to perform an inspection of the school.

All cases of actual possession, use, sale and distribution of alcohol, a controlled substance or weapons in school, upon school property, or at school-sponsored events will be reported to the Pittsfield Police Department for appropriate action.

Passes

You are allowed four minutes to pass between classes. If you are detained by a teacher and foresee being late for your next class, request a pass from the teacher through E-Hall Pass. If you should arrive late to class without a pass through E-Hall Pass, the teacher may place you in detention. Passes are issued during class time on a limited basis as determined by the classroom teacher.

Media Appearances

The Pittsfield Public Schools may display student(s) work or record classroom or school events via video, photographs, and print for displays to other students, school staff and parents in the school community. The PPS may also permit the media to cover such events and use a child's name or image in association with the coverage. Parents/guardians must notify the principal within 30 days of school entry if they do not want this information displayed or released.

Accidents

Accidents of any nature should be reported to the nurse and the Main Office.

Health Services

The high schools maintain fully equipped health suites staffed by a full-time registered nurse. Students may go to the nurse's office only with a pass from a classroom teacher.

Pittsfield Police Department/ School Resource Officer

The Pittsfield Public Schools have an agreement with the Pittsfield Police Department to report all cases of actual possession, use, sale, and distribution of alcohol or a controlled substance in school, upon school property, or at school-sponsored events for appropriate action, after the notification of parents.

The Pittsfield Public Schools in cooperation with the Pittsfield Police Department permit the assignment of an on-duty officer to work on school grounds for the primary purpose of being a resource to students and staff in the maintenance of a positive student environment. Should it become necessary, the resource officer can intercede in a situation in his/her capacity as an officer on-duty.

Smoking

Pursuant MGL Section 71, 2A and Pittsfield Public Schools Policy PER-20, smoking is prohibited on school grounds at all times. Students found to be smoking on school grounds or off school grounds during the school day are subject to school discipline. Electronic Cigarettes and “Vaping” are considered to be smoking and are subject to the same restrictions under this law.

Food Services Information

Family applications for free and reduced meals are available in all schools and may be completed at any time. Students who were eligible for free and reduced meals the previous year will continue to receive meals through September, but new applications must be completed to receive meals after September 30.

Pre-payment is accepted for school meals. A minimum of \$15 in cash or check can be deposited in the student’s account at any time during the school year. Pre-payments can also be made at www.mylunchmoney.com via the internet. This offers parents the capacity to use their credit cards for the prepayment of breakfasts and lunches.

All students in Pittsfield offered a free breakfast and lunch daily.

Regulations Pertaining to Student Records

The State Board of Education has adopted Regulations Pertaining to Student Records. The regulations apply to all public elementary and secondary schools. They are designed to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records.

The following is a summary of the major parent and student rights regarding student records, as provided by the Regulations Pertaining to Student Records:

Inspection of Record

A parent, or a student who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student no later than two days after the request, unless the parent or student consents to a delay.

The parent and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials.

The parent and student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

Confidentiality of Record

With a few exceptions, no individuals or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student.

Directory Information

The Pittsfield School System reserves the right to release directory information without prior written consent of the student's parent or guardian. Reasons for release may include voter registration, military recruitment information or census information. This "directory" information is not generally considered harmful or an invasion of privacy if released and may include ; name, address, telephone listing (if published), photograph, date and place of birth, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, and the most recent educational agency or institution attended. A parent who does not wish directory information to be released may prevent release by providing annual written notification to the Superintendent of Schools or the principal of his/her child's school. This notice must be postmarked by the fifth instructional day of the school year or the fifth day after the student is enrolled.

Amendment of Record

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Destruction Of Records

The regulations require that certain parts of the student record, such as the temporary record, guidance information, and some testing results be destroyed five years after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of the information before its destruction.

Access of Non-custodial parents to student information

Pursuant MGL c. 71, 34H, 1998, non-custodial will have access to his or her child's record unless a court has determined that the parent poses a safety risk. Based on the amended regulations (603 CMR 23.07(5)) non-custodial parents are eligible to obtain access to their children's records unless the school or district has been given documentation that 1) the non-custodial parent has been denied legal custody based on a threat to the safety of the child, 2) the non-custodial parent has been denied visitation or has been ordered to supervised visitation, or 3) the non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order. Non-custodial parents can contact the principal's office if they have any questions about these regulations concerned gained access to their children's records.

**More information about FERPA (The Family Educational Rights and Privacy Act) can be found the Pittsfield Public Schools Handbook.*

Student Code of Conduct, Character, and Support

For the Pittsfield Public Schools full Code of Conduct, Character, and Support, please see the PPS District Website at www.pittsfield.net

Behavior Concerns, Infractions and Aligned Consequences and Interventions

Major Shifts in the Discipline Matrix in the Current Code:

- The Code places a greater focus on aligned restorative and accountable consequences and interventions rather than punishment. When an exclusionary response, such as in-school (ISS) or out-of-school (OSS), is warranted, the focus will be on short-term removals.
- The Code of Conduct, Character and Support places greater emphasis on interventions where students must account for their behavior and do something to repair the harm or make things right, rather than relying only on exclusionary consequences.
- Infractions are described as concretely as possible to avoid problems with assigning consequences that cover too wide a range of options.
- The delineation of four levels of consequences and interventions reduces the risk of discretionary determinations with the intended result to be increased equitable responses and decreased disproportionate responses for groups of students that are often overrepresented in exclusionary discipline.
- Differential responses will occur when indicated to accommodate for differences in the severity and frequency of the infraction and developmental differences in students based on age and ability.
- Level 1 lower impact behaviors should be managed by classroom teachers.
- As with all levels of behavior, if the behavior persists, restorative and accountable responses from higher levels may be imposed.

Level 1 interventions incorporate universal schoolwide and classroom practices that promote the development and practice of prosocial behaviors, self-discipline, habits of learning, and healthy well-being. Teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

Level 1 behavior requires intervention/consequences by the teacher/staff member; it may involve documentation.

At this level, teachers/staff provide support to and set classroom limits with students, with possible follow-up consultation from student support staff.

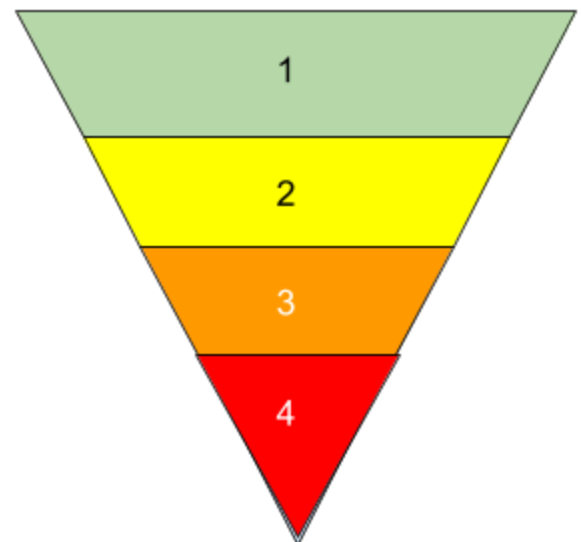
Level 2 involves targeted interventions and may include consequences when a student's behavior violation warrants this.

At this level, when the behavior persists after teacher interventions are not successful it may involve student removal from classroom, restorative interventions, meeting with administrator or student support staff member or having a family conference.

Level 3 and 4 involve violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high risk or pervasive behavioral, academic, and physical and mental health concerns are assigned more intensive, individualized interventions.

Consequences and interventions apply to all students, Kindergarten to Grade 12, including all students with IEPs and 504 plans. Multiple incidents or chronic violations of the same behavior will warrant more intensive interventions and more serious consequences. Level 3 and 4 consequences and interventions may be modified for students to ensure the developmental appropriateness of the response, as well as, compliance with regulations for students with disabilities on an IEP or 504 plan. Employment of a suspension at a K-2 level is used only as a last resort and must include consultation with the Superintendent or his/her designee. Principals can also request this consultation for other grade levels to determine the

Behavior Concerns, Infractions Consequences, and Interventions



most appropriate consequences and interventions. Exclusionary responses, such as ISS or OSS, allows the school community to devise a safety and a reintegration plan. Parents of any student who has engaged in highly aggressive or dangerous behaviors are expected to participate in the intervention plan created to support their child's success.

The matrix below outlines the definitions of behavioral infractions and the initial level of response to be expected.

