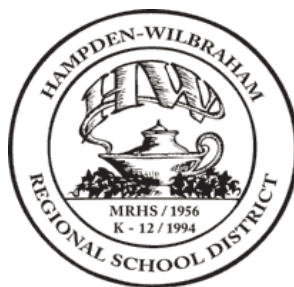


HANDBOOK FOR STUDENTS AND FAMILIES

2020 – 2021



OUR VISION

**The Hampden-Wilbraham Regional School District
in pursuit of educational excellence,
envisions an interactive learning community
of creative, passionate thinkers
in a safe and healthy environment,
embracing opportunities
to contribute to and compete in
a global society while valuing
honesty, integrity, responsibility, and
respect for each individual.**

(March 12, 2009)

**Important Note: This calendar may be changed due to excessive school cancellations.
School cancellations will extend the school year in order to fulfill the State's 180-day school year requirement.**

HAMPDEN WILBRAHAM REGIONAL SCHOOL DISTRICT 2020-2021 CALENDAR

26 Professional Development Day #1 27 Professional Development Day #2 28 Professional Development Day #3 31 Professional Development Day #4	<div>AUGUST 2020</div> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<div>JANUARY 2021</div> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							1. No School New Year's Day 18 No School MLK Day
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<div>School Start Times</div> <div> Minnechaug 7:35 Wilbraham Middle 7:40 Green Meadows 8:30 Soule Road 8:30 Stony Hill 8:30 Mile Tree 8:30 </div> <div> NO SCHOOL NO STUDENTS </div> <div> NO SCHOOL FOR STUDENTS PROF DEVELOPMENT FOR STAFF </div> <div>Updated & Set Comm. approx 11-19-20</div>	<div>JUNE 2021</div> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				15 Last Day of School - Early Release for Students, Full Day Staff 16 PD Day for Staff																																																									
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Hampden-Wilbraham Regional School District



This publication summarizes many laws, policies, regulations, and practices that are important to the Hampden-Wilbraham Regional School District (HWRSD) students and their parents and guardians. It is not intended to be a complete directory of all laws and policies, relating to students and parents.

Federal and state laws, HWRSD policies, regulations, and practices, at the system-wide and school building levels, are subject to change.

Albert G. Ganem, Jr.
Superintendent of Schools

Hampden-Wilbraham Regional School Committee

Sherrill Caruana, Chairperson
Maura Ryan, Vice Chairperson
Sean Kennedy, Secretary
William Bontempi
Michal Boudreau
Michelle Emirzian
Patrick Kiernan

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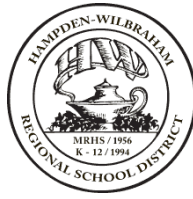
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Hampden-Wilbraham Regional School District

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Patrick Kiernan

Albert G. Ganem, Jr.
Superintendent of Schools
621 Main Street
Wilbraham, MA 01095
Phone (413) 596-3884
Fax (413) 599-1328

Welcome Message from the Chairperson of the Hampden-Wilbraham Regional School Committee

Dear Students and Families,

On behalf of the entire School Committee, I would like to take a moment to welcome you to the 2020 – 2021 school year!

This *Handbook for Students and Families* outlines the policies and procedures for the upcoming academic year and is a roadmap that will guide you as you navigate the various issues that may arise during the year. These issues may include school and student safety, bullying, student rights and responsibilities and a general orientation to school policies. It is important that you familiarize yourself with this handbook. The information in this handbook is available in hard copy and online on the HWRSD website.

The District is fortunate to have a dedicated and professional teaching and administrative staff whose primary concern is the education and welfare of each and every student. We offer an outstanding academic curriculum that is rich in content and designed to serve the needs of each student. In addition, there is a diverse offering of extra-curricular activities to meet our students' social and physical needs.

If you have any questions or need clarification of any policy or procedure in this handbook, please contact your building principal.

Best wishes for a safe and healthy 2020 – 2021 academic year in the HWRSD!

Sherrill Caruana, Chairperson
HWRSD School Committee

In pursuit of educational excellence, the Hampden-Wilbraham Regional School District envisions an interactive learning community of creative, passionate thinkers in a safe and healthy environment, embracing opportunities to contribute to and compete in a global society while valuing honesty, integrity, responsibility, and respect for each individual.

NON-DISCRIMINATION

The Hampden-Wilbraham Regional School District, pursuant to Title II of the American's with Disabilities Acts (ADA), Section 504 of the Rehabilitation Act of 1973, M.G.L. c. 76, sect.5, M.G.L. c. 151B, M.G.L. c. 151C, Title IX of the Civil Rights Act of 1972, and Titles VI and VII of the Civil Rights Act of 1964, does not discriminate against:

1. Any adult on the basis of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, marital status or veteran status in any employment status or access to programs available to such adults; and
2. Any student on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, or disability, be denied equal access or admission to school programs, courses, and/or extra-curricular activities.

Any student, parent, or guardian who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district program or activity on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, or disability in violation of this policy may file a written grievance with the Superintendent of Schools or designee. Copies of the laws and regulations may be obtained from the Office of Civil Rights, Region I, 33 Arch Street, Boston, MA (617) 289-0111.

The Hampden-Wilbraham Regional School District does not discriminate on the basis of disability. Program applicants, participants, members of the general public, employees, job applicants, and others are entitled to participate in and benefit from all agency programs, activities, and services without regard to disability. Copies of this notice are available, upon request, in alternate print formats (large print, audiotope, Braille, computer disk, etc.). Our grievance procedure, self-evaluation, as well as ADA policies, practices and procedures are available upon request. Inquiries, requests, and complaints should be directed to the Superintendent of Schools or designee. Copies of the laws and regulations may be obtained from the Office of Civil Rights, Region I, 33 Arch Street, Boston, MA (617) 289-0111.