NOTE: Lowest level infractions are noted below. In situations where behavior continues and may become persistent, infractions progress to higher levels.

Level 1 <i>Teacher/Staff support with student support team consultation if necessary</i> The behavior requires intervention/consequences by the teacher/staff member; it may involve documentation.						
Level 2 <i>Involves support staff and/or appropriate administration</i> The behavior persists after teacher interventions are not successful; it may involve student removal from classroom, restorative interventions, meeting with administrator or student support staff member or family conference.						
Level 3 <i>In-school and Short-Term Suspension</i> The behavior presents a risk to the safety, health, or welfare of the adults and students; may involve in-school suspensions (partial or full day) or short-term suspensions from 1 to 5 days based on severity and repeated occurrences; may also involve meeting with administrator or student support team member, family conference, and/or re-entry restorative planning conference.						
Level 4 <i>Request for Long-Term Suspension</i> Infractions at this level represents the most serious infractions and may result in a suspension of more than five days, up to and including a full-year of suspension or exclusion from school. Behavior involves violent or dangerous behavior violations that has a substantial detrimental effect on safety and the general welfare of the school.						
Code	Offense Category	Description of the Offense	Level 1	Level 2	Level 3	Level 4
Alcohol (liquor law violations: possession, use, sale)						
1010	Sale of alcohol	Selling or attempting to sell alcoholic beverages on school property or at a school function.				■
1020	Distribution of alcohol	Distributing (i.e., giving away) alcoholic beverages on school property or at a school function.			■	
1030	Drinking alcohol	Consuming alcoholic beverages on school property or at a school function.			■	
1040	Possession of alcohol	Having alcoholic beverages in one's pocket(s), bag(s), locker, car, etc. while on school property or at a school function.			■	
1050	Suspicion of alcohol use	Exhibiting behaviors that suggests that an individual consumed alcohol.		■		

1100	Arson (Setting a Fire)	The unlawful or intentional damage, or attempt to damage, any school property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were contributing factors to a damaging fire.				■
Attendance Policy Violation (Not Attending School or Classes as Required)						
1210	Forging absence excuse	Creating a false document or signature used with the intent to deceive a school official.		■		
PPS-01	Forging absence excuse	Creating a false document or signature used with the intent to deceive a teacher.	■			
1220	Skipping or Leaving Class	Missing or left class without permission	■			
1230	Tardiness	Lateness for school or class without permission.	■			
1240	Truancy	Missing or leaving school without permission		■		
1300	Physical Altercation or Attack	Committing an act of violence toward a person, including, hitting, kicking, shoving, punching, scratching or spitting on another person. Must have an offender and a victim.			■	
1700	Physical Fighting	Mutual participation in an altercation involving physical violence. No victims, only offenders.			■	
1400	Burglary / Breaking and Entering (Stealing Property/Unlawful Entry)	Unlawful entry or attempted entry into a building or other structure with the intent to commit a crime.				■
PPS-02	Classroom Misbehavior	Refusal to do work or participate in lesson; lack of compliance with classroom rules; off-task behavior; interrupting others from doing their work; engages in demands, argumentative and adversarial speech,	■			

		confrontations or “back talk” (includes share or buddy teachers)				
PPS-03	Persistent Classroom Misbehavior	Refusal to do work or participate in lesson; lack of compliance with classroom rules; off-task behavior; interrupting others from doing their work; engages in demands, argumentative and adversarial speech, confrontations or “back talk” that requires removal from class by an administrator (does not include share or buddy teachers)		■		
PPS-04	Public Space Misbehavior	Running, excessive noise, horseplay, loitering or unauthorized hall walking	■			
PPS-05	School Bus Misbehavior	Distraction of driver while driving;				
1500	School-Wide Disorderly Conduct	Any act that substantially disrupts the orderly conduct of the <u>school environment</u> . Required a high level of administrative and/or support staff resources to return to calm.			■	

Drugs Excluding Alcohol and Tobacco (Illegal Drug Possession, Sale, Use/Under the Influence)						
1610	Sale of illegal drug	Selling or attempting to sell illegal drugs on school property or at a school function.				■
1620	Sale of substance represented as an illegal drug	Selling a substance represented as an illegal drug (e.g., selling oregano represented as marijuana).			■	
1630	Distribution of illegal drug	Distributing (i.e., giving away) illegal drugs on school property or at a school function.				■
1640	Distribution of substance represented as an illegal drug	Distributing (i.e., giving away) substance represented as an illegal drug.			■	
1650	Use of illegal drug*	Smoking, snorting, injecting, ingesting, or otherwise using an illegal drug not mentioned above			■	
MA02	Marijuana use	Smoking or otherwise using marijuana on school property or at a school function.			■	

1660	Possession of illegal drug*	Having an illegal drug in one's pocket(s), bag(s), car, locker, etc. on school property or at a school function.			■	
MA01	Marijuana possession	Having marijuana in one's pocket(s), bag(s), locker, car, etc.			■	
MA03	Possession of illegal drugs with intent to sell	Possession of illegal drugs with intent to sell on school property or at a school function.				■
1670	Possession of drug paraphernalia	Having equipment (e.g., bong) for use in consuming illegal drugs in one's pocket(s), bag(s), car, locker, etc. on school property or at a school function.			■	
1680	Suspicion of use	An instance where an individual's behavior suggests that he or she used illegal drugs.		■		

Harassment, Nonsexual (Physical, Verbal, or Psychological)

1810	Bullying	The repeated use by one or more students (aggressors) of a written, verbal or electronic expression or a physical act or gesture of any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to him/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; (v) materially and substantially disrupts the education process of the orderly operation of a school. This includes cyber bullying.			■	
1820	Hazing	Committing an act or acts against a student or coercing a student to commit an act that creates risk of harm to a person in order to be initiated into a student organization or class.				■
1897	Other nonsexual harassment	The incident cannot be coded in one of the above categories but did involve nonsexual harassment. This includes harassment based on the basis of race, color, age, disability, sex, religion, national origin, sexual orientation, or gender identity.			■	
1900	Harassment, Sexual	Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct/communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive environment.			■	

Inappropriate Use of Medication (Prescription or over-the-counter)						
2110	Sale of medication	Selling prescription or over-the-counter medication.				■
2120	Distribution of medication	Distributing (i.e., giving away) prescription or over-the-counter medicine in violation of school rules.				■
2130	Use of medication in violation of school rules	Using prescription or over-the-counter medicine in violation of school rules.			■	
2140	Possession of medication in violation of school rules	Having prescription or over-the-counter medication in one's pocket(s), bag(s), car, locker, etc., in violation of school rules		■		
2150	Suspicion of use of medication in violation of school rules	An instance where an individual's behavior suggests that he or she used prescription or over-the-counter drugs in violation of school rules.		■		
PPS-06	Inciting or Participating in Disturbance	Engaging in an intentional act to disrupt the normal operation of the school community; instigating or encouraging another person to violate the Code of Conduct, Character and Support		■		
2200	Administrative Non-Compliance/ Insubordination	Unwillingness to comply with authority, refusal to respond to a reasonable request, or other situations in which a student fails to comply with the reasonable requests of school personnel. Includes failure to comply with assigned consequence and failure to identify oneself.		■		
2300	Kidnapping (Abduction)	Unlawful seizure, transportation, and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s) or legal guardian. This category includes hostage taking.				■
Obscene Behavior						
2410	Displays of affection in violation of school policy	Holding hands, kissing or other displays of affection	■			
2420	Obscene written messages	Writing obscene messages on paper, on black boards, or elsewhere on school property (e.g., on bathroom wall).		■		

2430	Drawing obscene pictures	Creating illustrations of a sexually explicit or vulgar nature.		■		
2440	Obscene electronic communication	Posting obscene messages on Internet message boards, sending obscenities via Internet chat rooms/instant messaging, Twitter, cell phone text and downloading or emailing obscene material.			■	
2450	Obscene gestures	Gestures that are offensive, socially unacceptable, or otherwise not suitable for an educational setting.		■		
2460	Obscene language/profanity	Suggestive, explicit, or vulgar language, cursing, or abusive language.		■		
2500	Physical Altercation, Minor	Confrontation, horseplay, or physical aggression that does not result in injury.	■			
PPS-07	Refusal to Be Searched	Refusing to allow a search by a school official who possesses reasonable suspicion that a student may possess contraband violating school policy that could potentially endanger the welfare of the student or the safety of others.			■	
PPS-08	Refusal to Identify	Refusing to identify oneself when asked by a member of school staff, either an administrator or a teacher.		■		
2600	Robbery (Taking of Things by Force)	The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.				■
School Threat (Threat of Destruction or Harm)						
2710	Bomb threat	Intentionally making a false report of potential harm from a bomb, dynamite, explosive, or arson-causing device on school property.				■
2720	Fire alarm	Verbally or otherwise (e.g., ringing alarm bells) making a false report of fire.			■	