TRANSLATION AVAILABLE

At the request of a parent/guardian or adult student whose primary language is not English, school generated documents like the student handbook, code of discipline, procedural notices, correspondence and the like will be translated into that primary language. Requests for translation should be made to the Directors of Curriculum, Instruction, and Professional Learning at (413) 596-3884.

Na prośbę rodziny, których pierwszym językiem nie jest angielski, ten dokument zostanie przetłumaczony na język polski. Proszę dzwonić (413) 596-3884.

的要求，一个家庭的第一语言不是英语，这一文件将被翻译成中文。呼叫 (413) 596-3884。

DISTRICT COORDINATORS

Harassment, Title IX, and Section 504 Coordinators
Directors of Curriculum, Instruction, and Professional Learning
621 Main Street, Wilbraham, MA 01095
Phone (413) 596-3884 Fax (413) 599-1328

ADA Coordinator
Director of Finance, Operations and Human Resources
621 Main Street, Wilbraham, MA 01095
Phone (413) 596-3884 Fax (413) 599-1328

Homeless Liaison
Risk Prevention Services Coordinator
85 Wilbraham Road, Hampden, MA 01036
Phone (413) 596-3884 Fax (413) 599-1328

PART 1

**GENERAL INFORMATION
GRADES PREK-12**

DIRECTORY OF ADMINISTRATION AND SCHOOLS

Superintendent of Schools

Albert G. Ganem, Jr.
621 Main Street, Wilbraham, MA 01095
Phone (413) 596-3884 Fax (413) 599-1328

Director of Curriculum, Instruction, and Professional Learning

Thomas Mazza
621 Main Street, Wilbraham, MA 01095
Phone (413) 596-3884 Fax (413) 599-1328

Director of Student Services

Gina Roy
85 Wilbraham Road, Hampden, MA 01036
Phone (413) 566-8950

Director of Finance, Operations and Human Resources

Aaron Osborne
621 Main Street, Wilbraham, MA 01095
Phone (413) 596-3884 Fax (413) 599-1328

Director of Safe Schools/Healthy Students HWRSD Center for Health and Safety

Gina Kahn
85 Wilbraham Road, Hampden, MA 01036
Phone (413) 566-5060 x12 Fax (413) 566-5190

Mile Tree Elementary School (Grades PreK-1)

Chante Jillson, Principal
625 Main Street, Wilbraham, MA 01095
Phone (413) 596-6921 Fax (413) 596-9319

Green Meadows School (Grades PreK-8)

Sharon Moberg, Principal
38 North Road, Hampden, MA 01036
Phone (413) 566-3263 Fax (413) 566-2089

Stony Hill Elementary School (Grades 2-3)

Monique Dangleis, Principal
675 Stony Hill Road, Wilbraham, MA 01095
Phone (413) 599-1950 Fax (413) 596-4497

Soule Road Elementary School (Grades 4-5)

Lisa O. Curtin, Principal
300 Soule Road, Wilbraham, MA 01095
Phone (413) 596-9311 Fax (413) 599-1742

Wilbraham Middle School (Grades 6-8)

John Derosia, Principal
466 Stony Hill Road, Wilbraham, MA 01095
Phone (413) 596-9061 Fax (413) 596-9382

Minnechaug Regional High School (Grades 9-12)

Stephen M. Hale, Principal
621 Main Street, Wilbraham, MA 01095
Phone (413) 596-9011 Fax (413) 596-8907

FAMILY AND SCHOOL PARTNERSHIP

The School Connection

The family and school partnership is an essential element of the successful educational experience. A strong partnership provides opportunities to organize and sustain excellent programs and strengthen the type of communication that will increase student success in school.

School Council

Each school council consists of the school principal, who shall co-chair the council; parents of students attending the school who are selected by the parents of students attending such school, teachers, and community members. The school council meets regularly with the principal of the school and assists in the identification of the educational needs of the students attending the school, in the review of the annual school budget, and in the formulation of a school improvement plan, which is submitted to the school committee for review and approval every year (Chapter 71, Section 59C).

Special Education Parent Advisory Council (SEPAC)

The Hampden Wilbraham SEPAC is an organization that provides support and networking for parents with children who have special needs, disabilities or learning disorders. This parent group meets monthly and offers workshops and special events throughout the school year. Parent volunteers act as Special Needs Liaisons to each school to facilitate the exchange of ideas and information and act as a resource for parents with questions. Meetings are open to residents of Hampden and Wilbraham or persons affiliated with the Hampden Wilbraham Regional School District (HWRSD). Meetings are held during the school year on the 2nd Monday of each month at 7:00 p.m. in the Thornton W. Burgess Middle School library. If this falls on a holiday, the meeting will be held the following Monday. ***Interested parents should contact the Student Services Office at (413) 596-3884 for the current officers and contacts.*** http://www.hwrdsd.org/pages/Hampden-Wilbraham_RSD/Parents_Resources/SEPAC.

PTO and other Parent Groups

The District encourages parental involvement in the educational process. Support groups such as PTOs, VIPS, and booster clubs, working together with the administration, can enrich the offerings available to students and create a cooperative relationship between the home and school. Activities of these groups are coordinated through the school administration.

Blackboard Connect Telephone System

Blackboard Connect is an automated phone and e-mail notification system that supports school to family communication efforts. Through this system, families receive important messages about emergencies, events, or other school matters. To maintain optimal effectiveness, please notify the school office if there are changes in emergency contact information.

Visitor Access

A safe school environment is essential for learning, and is one of the highest priorities in the Hampden-Wilbraham Regional School District. For the security of our students and staff and the safety of our guests, all school buildings are locked during school hours, and visitor access is video monitored.