2730	Chemical/ biological threat	Intentionally making a false report of potential harm from dangerous chemicals or biological agents.				■
2740	Terroristic threat	Making terroristic threats to harm students or school officials, and/or to destroy school property.				■
2800	Sexual Battery (Sexual Assault)	Oral, anal or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent on school property or at a school function. Includes rape, fondling, indecent liberties, and child molestation.				■
2900	Sexual Offenses, Other (Lewd Behavior, Indecent Exposure)	Sexual intercourse, sexual contact, or other behavior intended to result in sexual gratification without force or threat of force on school property or at a school function. Code statutory rape here.				■

Theft (Stealing Personal or Other Property)

3110	General theft, Person	Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possessions.		■		
3120	Motor Vehicle Theft	Theft of a motor vehicle on school property. This category includes theft of a car, truck, motorcycle, dune buggy, snowmobile, RV, or anything that is self-propelled on school property or at a school function.				■

Threat/Intimidation (Causing Fear of Harm)

3210	Physical threat	Threatening an individual or group of individuals with a gesture(s) or body language.		■		
3220	Verbal threat	Threatening an individual or group of individuals with spoken words or sounds.		■		
3230	Written threat	Threatening an individual or group of individuals in writing (e.g., letter, note, message on chalkboard).		■		
3240	Electronic threat	Threatening an individual or group of individuals by text, email, postings on Internet sites, or through other electronic mechanisms.		■		

MA04	Threat of robbery	Any threat (verbal, written, electronic) by a person to commit a robbery.		■		
PPS-08	Extortion	Theft using coercion, which includes obtaining money or property from another student through coercion, intimidation or threat of physical harm			■	
Tobacco (Possession or Use) Tobacco products is defined to include cigarettes, cigars, pipes, smokeless tobacco, juul and vape pods.						
3310	Sale of tobacco	Sale of tobacco products			■	
3320	Distribution of tobacco	Distribution (i.e., giving away) tobacco products.			■	
3330	Use of tobacco	Smoking, chewing or otherwise using tobacco		■		
3340	Possession of tobacco	Having tobacco in one's pocket(s), bag(s), car, locker, etc.	■			
3350	Suspicion of use of tobacco	An instance where an individual's behavior, breath, etc., suggests that he or she used tobacco.	■			
3400	Trespassing (Unlawful or Unauthorized Presence)	Students are on school grounds either in the building they regularly attend after notice or in another school building without permission			■	
Vandalism (Damage to School or Personal Property)						
3510	Vandalism of school property	Intentionally damaging or destroying school property (K-2 considerations)			■	
3520	Vandalism of personal property	Intentionally damaging or destroying the personal property of a student or staff member, including graffiti (K-2 considerations)			■	
3600	Violation of School Rules	Violation of school rules without insubordination.	■			
3600 (PPS)	Academic Dishonesty	Includes plagiarism, cheating, copying from another student, altering records, and assisting another student in any of the above actions.		■		
3600 (PPS)	Violation of the Dress Code	Wearing clothing that is in opposition to the dress code policy.	■			

PPS-09	Violation of Electronics Device Policy	Students may not use or operate personal electronic devices or cell phones in any instructional space during the school day. This includes earphones or buds.	■			
PPS-10	Recording and/or Distribution of Others	Students may not record the voice or image of another without consent or in any way that interferes in the educational environment. This includes the distribution of voice and/or image, as well as, posting to a public forum.			■	
PPS-11	Violation of Electronic Acceptable Use Policy	Refer to District Electronic Acceptable Use Policy	■			
MA05	Felony Conviction Outside of School*	When type of felony determines a substantial threat to a safe, peaceful school environment.				■
MA19	Felony complaint (charge) outside of school*	Type of felony determines a substantial threat to a safe, peaceful school environment.				■

Weapons Offenses						
Firearm						
0011	Handgun	A handgun or pistol				■
0012	Shotgun	A shotgun				■
MA14	Rifle	A rifle				■
0013	Other type of firearm*	The weapon involved was another type of firearm not named above, including zip guns, starter guns, and flare guns. As defined by the Gun-Free Schools Act.				■
Knives/Other Weapons (Level 3 could be a first consideration based on a student's age and development.)						
0021	Knife with blade less than 2.5 inches	Knife with blade less than 2.5 inches				■
0023	Knife with blade greater than or equal to 2.5 inches	Knife with blade greater than or equal to 2.5 inches				■

0029	Other knife*	The weapon involved was another type of knife.				■
0030	Other Sharp Objects*	The weapon involved was another type of sharp object, (e.g., razor blade, ice pick, dirk/dagger, Chinese star, other pointed instrument [used as a weapon]).				■
0040	Other Object*	The weapon involved was another known object (e.g., chain, nunchakus, brass knuckle, billy club, electrical weapon or device [stun gun], BB or pellet gun).				■
0050	Substance Used as Weapon*	The weapon involved was a substance (e.g., mace, tear gas) that was used as a weapon.				■
MA51	Explosive or Incendiary Device	A bomb, grenade, rocket, missile, mine, or other incendiary device				■
0099	Unknown Weapon	Any other object not described above, such as fireworks or firecrackers				■

Aligned Supports and Interventions

As stated throughout, the focus of the Code of Conduct, Character and Support is on finding a balance between assigning accountable consequences for behavioral infractions and providing supports and a restorative approach to interventions to both address behavior and to assist students to learn effective skills to positively impact future behavior. It is important to keep the following context in mind: One of the best ways to prevent problematic behavior is the presence of a well-structured, engaging and culturally responsive lesson as outlined within the Massachusetts Educator Evaluation Rubric.

Supports and interventions are aligned with each level of the behavioral infraction matrix and represent a menu of suggested responses. Teachers, support personnel and administrators may select one or more responses in each level. It is not expected that all interventions at each level would be used. Administrators, teachers, and student support personnel may also use a lower level intervention when it is appropriate. They will strive to match students with interventions that are the least intensive, while being the most effective. Interventions will be monitored and adjusted based on student response.

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student's school experience. Administrators, teachers, school counselors, social workers, psychologists and other school staff are also expected to use promotion and prevention strategies to engage students, including students with disabilities, that facilitate students' academic and social-emotional growth, assist them in following school rules and policies, and support correction when behavioral issues arise. If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the school Special Education Director/Coordinator and her team.

Teachers are expected to use Universal Tier 1 practices to create respectful, orderly, and productive classrooms through (1) the development of caring, supportive relationships with and among students; (2) organizing and implementing instruction in ways that optimize students' access to learning; (3) using group management methods that encourage students'

engagement in academic tasks; (4) promoting the development of students' self-management and social efficacy; and (5) using appropriate interventions to assist students with behavior problems.

The chart below is a tool to indicate how supports and interventions are aligned at the four levels of behavioral infractions. Note that it is always acceptable, and often appropriate, to include lower level restorative and accountable actions even when addressing higher level behavior.

Level 1 Behavior: Support/behavior intervention provided by the teacher.

The behavior requires intervention/consequences by the teacher.

May include additional consultation with student support personnel when patterns of behavior persist.

Level 1 behavior does not include exclusion, such as ISS or OSS, as an initial response.