All guests should expect to follow the procedures when entering the building. Upon arrival, press the button to call the receptionist. When requested, state your name and the purpose of your visit and wait until the receptionist instructs you to come in. When you enter the building, you will be issued a visitor badge and directed to a sign-in log. You must wear and display your visitor badge at all times during your stay, as this will indicate that your presence in the building is authorized. When you are leaving, return your badge and use the log to record the time of your departure.

Occasionally, there may be circumstances when access will be restricted or when you will be required to show an ID, such as a driver's license, in order to enter the building or pick up your child. While some of these measures may create anxiety, inconvenience or delays, they are necessary steps to provide the safest and most secure learning environment possible.

Informal Classroom and School Visitations

The District supports and encourages the active involvement of parents in their children's learning. In an effort to develop home-school partnerships, the District welcomes parental visits to their children's classrooms. Informal visitations, distinguished from formal observations (see below), are opportunities for parents to support their children's participation in a school/classroom activity or event. Informal visitations are not to be used in determining the appropriateness of a program and/or to become more familiar with the program and staff or to evaluate academic programs or staff. The following procedures must be followed during informal classroom and school visitations:

- All parents must follow District protocol for safety when visiting our schools.
- Parents must make prior arrangements with the school principal and teacher.

- All visits shall be of such reasonable length and at such a time as to be non-disruptive to the instruction of students, as determined by the teacher and school principal.
- All visitors are to report first to the school principal's office. No unauthorized person will be permitted access to any classroom.
- The schools reserve the right to limit the number of visits to classrooms to protect the learning process and the confidentiality rights of students.

Formal Parent Observations in Classrooms

The Hampden-Wilbraham Regional School District believes parents are important partners in educating students and welcomes parental participation in determining a child's appropriate educational program. To that end, we open our classrooms to parents or a parent representative who want to observe a child in the school setting. For the purposes herein, parent representative means an independent evaluator, educational consultant, or an individual who preferably holds certification or licensure from the Commonwealth of Massachusetts in a field directly related to the child's educational program. The following procedures shall be followed when an observation is requested:

1. A request to observe a child in the child's current or potential educational placement must be scheduled at least five (5) days in advance through the building principal;
2. The building principal shall contact the parent(s) to schedule a meeting or phone conference within five (5) days of receipt of the parents' request to discuss the purpose(s) of the observation;
3. The observation will be scheduled at a mutually-agreed upon time and date after consultation with the classroom teacher(s);
4. The principal will consult with the classroom teacher and the observer to set up the parameters of the observation (including, but not limited to, conferences with school staff, review of work products, and placement of the observer in the classroom);
5. The number, frequency, and duration of observation periods will be determined on an individual basis. The start and end time and day(s) of observation periods will be determined in advance. In order to minimize classroom disruption, the length and number of individual observation periods may be limited. The complexity of the child's needs, as well as the program(s) to be observed, should determine what the observation will entail and what amount of time is needed to complete it.
6. The parent must sign a release for a parent representative to observe a child;
7. The parent or parent representative must be silent at all times and not interrupt the educational process

in the classroom. If the observer's presence disrupts the learning environment, he/she will be asked to leave. This notice is particularly important since the presence of parents can influence the performance of the child being observed as well as other children;

8. The parent or parent representative may not record at any time during their observation, by any recording device. This prohibition against recording includes, but is not limited to, the use of cell phones, tablets, or pocket records. Parent and parent representatives are hereby advised that under Massachusetts law, any such recording is illegal.
9. The parent or parent representative is not observing for the purpose of evaluating a teacher's ability to perform his or her contractual duties;
10. The parent or parent representative must report to the school office (as do all visitors) as part of the School District's Safety Protocol. A school administrator or designee will accompany the observer and may remain and take notes as to what is observed, paying particular attention to anything that is atypical during the observation period;
11. Observations during MCAS testing or during the first or last weeks of school are highly discouraged and will generally not be scheduled;
12. The parent or parent representative must sign the "Observation Agreement" so that both the School District and classroom parents have assurance that information concerning other students' education remains in the classroom and is not discussed in public.

Complaints

Complaints about the performance of staff members are most appropriately lodged first with the individual directly involved, then with the principal and appealed to the Superintendent if necessary. When a complaint about an administrator or central office staff member is necessary, such complaint should be brought to the attention of the Superintendent who will investigate and take appropriate action. Concerns about coaching staff members or special education personnel should first be brought to the attention of the individual directly involved, then the administrator responsible for the staff person and finally the Superintendent. Complaints regarding curricula, materials or building operations should be first directed to the school principal. Complaints about district-wide policies should be brought to the attention of the School Committee. While some complaints may be made verbally, complaints of a serious nature should be made in writing, be specific in nature and detail desired actions. Complaints should never be made anonymously.

Home Schooling

In May 1987, the Massachusetts Supreme Judicial Court decided the case entitled *Care and Protection of Charles*. The decision sets forth legal standards for approval of home education programs of children of compulsory school age in Massachusetts. The HWRSD policy requires that in writing parents explain their request and specifically address the following questions:

1. What is the proposed curriculum and projected gross number of hours of instruction per subject for the entire year?
2. What is the competency of the individuals who will be instructing your child?
3. What textbooks, workbooks, and instructional materials will be used, along with lesson plans and teaching manuals?
4. What procedures will be used to assess student progress and maintain a student record?

TEC Connections Academy Commonwealth Virtual School (TECCA), a tuition-free public virtual school. TECCA gives students the flexibility to learn at home with an online curriculum that meets rigorous Massachusetts state education standards. To contact TECCA call (774) 315-5123 or visit their website at <http://www.connectionsacademy.com/massachusetts-virtual-school>

Parents must obtain approval prior to beginning the home education program. For high school students, the approval of a home education plan does not indicate that the plan meets the same educational requirements of a diploma from Minnechaug Regional High School. *Correspondence and questions related to home schooling should be addressed to the Director of Curriculum, Instruction, and Professional Learning at (413) 596-3884.*

Vocational Technical Education Non-Resident Information

Chapter 74 Vocational Technical Education Program Nonresident tuition waiver:

Per Regulations (603 CMR 4.03
<http://www.doe.mass.edu/lawsregs/603cmr4.html?section=03>)

A non-resident student must submit a *Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application* to the superintendent of the student's district of residence by April 1 of the preceding year. Non-resident waivers will be granted only if the program falls under the Agricultural and Natural Resource clusters as described under state guidelines.