Level 1 Documentation and Restorative & Accountable Responses	Level 1: Prevention and Classroom Behavior Support Responses (Utilize the Promotion and Prevention Toolbox for additional strategies.)
<p><u>Documentation:</u></p> <p>Consider submission of a discipline referral for “Classroom Misbehavior” in PowerSchool if a pattern of behavior persists or intensifies that the staff member believes should be documented.</p> <p><u>Accountability Responses:</u></p> <p>Suggested communication with parent/family to discuss and problem solve a concern via phone, email, in-person conference or letter.</p> <p>Assign teacher-supervised consequences.</p> <p><u>Restorative Responses:</u> Personal, Academic and Behavioral Check-ins</p> <p>Choose from the following based on relevance (See following pages for descriptions.):</p> <ol style="list-style-type: none"> Restorative Question Conference Personal Efficacy Conference Diffusing Conference Problem-Solving Circle 	<p><u>Prevention:</u></p> <ol style="list-style-type: none"> Promote opportunities to get to know your students and develop positive, trusting relationships, including meeting and greeting students daily or learning about students’ lives outside the classroom. Practice clear, consistent academic and behavioral classroom procedures and routines daily. Pre-teach, model, practice, reinforce, and monitor classroom expectations. Differentiate classroom instruction to best meet diverse student needs. Students will have less behavioral difficulties when they can access the instruction. Provide activities that promote group cohesion in your classrooms. Use positive, specific praise/feedback in a 5:1 ratio over negative feedback. Include individual and group kudos, recognitions and celebrations. Use developmentally appropriate sensory, motor and and space modifications to change the environment or the ways that students engage. Lesson Planning--remember that one of the best ways to prevent problematic behavior is the presence of a well-structured, engaging and culturally responsive lesson. <p><u>Classroom Behavior Support Responses:</u></p> <ol style="list-style-type: none"> First Response--use redirection strategies including: prompts, cues, proximity, effective reminders, positive directives that invite cooperation and self-correction. Diffuse and de-escalate upset students or charged situations by calmly responding to negative and inappropriate speech in ways that support students to self-correct. Avoid or disengage from power struggles. Remain calm. Avoid taking conflict personally. It’s rarely about you, even when it feels like it. Watch that the nonverbal messages you are giving out match what you want to communicate. Use brief behavior check-ins with individual students during class time or during a group/class discussion to solve a problem, assist students to make a positive choice to self-correct their behavior. Utilize brief restorative conversations to promote self-reflection and help repair relationships with the teacher or students experiencing an interpersonal conflict. Consult with student support personnel to generate possible strategies to reduce unskillful behaviors and increase desired target behaviors.

Level 2 Behavior: Involves support staff and/or appropriate administration.

The behavior persists after teacher interventions are not successful; it may involve student removal from classroom, restorative interventions, meeting with administrator or student support staff member or family conference. It could include referral for a Building Assistance and/or Student Support Team meeting.

Level 2 behavior does not include suspension, such as ISS or OSS, as an initial response.

Level 2 Documentation and Accountability Response	Level 2: Behavior Support Responses (Incorporate all Level 1 Prevention and Classroom Behavior Support Responses as well.)
<p><u>Documentation:</u></p> <p>REQUIRES submission of a log entry in PowerSchool to document the incident.</p> <p><u>Accountability Responses:</u></p> <p>Requires communication with parent/family to discuss and problem solve a concern via phone, email, in-person conference or letter.</p> <p>Teacher- supervised and/or administrative consequences can be assigned.</p> <p>If behavior warrants use of the Reset Protocol, all requirements of the protocol must be met.</p> <p><u>Restorative Responses:</u></p> <p>(See following pages for descriptions.)</p> <ol style="list-style-type: none"> 1. Problem-Solving and Planning Conference 2. Return Conference After Classroom Removal 3. Student-Teacher Mediated Conference. 	<p>Teacher Facilitated Level 1 Behavior Supports PLUS</p> <ol style="list-style-type: none"> 1. Restorative conferencing between teacher and student (might also include parent and/or student support personnel) to develop a plan for improving behavior, engagement, and academic performance in the classroom. Restorative conferencing should include the relevant type of conferencing listed to the left. 2. More intensive academic and/or behavioral progress monitoring. 3. Review and rehearse classroom and/or school-wide academic and behavioral expectations. <p>Student Support Staff/Administrator Facilitated Interventions:</p> <ol style="list-style-type: none"> 1. Continued incident investigation. 2. Meeting with a member of the school administration, school counselor, or school adjustment counselor. 3. Conference with student followed by conferencing with teacher teams, Building Assistance Team (BAM) and/or Student Support Team (SST) when a pattern persists. 4. Provide Tier II student support staff facilitated interventions that could include referral to school adjustment counseling services and other building-based Check and Connect/PBIS Tier II or PBIS Tier III programming, which could include individual, and small group interventions, mediation, restitution, social and emotional learning programs. 5. Individualized psychological assessment and trauma assessment when recommended by BAM Team after interventions previously instituted. 6. Individualized case management services for students with IEPs and 504 plans with possible reconvene of IEP/504 Team to review needs for additional accommodations and supports when concerns persist. 7. Referral to services, collaboration and coordination as appropriate with community-based supports and agencies. 8. Referral to Intervention Support Centers when developed in year two of the Code implementation.

Level 3 Behavior: Behavior Support Responses

Warrants in-school and/or short-term out-of-school suspension (1-5 Days)

The behavior presents a risk to the safety, health, or welfare of the adults and students; may involve in-school suspensions (partial or full day) or short-term suspensions from 1 to 5 days based on severity and repeated occurrences; may also involve meeting with administrator or student support team member, family conference, and/or re-entry restorative planning conference.

If student presents with significant mental health distress and concerns about immediate risk to self or others, school adjustment counselor should be consulted to assess need for a referral to the Brien Center Emergency Services/Crisis Team (413-499-0412). Parent permission is required.

Documentation:

REQUIRES submission of a log entry in PowerSchool to document the incident.

Discipline letter sent home by administrator, including information to parent on due process rights.

Due process hearing when requested.

Accountability Responses:

Behavior warrants removal from classroom or other building location by administrator.

Parent/guardian notification and scheduling of conference with administrator, student and parent.

Administrator investigation of incident and consideration of past pattern of ODRs in determining consequences.

If behavior warrants use of the Reset Protocol, all requirements of the protocol must be met.

Manifest Determination required when student with disability reaches 5-10 days of suspension or a pattern of behaviors resulting in suspension occurs.

Incorporate all Level 1 and Level 2 Prevention and Classroom Behavior Support Responses as well.

Additional Responses Include:

- Development of comprehensive student specific academic and behavioral intervention plan, such as, completion of a functional behavioral assessment and plan, reassess and adjust existing plans and increase monitoring.
- Creation of a safety plan.
- Referral to SST, BAM, IEP/504 eligibility or reconvene team as indicated based on student's current services.

<p>Consultation with public safety officials, police and fire, when a crime is suspected.</p> <p><u>Restorative Response Protocols:</u></p> <p>(See following pages for descriptions.)</p> <ol style="list-style-type: none"> 1. Return Conference after Classroom Removal 2. Bullying-Harassment Caucus and Conference when relevant 3. Restorative Group Conferencing 4. Suspension Re-Entry Protocol 	
<p style="text-align: center;">Level 4 Behavior: Behavior Support Responses</p> <p style="text-align: center;">Warrants longer-term out-of-school suspension (5 days or more)</p> <p>Infractions at this level represents the most serious infractions and may result in a suspension of more than five days, up to and including a full-year of suspension or exclusion from school.</p> <p>Behavior involves violent or dangerous behavior violations that has a substantial detrimental effect on safety and the general welfare of the school.</p> <p>If student presents with significant mental health distress and concerns about immediate risk to self or others, school adjustment counselor should be consulted to assess need for a referral to the Brien Center Emergency Services/Crisis Team (413-499-0412). Parent permission is required.</p>	
<p><u>Documentation:</u></p> <p>REQUIRES submission of a log entry in PowerSchool to document the incident.</p> <p>Discipline letter sent home by administrator, including information to parent on due process rights.</p> <p>Due process hearing when requested.</p> <p><u>Accountability Responses:</u></p> <p>Behavior warrants removal from classroom or other</p>	<p style="text-align: center;">Incorporate all Level 1 and Level 2 Prevention and Classroom Behavior Support Responses as well.</p> <p><u>Additional Responses Include:</u></p> <ul style="list-style-type: none"> • Development of comprehensive student specific academic and behavioral intervention planning, such as, completion of a functional behavioral assessment and plan, reassess and adjust existing plans and increase monitoring. • Creation of a safety plan. • Referral to SST, BAM, IEP/504 eligibility or reconvene team as indicated based on student's current services.

building location by administrator.

Parent/guardian notification and scheduling of conference with administrator, student and parent.

Administrator investigation of incident and consideration of past pattern of ODRs in determining consequences.

If behavior warrants use of the Reset Protocol, all requirements of the protocol must be met.

Manifest Determination required when student with disability reaches 5-10 days of suspension or a pattern of behaviors resulting in suspension occurs.

Consultation with public safety officials, police and fire, when a crime is suspected.

Restorative Response Protocols:

(See following pages for descriptions.)