ATTENDANCE, PROMOTION, AND ASSESSMENT

Requirements for School Entrance

Children who will be 5 years of age as of September 1st of the school year in which they wish to enroll, will be eligible for Kindergarten. Parents are requested to attend Kindergarten registration to enroll their child. Each year, these registrations are held during the month of March. Specific information will be published prior to registration dates. If you are unable to attend, you must register your child in the principal's office at the school they will attend. If parents are not sure which school to register their child, they should contact the Superintendent's office at (413) 596-3884. State law requires that all children are successfully immunized prior to entering school. All students must have reached six years of age prior to enrollment in grade one. Exceptions may be made by the Superintendent for new students who have successfully completed Kindergarten in another public school. New students to the system register for first grade beginning in the second week of March.

Residency Requirement for Students

Before any student is assigned or invited to attend school in the Hampden-Wilbraham Regional School District, the student's custodial parent¹ or legal guardian² must prove legal residence in the Towns of Hampden or Wilbraham. Families whose primary residence is outside of Hampden or Wilbraham are not eligible to attend the Hampden-Wilbraham Regional School District unless they are exempt from meeting such residency requirements pursuant to the Hampden-Wilbraham Regional School District School Committee Policy. **Refer to the McKinney-Vento Homeless Act in this handbook.**

Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, or gender identity. All applicants to the Hampden-Wilbraham Regional School District must submit a valid Massachusetts photo identification card and at least one document from the following list:

- **New Home:** Copy of Deed or recent real estate tax bill.
- **Lease/Rental:** The *Residency Statement/Affidavit* signed by the property owner and notarized, along with a signed lease agreement and recent rent receipt.

- Living with someone at a Hampden-Wilbraham address: The *Residency Statement/Affidavit* signed by the owner of the home and notarized, and a copy of the most recent real estate tax bill. If the student is living with a relative appropriate court documentation is needed showing this relative has legal physical custody.
- New house under construction: The town building inspector will provide an estimated date of completion. The Superintendent will then consider the written request for enrollment.
- DCF/DYS: A student in long-term or permanent DCF custody may be enrolled if it is determined to be in the best interest of the child. In cases of temporary placement, every effort will be made to maintain the student in their school of origin.
- Additional Documents: Driver's license and/or legal photo identification card, vehicle registration, and utility bills may be required to establish proof of residency.

The information listed above will also be required of residents moving within the district. Documents must be pre-printed with the name and address of the student's custodial parent¹ or legal guardian² and must be presented at the Superintendent's office at the time of registration. These documents will also be required for any change of address.

Note:

- *When residency requirements cannot be met as a result of loss of housing, families may meet the criteria of homelessness under the McKinney-Vento Homeless Education Act. Please refer to Part 1 of this Handbook.*
- *Divorced parents must present the original Order of the Probate Court designating current physical custody of the student.*
- *Legal guardianship must present the original of an Order of the Probate Court.*

Stepparents must provide the district with legal documentation of custodial rights prior to any access of the student record in compliance with FERPA.

Absence Notification Policy (PreK-12)

- Any unreported absence requires notification to the parent/guardian within 3 school days.
- The school will notify the parent/guardian concerning any student who may have accumulated 5 or more unverified absences, and will make reasonable efforts to meet and develop an action plan.
- All schools will send daily notifications of all unverified absences.

- Refer to the appropriate sections of the handbook for additional attendance policies pertaining to your child's grade span.

School Attendance

Massachusetts's law requires that schools be in session 180 days per year. In accordance with Massachusetts General Laws, Chapter 76, Section 1, every child between the minimum ages as established by the board of Education shall attend a public day school or some other school approved by the school committee for the number of days as required by the Board of Education. Also, Chapter 76, Section 2 states that: Every person having control of a child shall ensure their attendance for the number of days as required by the Board of Education. These provisions clearly specify that a student must attend school every day that school is in session unless the student has an excused absence. It is the parent(s) guardian(s) sole responsibility to see to it that their son/daughter is in school. Students have the responsibility to be in school and in class on time and to attend all classes and assigned activities. Parents are discouraged from scheduling appointments for their children during regular school hours. Students are required to bring a written note from their parents verifying and explaining their absence from school within 48 hours. All (unexcused) absences will be considered truancy.

From School Committee Policy Manual: Each Principal, by whatever title he may be known, will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

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

When a student is absent for two consecutive days, due to medical reasons, parents may request homework by calling the school office before 9:00 a.m. Parents may pick up the homework at the start of next school day. Exceptions to this policy will be made by the principal. Parents can make arrangements for obtaining books,

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

- The parent(s)/guardian(s) will contact the administration in advance of the planned vacation.
- The student will be held responsible for making specific arrangements with their teacher(s) for assignments. Work will be offered to students upon their return from an absence from school. Please do not ask teachers to prepare student assignments in advance of your child's trip. All work will be offered to the student for full value credit upon the return of the student to class.
- No child will be dismissed from the school without parental permission. If your child is ill and should be sent home, you will be notified by the nurse or school administrator and you may pick your child up in the health room.

Absences Due to Religious Holidays

Consistent with state and federal laws, the HWRSD makes every effort to accommodate students who will miss school due to the observance of religious holidays or activities. Given the diverse and varied nature of our religious communities and their beliefs, we must ask that it be the student's and/or parents' responsibility to notify the principal regarding religious absences. Religious absences will not be counted against students when calculating the attendance requirement.

Transferring Students

The school office should be notified at least one week in advance, if possible, when a student will be transferring to another school. Parents must sign a release form to allow the school to forward student records. The following information will be needed to complete the transfer: date of departure; name/address of new school; new residence, town/city, street and number; updated immunization record.

Assessment Plan

Assessing students' performance involves collecting data to help us make sound judgments for evaluation and for instructional decisions. Assessment information may be requested of new students for placement purposes. The assessment process is comprehensive; a combination of student performances, products, tests, projects, and work samples. Parents are encouraged to address specific questions about student performance and

assessment results to the child's teacher, counselor, or building administrator.

Gr. K: Entrance Screening; Work Samples; Benchmark Assessment System (spring); Report Cards/Parent Conferences. **Gr. 1:** Work Samples; Benchmark Assessment System; Report Cards/Parent Conferences; Gr. 1 Universal Screening. **Gr. 2:** Work Samples/Unit Tests; Benchmark Assessment System; Report Cards/Parent Conferences; Gr. 2 Universal Screening. **Gr. 3:** MCAS ELA, Math; Work Samples/Unit Tests; STAR Math/Reading; Report Cards/Parent Conferences; Gr. 3 Universal Screening. **Gr. 4:** MCAS ELA, Math; Work Samples/Unit Tests; Report Cards/Parent Conferences; Gr. 4 Universal Screening. **Gr. 5:** MCAS ELA, Math, Science/Tech/Engineering; Work Samples/Unit Tests; Report Cards/Parent Conferences; Gr. 5 Universal Screening. **Gr. 6:** MCAS ELA, Math; Work Samples/Unit Tests; Report Cards/Parent Conferences; Gr. 6 Universal Screening. **Gr. 7:** MCAS ELA, Math; Algebra Readiness Test; Work Samples/Unit Tests; Progress Reports/Report Cards; Gr. 7 Universal Screening. **Gr. 8:** MCAS ELA, Math, and Science/Tech/Engineering; Work Samples/Unit Tests; Progress Reports/ Report Cards; Gr. 8 Universal Screening. **Gr. 9-12:** Each department develops an assessment process in keeping with department goals and objectives. Students are required to complete assessments in all courses each semester. The form of the assessment is determined by each department and may be in the form of an objective test, portfolio, oral or written presentation, a project, or other means based on course content. The final assessment may not be counted as more than one fifth (1/5) of the semester grade. **Gr. 10:** MCAS ELA, Math and Science.

Universal Screening

The *Multi-Tiered System of Support (MTSS)* outlines a process designed to meet the academic, social, emotional, and behavioral needs of all learners through high-quality core educational experiences within a safe and supportive learning environment. The Hampden-Wilbraham Regional School District's implementation of MTSS in 2013 created a process of looking at specific data to support our students at the earliest possible point of need. The model is based on a three-tier system of academic and non-academic progress monitoring.

Tier One – Teachers use different strategies within the core curriculum to address all students' educational needs.

Tier Two – Based on progress data, students who are not meeting success in Tier One are provided supplemental research-based interventions matched to their needs. The data team, a building based instructional support team, tracks student progress, and parents receive ongoing progress data.

Tier Three – Students who continue to struggle in Tier Two receive more intensive assistance at this level. Parents receive ongoing progress data. After Tier Three intervention, students who continue to display limited progress may be considered for further evaluation and services.

Universal screening is key to this integrated approach that guides core instruction and supports students' academic and social-emotional competencies. Universal screenings are completed three times a year (fall, winter, spring) in grades K-8, using a suite of computer administered tools that are aligned to grade level academic skills, and a brief teacher completed checklist of skills associated with typical social-emotional development. Screening results are reviewed by school-based data teams to:

- Identify concepts that may need additional emphasis in the course of regular instruction for all students.
- Identify students who would benefit from additional reinforcement of skills through brief intervention.
- Monitor the progress of those interventions.

Students who appear to need additional support are referred to the building S/TAT (Student/Teacher Assistance Team) where more individualized interventions, services, and assessments can be recommended. While screening is considered to be a source of very broad information and is most applicable to improving core instruction, it can be a very helpful tool for parents and teachers when discussing specific concerns, or general student growth over the course of the school year. Parents are encouraged to contact teachers with questions about the screening process, or any aspect of their child's learning, adjustment, and overall progress.

GRADING PERIODS 2020 – 2021

Kindergarten report cards will be issued twice during the year.
 Grades 1-5 report cards will be issued three times during the year.
 Grades 6-8 and Minnechaug Regional High School report cards will be issued quarterly.
 Report cards are issued at the end of each term/semester.

REPORT CARDS AND CONFERENCE DATES 2020 – 2021		
Grades PreK-8	November 5	Parent/Teacher Conferences
PreK and Kindergarten	February 3	Term 1 Ends
PreK and Kindergarten	February 12	Report Cards Issued
PreK and Kindergarten	June 4 (<i>pending snow days</i>)	Term 2 Ends
PreK and Kindergarten	June 16 or last day of school	Report Cards Issued
Grades 1-5	December 4	Term 1 Ends
Grades 1-5	December 11	Report Cards Issued
Grades 1-5	March 5	Term 2 Ends
Grades 1-5	March 12	Report Cards Issued
Grades 1-5	June 4 (<i>pending snow days</i>)	Term 3 Ends
Grades 1-5	June 16 or last day of school	Reports Cards Issued
Grades 6-8	November 10	Term 1 Ends
Grades 6-8	November 12	Term 2 Begins
Grades 6-8	January 22	Term 2 Ends
Grades 6-8	January 25	Term 3 Begins
Grades 6-8	March 26	Term 3 Ends
Grades 6-8	March 29	Term 4 Begins
Grades 6-8	To be determined	Term 4 Ends
Grades 6-8	November 17, January 29, April 2 and last day of school.	Report Cards Electronically Posted
Grades 9-12	November 10 and on November 20 Report Cards in Students' e-Lockers	Term 1 Ends
Grades 9-12	January 22	Term 2 Ends/Semester 1
Grades 9-12	March 26	Term 3 Ends
Grades 9-12	May 28	Term 4 Ends/Semester 2 Seniors
Grades 9-12	End of School Year	Term 4 Ends/Semester 2 Underclassmen
Grades 9-12		Report Cards in Students' e-Lockers
GM, MT, SR, STH (Grades PreK-4)	Last Day of School	Report Cards Sent Home with Students