1. Return Conference after Classroom Removal
2. Bullying-Harassment Caucus and Conference when relevant
3. Restorative Group Conferencing
4. Suspension Re-Entry Protocol

BULLYING

The Pittsfield Public Schools developed and adopted an Anti-Bullying policy (STU-80 R-4/13/16) that is embedded in district-wide approaches to promoting a positive, pro-social culture for all students and staff, such as—the district’s School-wide Positive Behavior Support initiative, the Olweus Anti-Bullying Program, and the implementation of school violence prevention curricula, Second Step and Steps to Respect.

Priority Statements

The District strives to create an environment free of bullying and works to foster civil social interaction in the schools and to prevent and prohibit conduct which is inconsistent with the District's values as outlined in the Code of Conduct, Character and Support. The Pittsfield Public Schools regards the existence of a positive school climate as central to its mission and values.

The Code addresses the development of both student conduct and student character. The development of good character is essential to healthy development and responsible behavior, academic success in school today, and future success in college, career, and life. The Code and the Bullying Prevention and Intervention Plan include expectations that ensure that schools provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-management as well as social and emotional efficacy, and enable students to improve and correct inappropriate, unacceptable, and unskillful behaviors.

The 2019-20 District Improvement Plan states that our belief is that through communication, meaningfully focused collaboration, and significant contribution, we can work to create an effective, safe, and nurturing learning environment for all students, while maintaining our focus on student achievement.

This Bullying Prevention and Intervention Plan (BPIP) documents a comprehensive approach to addressing bullying and cyber-bullying in the district that includes plans for preventing, intervening and responding to reports of incidents of bullying or cyberbullying. The BPIP operates from a set of priority statements that drive our actions:

1. Bullying is detrimental to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying negatively affects not only students who are targets but also the aggressors and those who participate in and witness such behavior.
2. Bullying prevention and intervention must be directly addressed, but also must be woven into a proactive fabric of climate enhancing activities and approaches in order to be most effective. This intention is supported in the district through the implementation of School-Wide Positive Behavioral Supports¹ and

¹ School-wide Positive Behavior Interventions and Supports (SWPBIS) is a framework that guides the selection, integration and implementation of evidence-based practices for improving academic and behavioral outcomes for all students. Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBIS provides an operational framework for achieving these

the systematic delivery of prosocial, violence prevention and social emotional learning programming to enhance social competence in all our students.

3. Enhancing social skill development related to empathy development, anger management and conflict resolution in our students has a primary role in creating tolerance of differences and, as such, preventing instances of bullying. Increased tolerance is important for all students, but it is critical for students with increased vulnerability to being the target of bullying behavior.

Students with Possible Increased Vulnerability: The plan recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

4. The Pittsfield Public Schools is committed to providing evidence-based bullying prevention and intervention curricula. The district takes a systematic approach to bullying prevention and intervention. This includes the delivery of the Second Step Social Emotional Learning and Bullying Prevention Units in our elementary schools Pre-K to Grade 5 and the implementation of restorative practices grades Pre-K through Grade 12.
5. District leaders acknowledge their place in establishing expectations and offering guidance to school building staff as they work to improve school climate and address bullying issues. It is leadership's responsibility to provide resources, professional development, administrative support, and common policies and procedures that will work toward elimination of bullying throughout the district. It is an expectation that each school building will maintain a Multi-Tiered Systems of Support (MTSS) Tier 1 team in each building. This leadership team is a compilation of the PBIS Leadership Team and the Code Implementation Team.

Bullying Prohibited

Bullying, including cyberbullying, and retaliation are not acceptable conduct and are prohibited within the Pittsfield Public Schools. Pittsfield Public School leadership and other staff will endeavor to maintain learning and working environments free of bullying. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information is prohibited. Any student who engages in conduct that constitutes bullying or retaliation shall be subject to a range of disciplinary consequences up to and including suspension or expulsion.

This prohibition is in effect in the following locations:

- In the school building and on school grounds
- On property immediately adjacent to school grounds
- At a bus stop, on the school bus, or in other school-sanctioned transportation such as another vehicle owned, leased, or used by the school district

outcomes. (pbis.org)

- At a school-sponsored or school-related activity, function, or program whether it takes place on or off school grounds
- Through the use of technology or an electronic device that is owned, leased, or used by the school district or school
- At any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school

Definitions of Key Terms

Bullying: The repeated use by one or more students or a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to himself/herself or of damage to his/her property; creates a hostile environment at school for the target, infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying. (Definition based on M.G.L. c.71, 37O as amended by section 74 of Chapter 38 of the acts of 2013)

Cyberbullying: Bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. (Definition based on M.G.L. c.71, 37O)

- **Aggressor:** A student or a member of a school staff who engages in bullying, cyberbullying, or retaliation.
- **Target:** A student against whom bullying, cyberbullying, or retaliation is directed.
- **Retaliation:** Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
- **Hostile Environment:** 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.
- **School Staff:** Includes, but is not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Reporting by Students, Parents or Guardians, and Others

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. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Anonymous reports can be made by email to bullying@pittsfield.net or through a link in the "Family and Community" portion of the district website. Reports filed in this fashion will go to a dedicated email account that will be regularly reviewed. Students, parents or guardians, and others may request assistance from a staff member to complete a written report or may report orally. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member or with the principal or designee. A student who knowingly makes a false allegation of bullying or retaliation shall also be subject to disciplinary action.

Notification of Bullying Requirements

Notice to Parents or Guardians

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this determination and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable expectation that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the district's Anti-Bullying Policy and state and federal policies and procedures, consult with the school resource officer, if any, and other individuals and organizations such as the Pittsfield Police Department and the District Attorney's Office, as the principal or designee deems appropriate."

Responses to Bullying

Teaching Appropriate Behavior Through Skills-building

Upon the principal or his/her designee's determination 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
- Providing relevant educational activities for individual students or groups of students in consultation with guidance and/or school adjustment 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
- Developing individual behavioral plans to include a focus on specific social skill development
- Making a referral for counseling or other mental health services for targets, aggressors, and family members.

Taking Disciplinary Action

See Code of Conduct

Promoting Safety for the Target and Others

- Any school staff member who witnesses possible bullying should immediately intervene and stop the possible bullying at that moment, as well as subsequently report suspected bullying behavior to the principal or designee when further investigation is warranted.
- 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.
- Supportive services will be offered to the target. These services may include safety planning, school adjustment counselor services, and a mental health referral.
- 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.

The full text of the Pittsfield Public Schools Anti-Bullying Policy is available at www.pittsfield.net. Questions regarding the district plan for the prevention of bullying can be directed to Ann Marie Carpenter at 413-499-9515 or acarpenter@pittsfield.net.

Problem Resolution

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.

District students and/or parents of students may contact the Superintendent or designee as a result of a concern about resolution of a finding at the individual building level at 413-499-9512.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS).

That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

Extra-Curricular Activities

Conduct yourself in an orderly manner while participating in school-sponsored clubs, sports, dances and other school activities. Be mindful of the rights of others to participate and enjoy the activities.

Administration reserves the right to prohibit students who are not meeting the school wide expectations for academic performance and behavior from participating in these events. This decision can be appealed to the building principal.

Off-Campus School Activities

You are expected to show the same consideration for the rights of others in off-campus school activities as during the regular school day. For example, good behavior is expected on field trips, at school musicals and drama presentations, and while being a spectator at a school game. In addition, for interscholastic athletics, the rules of the Massachusetts Interscholastic Athletic Association (MIAA) must be followed.

Administration reserves the right to prohibit students who are not meeting the school wide expectations for academic performance and behavior from participating in these events. This decision can be appealed to the building principal.

Electronic Use Policy

Students are not allowed to access electronic devices (cell phones, personal listening devices, speakers, etc) during class time, except for school issued electronic devices. Students may access electronic devices during non-class time, such as during passing time, lunch, study hall, etc. This non-instructional time access must be of a personal nature. Playing music or other sound aloud will not be tolerated at any time without the permission of a teacher or the administration. Students using headphones need to be able to hear announcements and directions from staff. Students who do not adhere to this policy will be subject to school discipline, including having the device(s) confiscated by the administration. Upon the second time a student's device is confiscated, it will be held until a parent/guardian comes to retrieve it.

Electronic devices lost or stolen while at school are not the responsibility of the Pittsfield Public Schools.

Schoolwide Expectations

In conjunction with the Positive Behavioral Supports initiative at Pittsfield High, students are expected to apply the PHS principles when considering their conduct and behavior as a member of the Pittsfield High School community.