Winter/Early Spring 2021 Statewide Testing Schedule and Administration Deadlines

MCAS Tests, MCAS Alternate Assessment, and ACCESS for ELLs

Special January High School Administration | Legacy, computer-based tests

Students in grades 11 and 12 and adults are eligible to participate

<i>Before Testing</i>	Complete the pre-administration Student Registration/Personal Needs Profile (SR/PNP) process ^{1, 2}	November 9–23, 2020
	Extended pre-administration SR/PNP window for CBT	November 24, 2020–January 13, 2021
	Review Best Practices document , and based on guidance, conduct an Infrastructure Trial and download ProctorCache software (both suggested in certain circumstances)	November 16, 2020–January 6, 2021
	Receive test administration manuals, and PBT materials for accommodations	January 7
	Precache operational test content for January testing (optional; see recommendations on precaching)	January 7–12
	Order additional manuals and PBT materials for accommodations, if necessary Report packing discrepancies for PBT shipments, if necessary	
<i>Test Administration</i>	ELA and Mathematics test sessions ELA Composition Sessions A and B ELA Reading Comprehension Sessions 1–3 Mathematics Sessions 1 and 2	January 14–February 5
	Last date for <i>all</i> make-up testing	February 5
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	February 8, 3:00 p.m.
	Mark students' tests complete, if necessary	
	Deadline to complete the PCPA	February 9, 5:00 p.m. ³
	For PBT accommodations: Pre-scheduled UPS pickup/pickup deadline	

2021 ACCESS for ELLs Test (Grades K–12) | Computer-based administration for grades 1–12, with paper alternative for students with disabilities and newcomers (kindergarten test remains paper-based)

<i>Before Testing</i>	WIDA AMS test setup	December 3, 2020–February 25, 2021
	Receive test materials (Note: Schools will not order materials.)	January 4, 2021
	Order additional materials, if necessary	January 4–February 19
<i>Test Administration</i>	ACCESS for ELLs test sessions	January 7–February 25
<i>After Testing</i>	Deadline to schedule UPS pickup	February 25
	Deadline for UPS pickup	February 26

¹ Adult/external diploma programs, test sites, DYS/SEIS, and other high schools with a special situation should contact the MCAS Service Center at 800-737-5103 to place an order for a total number of materials instead of using the SR/PNP process.

² Schools must complete the SR/PNP by November 23 in order to receive an initial shipment of manuals as well as PBT materials for students who require them. For students doing PBT, Student ID Labels cannot be generated for any students not registered in PAN by the initial SR/PNP deadline. Any updates to the SR/PNP for PBT materials after the initial SR/PNP deadline will need to be made in PAN, and PBT materials must be ordered during the additional materials window, online at www.mcasservicecenter.com.

³ A UPS driver will automatically come to each school to pick up materials on February 9. However, schools are encouraged to return materials once testing has been completed in the school.

Winter/Early Spring 2021 Statewide Testing Schedule and Administration Deadlines (*continued*)

February 2021 High School MCAS Biology Test Paper-based administration		
Students in grade 9 and adults are eligible to participate		
<i>Before Testing</i>	Complete the pre-administration SR/PNP process ⁴	December 7–18, 2020
	Receive test materials	February 1, 2021
	Report packing discrepancies, if necessary	February 1–4
	Order additional materials, if necessary	
<i>Test Administration</i>	Biology Sessions 1 and 2	February 8–26
	Last date for regular make-up testing	February 26
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	March 1, 3:00 p.m.
	Deadline to complete the PCPA	
	Pre-scheduled UPS pickup/pickup deadline	March 2, 5:00 p.m. ⁵

2021 MCAS Alternate Assessment (MCAS-Alt) (Grades 3–8 and high school)		
<i>Before Submission</i>	Order MCAS-Alt submission materials	January 4–15
	Receive submission materials (binders, etc.)	Week of February 22
	Complete PCPA (part 1)	Schools should complete these tasks as soon as materials are received, but have until March 24 to do so.
	Order additional materials, if necessary	
<i>Submission</i>	Deadline to complete the PCPA	Upon submission of the portfolios
	Deadline to schedule UPS pickup	March 31
	Deadline for UPS pickup	April 1

⁴ Adult/external diploma programs, test sites, DYS/SEIS, and other high schools with a special situation should contact the MCAS Service Center at 800-737-5103 to place an order for a total number of materials instead of using the SR/PNP process.

⁵ A UPS driver will automatically come to each school to pick up materials on March 2. However, schools are encouraged to return materials once testing has been completed in the school.

SPECIAL PROGRAMS

Department of Student Services

The Hampden-Wilbraham Regional School District provides special education services for students in accordance with Massachusetts Law. Students are eligible for special education services if they are unable to progress effectively in general education because of an identified disability such as an intellectual, sensory, neurological, emotional, communication, physical, specific learning, or health impairment. The Evaluation Team, which may include a counselor, psychologist, teacher, etc., assesses each referred student, meets with the parents to discuss results, and, if appropriate, develops an Individualized Educational Plan (IEP). Referrals for evaluation can be made by a school staff member, parent, or the student through a guidance counselor. Prior to referring a student for evaluation, every effort will be made, including modification of the student's schedule, the curriculum, and/or teaching strategies, to meet the student's needs within the general education program. *Further information may be obtained from guidance counselors or by contacting the Director of Student Services at (413) 596-3884.*

The Student Services Department provides a continuum of services that compliment and support regular education programming. These services range from health care, English as a second language instruction, special education evaluation and programming.