At PHS, we are proud to be

**Prepared
Respectful
Responsible**

The Positive Behavioral Interventions and Support Team meets weekly. PHS uses PBIS Rewards as an online acknowledgement system to reward students points, and allow them to spend their points on classroom or school based incentives and activities.

Off Campus Lunch

PHS students may earn the privilege to leave school grounds during the lunch period only. Students are reminded that their presence in the community is a representation of PHS and they are reminded to follow the codes of conduct that apply to school grounds. Students in Grade 10,11, and 12 who have demonstrated that they can adhere to the PHS code of conduct and behavioral expectations will be allowed to participate in Open campus lunch. All students participating in off campus lunch must have a permission signed yearly by a parent or guardian, granting them permission to leave the school.

Ninth graders will not be allowed to participate in open campus lunch until the end of their Freshman year. At that time,

Freshmen may apply for the privilege of Open Campus lunch and eligibility will be determined by the ninth grade team.

Students who do not represent PHS in a positive light in the community, who do not use the crosswalks, and who are caught off grounds without permission will have their off- campus lunch privileges revoked and may face additional disciplinary sanctions.

Dances

Only Pittsfield High School students and their guests may attend dances at PHS. Students who have been suspended from school in the 30 days prior to a dance will not be eligible to attend dances. Also, students who chronically cut class are also ineligible to attend dances. All school rules apply to the student and the guest. The guest must be enrolled in high school and be in grade 9 or above. If the guest is guilty of an infraction of school rules, the student bringing the guest will suffer the appropriate penalty. Students may bring one guest to a given event and must purchase the ticket in advance and get signed for approval by a member of the administration. No tickets will be sold at the door. Dances are scheduled from 7:00 p.m. to 10:00 p.m. No student will be admitted after 7:30 p.m. unless they have made arrangements with the principal in advance.

Provocative dancing, “grinding”, and back-to-front dancing are prohibited at school- sponsored dances.

Serious infractions of rules at dances will result in severe consequences which may include suspension from school and a ban from participation in future co-curricular activities. Being in possession or under the influence of any drug, including alcohol may result in suspension and banishment from future dances including the prom. Students must arrive within one half hour of a dance start time and cannot leave the dance until one-half hour prior to the end of the dance. Parents of student(s), who do not show up to the dance and/or request to leave early, will be called by school administration.

Prom

School prom is for PHS students in grades 11 and 12 who are in good standing. Grade 10 PHS students may attend the Prom as a guest of either a Grade 11 or 12 student. Grade 11 and 12 PHS students attending the prom may bring guests from outside the building under the following conditions:

- guests must fill out the PHS Prom Promise and guest permission form
- Guests enrolled in a high school and attending grades 10-12
- Guests who are not attending high school must be under the age of 21 and have permission from the PHS administration
- The PHS administration reserves the right to deny permission to any potential prom guest

In the Classroom

You are expected to observe classroom rules established by the teacher to maintain a good, orderly learning environment and protect the rights of all students to an equal opportunity to participate. Teachers will review classroom expectations and include them in the class syllabus that is distributed at the start of the school year.

In the Labs, Shops, and Gym

Observe safety requirements in areas where possible hazards exist because of the kind of equipment and materials used. Follow the established rules, including the wearing of safety goggles and other protective items that are prescribed.

Telephones

A telephone is located in the main office for non-emergency purposes. Students should not request to use the telephone except in cases of urgency. Telephones should be used before school and at lunch. Cell phones are not to be used in classrooms. Cell phones are allowed for use during lunches and passing times.

Directed Study Period

Students have several options during directed study periods. Students scheduled for directed study periods will report to the library for attendance. All students are expected to attend all scheduled directed study periods.

Cafeteria

There are two half-hour lunch periods. Students are expected to be orderly while in the cafeteria lunch line and to clean up their places before returning their trays. No food or drink is to be taken out of the cafeteria into other parts of the building. Your cooperation in keeping the cafeterias and grounds clean is essential and will be appreciated. Students are to remain on the ground floor, in the cafeteria, or outside of the building during lunchtime.

Authorized Areas

During the school day students are to be in assigned classes. Between classes, students are to restrict themselves to corridors, stairwells and locker areas. Students are not to exit the building between classes and are not to be in unauthorized areas. Students who leave the building without permission, enter the building through a secured door, or prop open a secured, exterior door will be subject to disciplinary action per the Discipline Matrix.

Student presence in school or on grounds after hours

Students may remain in the school building after school hours for any organized activity or staff-supervised event. Students may only use school grounds for their intended purpose. Students who do not have a valid reason to be at school after the school day has ended, need to leave the building by 2:30 pm.

Student Parking and Motor Vehicle Regulations

There is no available parking for students at Pittsfield High School. Students parking on campus or at the Appleton Avenue parking lot will be fined and have their cars towed.

Appearance and Attire

Personal appearance is an individual matter. No one, however, has the privilege of disregarding the norms of reasonable dress. Attire, which could interfere with the learning process, is not allowed. Students will be counseled on an individual basis if their attire is improper. Parents will be contacted if there is a question regarding a student's attire. Clothing must always conform to safety standards of the particular class.

A committee of parents, teachers, administrators, and students drew up the following dress code:

- Clothing is clean and neat .
- The bottom of the top overlaps the top of the bottoms.
- Spandex and Lycra are acceptable only when worn over or under less revealing garments.
- Obscene, vulgar, racist, sexist or other offensive pictures, words, or slogans are prohibited.
- Clothing that condones, endorses or otherwise glorifies or advocates the use of any weapon, illegal drug, controlled substance, alcoholic beverage, intoxicant, criminal or violent activity, or that is determined to be disruptive to the school

environment is prohibited.

- Hemlines of skirts or shorts must fall below fingertips when arms are relaxed at sides.
- Shoes/sandals must be worn at all times.
- Hats (caps, berets, scarves, bandanas) may **not** be worn in the school and should be kept in lockers during the school day (exceptions may be made for religious observance)
- Undergarments should not be visible.
- Sunglasses are not be worn in the building

Gender Identification

The Pittsfield Public Schools, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, sexual orientation, or gender identity and does not tolerate any form of discrimination, intimidation, threat, coercion and/or harassment that insults the dignity of others by interfering with their freedom to learn and work. [M.G.L. c. 76, s5]

Senior Week Guidelines

Several **optional** activities and events are held at the end of each school year to celebrate and recognize the contributions made by the senior class. Parents, relatives, faculty and community guests also share these events and need to feel welcomed. Observation of general guidelines of dress and decorum create a common expectation for students and adults. Similar expectations apply to those activities such as underclass awards ceremonies for students in lower grades. Any serious breach of school rules will result in termination of the privilege of participating in remaining senior activities including graduation.

The events covered by these Guidelines are optional for students. Any student who feels they cannot comply need not attend. Failure to adhere at the time of the event will result in exclusion from participation. All school policies regarding smoking, drug and alcohol use, harassment and discipline remain in full force. Failure to abide by these policies will result in the prohibition from participation in any or all remaining events, including graduation.

Activities Include

- Honors/Scholarship Awards Night
- Senior Banquet
- Junior/Senior Prom
- After Prom
- Graduation Ceremony

Honors/Scholarship Awards Night and Graduation

Professional dress is required at these events. Suggestions Include long pants, skirts, dresses, blouses, dress shirts, dress shoes.

Senior Banquet, Junior/Senior Prom, After-Prom, Picnic

Dress deemed appropriate as dictated by the event. Class officers and advisors will publicize expectations.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

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

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

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

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

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

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

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

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

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student shall have the following additional rights:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- the right to cross-examine witnesses presented by the school district;
- the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

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

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

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

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

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

APPEAL OF LONG-TERM SUSPENSION

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

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

EMERGENCY REMOVAL

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

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

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

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

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

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

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

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

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

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

1. The due process procedures above do not apply to a) possession of a dangerous weapon; b) possession of a controlled substance; c) an assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c.71, §§37H or 37H½.
2. The principal will inform the student of the specific charges in writing, informing the student of the right to be represented by counsel (at the student's expense) and the right to provide evidence and question witnesses, on the proposed hearing date.
3. The student may appeal the principal's expulsion determination to the superintendent of schools within ten (10) days of notification of the expulsion.
4. The superintendent may uphold, reduce, or reverse the disciplinary action after the appeal hearing. Note that a failure to make an appeal to the superintendent within the ten (10) day period will exhaust any further right of appeal.
5. All students who have been suspended or expelled who remain residents of the District shall have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities.
6. If the superintendent upholds the expulsion decision, if the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan.

Plagiarism

Plagiarism is the use of and representation of other people's words and ideas, in whole or in part, as the student's own work. This definition applies to, but is not limited to the following: words or ideas taken without proper acknowledgement from any published source, such as a collection of literary essays, *Spark Notes* et al., from any site on the Internet, from any essays written by other students, from any class notes taken by a student of a teacher other than the student's own.

Plagiarism may take many forms, including the following:

- Copying word for word from any outside source without proper acknowledgement. This applies to use of an entire paper, to the use of entire sections and paragraphs, and to the use of a few words and phrases.
- Paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole or in part a paper written by another student.
- Submitting in whole or in part an assignment written for another course.
- Allowing one's essay, assignment, and/or test answers to be copied by another student.

Cheating

Cheating, in any form, is not tolerated at Pittsfield High School. Students, beginning in 9th grade and continuing into 12th are required to sign a "Penalty for Plagiarism/Cheating" pledge each year that they will not plagiarize and/or cheat. Cheating can be defined as any form of plagiarism, and further defined (but not limited to) as a student's deceitful and dishonest act relating to academics. The following criteria shall be considered cheating: claiming credit for work not the product of one's own effort; providing oneself or others with unwarranted access to material or information during a test and/or other assigned work when no outside sources have been sanctioned, knowledge of or toleration of cheating by others. It will be presumed that any use of outside sources, including but not limited to: plagiarizing, bringing unauthorized notes during any test, turning in the same paper twice to two different classes, caught by a teacher looking at another student's paper will be understood as an intent to deceive. It will further be presumed that students who allow their work to be plagiarized, and/or who knowingly assist another student to cheat, do so with the intent to deceive.

Reporting of Plagiarism/Cheating Incident

Students who cheat and/or plagiarize will be subject to the following reporting process:

First Offense -Phone call notifying parents/guardians of the incident (with an "Incident Report" notation to be sent home *and* placed in student's record in the guidance office). Teacher will record the incident with a PowerSchool referral. Teacher will alternatively assess the student.

Further Offenses-Meeting/contact with parents/guardians concerning incident and an "Incident Report" to be sent home *and* placed on student's record in the guidance office, student receives a ZERO on assignment. Teacher will record the incident with a PowerSchool referral.

Membership in National Honor Society. Acts of cheating and plagiarism are violations of the NHS honor code. As such, the NHS faculty review board will review claims of cheating or plagiarism. Students (and their parents) will be notified if they are being reviewed for dismissal from the NHS. Students and parents may address the claims with the board that will review the case and render a decision. The decision of the board may be appealed to the school principal.

If two students participate in a cooperative cheating/plagiarizing incident, both sets of parents/ guardians shall be notified.

The school reserves the right to inform the student's potential college of documented cheating/plagiarizing incidents.

Penalty/Due Process Regarding Plagiarism/Cheating Policies

In all cases, students are entitled to the protections afforded them in the Penalty/Due Process Regarding Plagiarism/Cheating Procedure. The above set of penalties is a mild one compared to those levied against student and professionals in post-secondary educational institutions. **Due Process**, shall be the only process of mitigating any of the policies described herein.

The Pittsfield Public School Committee recognizes that students are entitled to protection against unfair or arbitrary disciplinary actions. When accused of a violation of any of the expectations, codes or policies outlined in the *Pittsfield Public Schools Student Handbook*, the student in question will receive notice of the accusation, an explanation of the evidence, and an opportunity to present any information they think is relevant. Disciplinary consequences will not be assigned before those steps have been taken. If a student believes that he or she has been penalized unfairly, an appeal process is available. Throughout the process, all parties will adhere to the following guidelines:

- A student has a right to submit an appeal to a disciplinary decision within three school days from the day it was given.
- The student must write the appeal and address it to the supervisor of the person who made the original decision. Appeals of a teacher's decision must be made to the principal. There is no appeal of the principal's decision; the principal's decision is final.
- An appeal shall result in a hearing between the parties involved within three school days after the receipt of the appeal.
- The principal will make a decision on the appeal no more than five days after the hearing.

General Athletic and Extracurricular Code of Conduct

All athletes and participants in extracurricular activities shall abide by a code of ethics, which will earn them the honor and respect that participation, competition, and/or performance in the interscholastic and/or extracurricular program affords. Any conduct that results in dishonor to the athlete and/or student involved in an extracurricular activity (in or out of school), to the team, group or the school, or acts of unacceptable conduct will not be tolerated. Such conduct may include, but is not limited to: theft, vandalism, being under the influence of alcohol or a controlled substance, and violations of the law.

Penalties for Violation

The coach or advisor, together with the principal and the athletic director (when applicable), following an opportunity for the student to be heard that a violation occurred, shall meet and determine the penalty according to the degree of the infraction. The penalty shall range from a one game suspension (one week for a club or activity) to a permanent denial of participation.

Co-curricular (Clubs, activities, athletics)

General expectations

Pittsfield High School, in support of Pittsfield School Committee policy, establishes that a student's participation in an extracurricular activity, including cultural, social, and intellectual programs and activities, and also participating as a member of an interscholastic athletic team, is not a right but a privilege. Students who participate in extracurricular activities, including interscholastic athletic teams, represent their school and community to the public, and serve as role models for other members of the student body. The privilege of participating in such programs and activities is afforded to students through try-outs and demonstrations of dedication, including in athletics good sportsmanship; who maintain satisfactory academic record; and who remain in good standing for participation through their demonstration of acceptable

conduct as members of the school community.

Generally, there are three standards that must be met in order to be eligible to participate: *Note: Please see specific conditions as dictated by local, state and national governing boards as outlined below.

1) **Attendance** In order to participate in any club, activity or athletic practice/event, students must be present in school for 5 consecutive periods. Students in violation of this policy will be suspended from the club, activity or sport for one week. Students suspended from school are not eligible to participate in any co-curricular that day. Only the principal can pre-approve an excused absence.

2) **Academics** All students must be academically eligible to participate in a club, activity or athletic team. Students must pass the equivalent of 50 credits (five classes) each marking quarter to be eligible. Only a waiver from the principal can supersede this requirement.

3) **Behavior** All students involved in clubs, activities or athletics are expected to conduct themselves and represent Pittsfield High School in a positive manner. Be mindful of the rights of others to participate and enjoy the activities. School rules, standards, and expectations are in effect at all times.

DISCIPLINE OF SPECIAL NEEDS STUDENTS (Special Needs Includes both Special Education and Section 504 Students)

All students are expected to meet the requirements for behavior as set forth in this handbook.

Procedure: Procedures for suspension 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 in 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, 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—"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 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.
 - c. 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, 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.

State Requirements Federal Requirements 34 CFR 300.530-537

For a discipline flow chart, see http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc.

Specific prohibitions for Co- and Extracurricular activities

It shall be prohibited during the school year for any student who participates in an extracurricular activity, including interscholastic athletics, to use or consume, possess, buy, sell, or give away a controlled substance, any tobacco product, marijuana, steroids, or alcoholic beverage. It shall not be a violation for a student to possess a legally defined drug that is specifically prescribed for the student’s own use by that student’s physician.

If a student is duly found to have violated this expectation, in addition to being subject to other penalties identified as applicable in the student handbook, said student may be suspended from participation in her/his extracurricular activity or activities, including her/his interscholastic athletic team (see athletic section below).

Clubs and activities at PHS

The following is a list of clubs and activities at PHS. This list changes year-to-year based on student and faculty interest. A full list is posted at the start of each school year and the advisors are identified at this time. Clubs & Activities meet throughout the year in some cases traveling off-site for conferences, field trips and competitions. All PHS students are encouraged to participate in at least one club each year. If a student would like to start a new club, please see administration.

Academic Decathlon

Art Club

Band

Best Buddies

Cheerleading

Chorus

Computer Club

Class Council (one for each grade)

French Club

PHS Pride (Gay Straight Alliance)

Italian Club

French Club

Latin Club/Junior Classical

Math Club

Mock Trial

Mural Movement

National Honor Society

Newspaper: General Speaking

Orchestra

Peace Jam

Pep Club

Photography

Proteus

Quiz Team

Rotary Interact

Spanish Club

Student Government

Yearbook Club

There are two forms of student government at PHS.