Health Care

The school nurse should be made aware of any issues of a medical nature that may impact your child's educational program. At the beginning of the school year, medical forms will be sent to the parents of every student. Please fill these forms out completely and return them to the school nurse by the second week of school.

English Language Education (ELE) and Support

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

Special Education

The Hampden-Wilbraham Regional School District views special education services as one part of a continuum of interventions that seeks to ensure that all students within the district are able to make effective educational progress. The continuum begins with the regular education class. Students who are having difficulty progressing with the class should be referred to the school's Student/Teacher Assistance Team (S/TAT). This team is composed of various professionals who meet on a regular basis to discuss ways to make learning more successful for students who may be struggling. If such an intervention is not effective, a referral may then be made for an evaluation to determine if a student is eligible for special education services. Eligibility is based upon the existence of a disability and the determination of the impact that disability has on the student's educational program.

A student may be referred for a special education evaluation by a parent or any person in a care giving or professional position concerned with the student's development. The criteria for special education require that the child have a disability, as defined by law; that s/he is not making effective progress in school as a result of the disability; and that s/he requires specialized instruction or related services in order to access the general curriculum.

Student Assistance Programs

District Curriculum Accommodation Plan (DCAP)

Prior to referring any student for a special education evaluation and eligibility determination, educators must identify and offer search for accommodations and/or interventions that will enable the child to make progress. This commitment requires effective teaching strategies that reach diverse learners and pre-referral practices that support diverse learners.

The purpose of the DCAP is to ensure that all efforts have been made to meet students' needs in regular education. The plan is a systemic plan that is intended to increase the general education capacity to meet the individual needs of diverse student learners. The DCAP is considered an educational activity for the general education program, not solely or specifically special education.

Tier Two Student/Teacher Assistance Team (S/TAT) (Gina)

When students are having difficulties, parents/guardians are contacted by teachers to discuss concerns, and steps that are being taken to address them. When difficulties persist, additional input may be needed in order to

develop effective strategies for improvement. An important component in this tiered approach is the Tier Two, Student-Teacher Assistance Teams, or S/TAT. Each school has a designated Student/Teacher Assistance Team, typically comprised of the principal or assistant principal, guidance and/or adjustment counselors, regular and special education teachers, and specialized members such as the school nurse or related arts personnel.

While the composition and schedule of each building team may vary, their function is to identify targeted school-based strategies to assist students who are struggling with academic, emotional or behavioral concerns. Teams are trained to examine these concerns from a variety of different vantage points, using a problem-solving approach that builds on the students' strengths as well as other individualized resources. During these discussions, goals are determined and an action plan with progress monitoring is formulated and a liaison is designated for follow up. A specific action plan may include introducing a different instructional approach; enlisting the assistance of other building support personnel; or, if appropriate, suggesting other community resources. If additional evaluation is necessary, the Team may recommend additional assessments, or an IDEA evaluation referral.

Classroom teachers typically make referrals to the Tier Two/S/TAT, although a parent or other staff member may request Team input. The teacher, counselor or principal can provide specific information about this process at your child's school. **Refer to *Universal Screening* in this handbook for more information about tiered supports.**

Risk/Threat Assessment

When school personnel believe that a child or family member poses a risk of harm to self or others, professionals are required by law to make efforts to protect the safety of the child and those around him/her by reporting the potential risk to the appropriate authorities. When these concerns are identified, the school will engage in a process of risk/threat assessment that will include the collection and review of all relevant information, and the notification of proper authorities (*911 and/or Psychiatric Crisis Services if there is an imminent risk, and/or notification of law enforcement in the case of a reportable offense*).

When concerns pertain to a student, a formal risk assessment may be recommended based upon the circumstances and preliminary information gathered. These assessments are conducted by specially trained

school mental health staff or community agency providers, and may be needed prior to a student's re-entry to school so that an appropriate safety plan can be developed and implemented. Additional information about the process is provided to parent/guardians when a student is being referred for a formal risk assessment.

Home and Hospital Instruction

Per Massachusetts regulation:

Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Director of Student Services.

For the Hampden-Wilbraham Regional School District to provide home or hospital educational services the student's physician must complete the *Licensed Physician Statement for Temporary Home or Hospital Education* form and include specific information regarding the date the student was admitted to a hospital or confined to home, medical reason for such confinement, expected duration of the confinement, and the medical needs of the student that should be considered in planning the home or hospital education services. Members of the HWRSD health services team, school nurse, and/or school physician may consult with the ordering physician to gain additional information as indicated. The need for home or hospital instruction will be reviewed and re-evaluated at regular intervals.

Refer to the Addendum at the end of this Handbook for COVID 19 related Health and Medical Protocols and Procedures 2020 - 2021.

Health Policies

Immunization

As required by the Massachusetts General Laws, Chapter 76, Section 15, every school child must be "successfully immunized". The Department of Public Health has established the following schedules as legal requirements for children to attend kindergarten and school. Please be aware that these requirements may change annually.

The following immunization exemptions, medical and religious only, must be renewed annually:

- Medical exemptions (dated statement signed by a physician stating that a vaccine(s) are medically contraindicated for a student).
- Religious exemptions (dated statement signed by a parent/guardian, stating that a vaccine(s) are against sincerely held religious beliefs) must be renewed annually, at the start of the school year.