1) **Class Council:** Function is to support preparation for senior year activities including prom, senior week and graduation. Class council elections are held at the end of the school year in anticipation of the coming year. To be eligible to run students must complete a signed nomination form, write an essay of intent and deliver a public address to their classmates and sign a class representative contract. The senior class president, the graduation speaker, will be chosen from among the senior council membership. Twelve members are chosen per class.

2) **Student Council:** Function is to support school wide initiatives including school service projects and the promotion of a positive school culture. Members to the school council, the regional student advisory council, and the school committee are appointed from the student council membership. Five members from each class and five at-large members are elected to the board. Elections will be held within the first month of school.

National Honor Society

Two faculty members advise the PHS Longfellow National Honor Society. There is also a five-member faculty advisory board. A student becomes scholastically eligible if he/she has a cumulative average of 92 or higher. This represents the Scholarship standard/pillar for NHS.

The other three pillars are **CHARACTER, LEADERSHIP & SERVICE**

- Students are required to complete an application for National Honor Society that requires each applicant to demonstrate that they have met acceptable levels of achievement in each of the four NHS Standards. Students will have a designated time to complete the application process and late applications will not be accepted. Input is gathered from all faculty and staff and the advisory committee reviews both the application from the student and input from the staff prior to making their decision. Students will be notified via letter about their acceptance status.

- It must be emphasized that the PHS Longfellow chapter conforms to National standards and all applicants will be evaluated based on ALL four pillars/standards. A 92 GPA alone does not guarantee acceptance. Students who are not recommended for NHS induction can appeal the board's decision to the school principal.
- Students are expected to maintain the highest level of scholarship, leadership, service and character as members of NHS. In the event that a student does not meet these standards the faculty council will review the students status within NHS. Students and parents/guardians may address the claims with the board at which point the board will review all input and render a decision. The decision can be appealed to the principal.
- If a members GPA goes below a 92, he/she is placed on probation. The student has two quarters to return the average to a 92 or dismissal procedures will take place.
- Students who do not remain active in NHS, either by lack of attendance, participation in required service projects, or alternative educational experiences sponsored by NHS in their junior or senior year, will be reviewed for continued membership. These students will be duly notified if their membership will be revoked.

LINK Crew

At freshman orientation, 9th grade students are assigned to a small group led by 2 members of the PHS Link Crew, junior and senior students trained as mentors. In addition to running orientation, LINK leaders strive to introduce their assigned freshmen to the PHS community and invite them to school-wide events. LINK groups are scheduled together for freshman homerooms. Prospective LINK leaders apply for the opportunity to be mentors and are selected by LINK faculty advisors. The goal of the program is to create a diverse team of student leaders to transition new students and provide support and guidance over the course of their first year in high school.

Athletics

Please refer to the Pittsfield Public Schools' Athletic Handbook.

User Fee for Athletics

Each student who participates in an interscholastic sport or other co-curricular activity will be charged a user fee of \$150. Provision is included for review of hardship for students eligible for free or reduced lunch. Depending on need the fee can be reduced to \$75, a payment plan can be created or the fee can be waived entirely. User fees will be full or partially waived ONLY if the student qualifies for free or reduced lunch. If the student does not qualify for free or reduced lunch. No fee waivers will be given.

Interscholastic Sports

Fall	Winter	Spring
Football (Varsity & JV)	Boys Basketball (Varsity & JV)	Boys Tennis
Boys Soccer (Varsity & JV)	Girls Basketball (Varsity & JV)	Girls Tennis
Girls Soccer (Varsity & JV)	Boys Downhill Skiing	Baseball (Varsity & JV)
Boys Cross Country	Girls Downhill Skiing	Softball (Varsity & JV)
Girls Cross Country	Boys XC Skiing	Boys Track

Girls Volleyball	Girls XC Skiing	Girls Track
Golf	Hockey	Boys Lacrosse
	Boys Swimming	Girls Lacrosse
	Girls Swimming	
	Wrestling	

Please see the Pittsfield Public Schools' Policy Handbook for Parents and Students for more information on:

- Equal Education Opportunities
- Procedures for Enrolling a Student
- English Language Learning Support
- Student Safety, Health and Immunizations
- Student Transportation
- Building Safety and Public Accessibility
- Promotion and Graduation Policies

H. PROCEDURES FOR STUDENT GRIEVANCES OF DISCRIMINATION

This policy addresses how to file complaints regarding alleged discrimination based on race, color, national origin, sex, religion, age, sexual orientation and disability.

The Pittsfield Public Schools has adopted procedures to assist any person who believes that she/he has been discriminated against for a prohibited reason, and to rectify any instances of such discrimination. Any student, or any parent or guardian, who believes that she/he has been discriminated against for any reason stated above should make her/his complaint, either formally or informally, to the school building principal or to the district's designated coordinator for compliance with the requirements of Title VI, Title VII, Title IX, Section 504, ADA, IDEA, and M.G.L 151B. Any person who believes that she/he has been discriminated against for any reason stated above in a matter of hiring or employment, or in having access to school facilities or activities, should make her/his complaint, either formally or informally, to the district's designated coordinator for compliance with the requirements of Title VI, Title VII, Title IX, Section 504, ADA, and IDEA.

The Pittsfield Public Schools' designated coordinators for all such matters are:

	Problem Area	Position	Phone
Title VI	Discrimination by race, color, national origin	Deputy Superintendent	499-9510
Title VII	Discrimination by employers on the basis of race, color, religion, sex or national origin	Human Resources Director	499-9505
Title IX	Discrimination in educational programs or athletics, on the basis of gender	Title IX Coordinator	499-9515

Section 504	Discrimination against individuals with disabilities	504 Coordinator	499-9515
ADA	Americans with Disabilities Act guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.	Special Education Director	499-9515
IDEA	Individuals with Disabilities Education Act guarantees early intervention, special education, and related services to children with disabilities from birth to the age of 21.	Special Education Director	499-9515
Ch. 151 B	Discrimination by MA employers on the basis of race, color, national origin	Human Resources Director	499-9505

Rights of Students with Disabilities

Federal law guarantees every student the right to a free and appropriate public education regardless of handicap or disability. State regulations (603 CMR 28.00) further guarantee the right to an education in the “least restrictive environment,” in typical settings with students without disabilities.

- Every Pittsfield public school offers academic support services. These programs provide specialized instruction for eligible students in the area of documented disability.
- The PPS also offer services in a substantially separate setting for students with developmental delays, intellectual impairments, autism, and behavioral disorders when documented within a student’s IEP or 504 Plan. These programs provide specialized instruction in a structured and predictable learning environment.

If you believe that your child is having difficulty making progress in a regular classroom due to a suspected disability, you have the right to seek through the school principal or the district’s Office of Special Education an evaluation of your child to determine if she or he does have a disability and is eligible for special education services. As a first step, contact the building principal to discuss convening a Building Assistance Meeting. For more information contact your child’s principal or the Office of Special Education at 499-9515.

Rights under Section 504

A student with a disability recognized under the federal statute known as Section 504 (29 USC §794[a]) is entitled to accommodation of that disability. Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Section 504 also prohibits discrimination against any student based on such a disability. A student whose disability is recognized under special education law, known as the Individuals with Disabilities Education Act (IDEA: see USC §1401[3]) is entitled to educational programs and assignments that are designed to develop her/his educational potential. [M.G.L. c. 71B §1] Section 504 accommodation plans and special education individualized education programs (IEPs) must be developed in accordance with procedures set out in federal and Massachusetts law and regulations. The 504 Coordinator is responsible for assuring compliance with Section 504. Contact the Superintendent’s Office for referral to the 504 Coordinator.)

For a copy of the Massachusetts Department of Education Special Education *Parents' Rights Brochure* and the *Section 504 Handbook*, available in many languages, visit www.doe.mass.edu/sped/parents on the Web.

Homeless Assistance

Consistent with the Federal McKinney-Vento Homeless Education Assistance Act, homeless students are defined as those who lack a regular, fixed nighttime residence including supervised temporary accommodations (see definition, Policy STU-14). Students have the right to stay in their school of origin for the entire time they are homeless, even if they move to a different school district. Students who move into permanent housing during the school year can still finish the year in the same school. They may also choose to enroll in a school within the new zone, town or city where they live temporarily. Transportation will be provided unless your new address is within walking distance of your child's school. For help, call the Deputy Superintendent's office, which serves as the district's homeless liaison, at 499-9510.