Grades K-12:

1. OPV or IPV (polio), Gr K-12, 4 doses:
 - a) 4th dose must be given on or after the 4th birthday and >6 months after the previous dose, or a 5th dose is required.
 - b) 3 doses are acceptable if the 3rd dose is given on or after the 4th birthday and >6 months after the previous dose.
2. DTaP, Gr K-6, 5 doses:
 - a) 4 doses are acceptable if the 4th dose is given on or after the 4th birthday.
 - b) Gr 7- 12, Tdap, 1 dose, and;
 - c) History of DTaP primary series or age appropriate catch up vaccination.
3. Hepatitis B, Gr -12, 3 doses:
 - a) Laboratory evidence of immunity acceptable.
4. MMR, Gr K-12, 2 doses:
 - a) 1st dose must be given on or after the 1st birthday.
 - b) 2nd dose must be given >28 days after dose
 - c) Laboratory evidence of immunity acceptable.
5. Varicella, Gr K-12, 2 doses:
 - a) 1st dose must be given on or after the 1st birthday and 2nd dose must be given >28 days after dose 1.
 - b) A reliable history of chickenpox certified by HCP or laboratory evidence of immunity acceptable
6. Meningococcal gr. 7, 1 dose, gr. 11, 2 doses:
 - a) MenACWY (formerly MCV4) required. Meningococcal B vaccine is not required and does not meet this requirement.
 - b) 2nd dose MenACWY must be given on or after the 16th birthday and \geq 8 weeks after the previous dose. 1 dose is acceptable if it was given on or after the 16th birthday.
7. Influenza PreK -12 , 1 dose for the current flu season (July - June):
 - a) Must be received annually by December 31st.
 - b) New students entering between January 1st and March 31st must have received a dose of influenza vaccine for the current flu season for entry to school.
 - c) Depending on the child's flu vaccination history, ACIP may recommend a 2nd dose of flu vaccine in

the same season. In these cases, the second dose is recommended but is not required for entry.

Concussion

The school district has developed and adopted a concussion policy to outline protocols, procedures, and responsibilities to protect the health and safety of students who incur head injuries while involved in extracurricular athletic activities, including but not limited to, interscholastic sports. This policy complies with the MA Department of Public Health regulation 105CMR 201.00, "Head Injuries and Concussions in Extracurricular Activities". The policy is available for review on the school district website at <http://www.hwrsd.org> under the Minnechaug link in the athletic section or in consultation with the school nurse.

Prior to the beginning of each sports season that the student participates in, he/she and the parent/guardian must complete an online registration process which includes providing mandatory information on any prior head injury or current head injury. The parent/guardian is required to accept by electronically signing their name that they have read and understand the concussion policy and related information. If a student athlete sustains a head injury or concussion while not participating in an extracurricular athletic activity, the parent must complete the Report of Head Injury Form and submit it to the school nurse as soon as possible following the injury and/or doctor visit. Regardless of athletic participation, all parent(s)/guardian(s) of students who sustain a concussion must report it to the school nurse so a safety, activity, and academic plan may be developed to protect and assist the child.

After a concussion diagnosis, final return to play must be obtained after successful completion of a gradual return to play. This requires the completion of the Post Sports Related Head Injury/Medical Clearance Authorization Form by the HCP. The details of this process are included in the policy.

Medication Policy

The Hampden-Wilbraham Regional School District retains the discretion to reject requests for administration of medication. Medication will be given to a child in school under exceptional circumstances when that child is required to take oral medication and the parent cannot be at the school to administer the medication. In this instance, only the school nurse or school nurse's qualified designee will administer the medication.

Parental consent is needed (on emergency form) to administer the following over the counter medications in school: Acetaminophen (Tylenol), Benadryl, Ibuprofen (Advil), Calamine and/or Caladryl lotion. The use of cough drops is not encouraged.

The procedure for prescription medications remains unchanged. A doctor's written authorization is still required, as well as parent/guardian permission. Medications must be brought to school in the original pharmacy container. This policy is prescribed by Massachusetts 105 CMR 210.3000, et seq. and must be done in compliance with the regulations that follow.

1. Written instructions signed by the parent and physician will be required and will include:
 - a. child's name
 - b. name of medication
 - c. purpose of medication
 - d. time to be administered
 - e. dosage
 - f. possible side effects
 - g. termination date for administering medication
2. Medication must be kept in a locked cabinet with the exception of asthma inhalers and Epi-pens for allergic reactions (anaphylaxis).
3. The parent of a child must assume responsibility for informing the school of any change in the child's health or change in medication.
4. A copy of this regulation will be provided to parents upon their request for administration of medication in the schools.
 - a. A parent or guardian must deliver and pick up medications. Students are not allowed to transport medications.
 - b. A maximum 30-day supply of medication can be kept in the school.
 - c. When medication is discontinued it will be properly disposed of after seven days notification to the responsible parent or guardian.

Injectable Epinephrine (EpiPen)

It shall be the responsibility of either the parent of a child, or persons who have legal custody of such child, to supply the Hampden-Wilbraham Regional Schools with an EpiPen at the school (a separate EpiPen must be supplied for use on the school bus if requested by the school nurse). It shall be the responsibility of the school department to safely keep the EpiPen and administer the same according to the provisions mentioned herewith:

1. The family physician must submit a written statement to the effect that, in his or her opinion, at this time no other alternative medication would be effective.

2. The family physician must submit written authorization and specific instructions for the administration of such medication within the school setting.
3. The parent must submit written permission for its use, releasing the school from all responsibility involved in its administration.
4. Parental permission, in writing must be given to allow a trained bus driver to administer an EpiPen.

Health Office

School Health services are provided by full-time registered nurses in every school and include the following health services for students:

- Individualized health care planning and case management for students with special health care needs.
- Illness and injury prevention, assessment, and intervention.
- Health and wellness promotion.
- Medication administration and nursing procedures.
- Communicable disease prevention and control.
- Mandated health screenings: According to MDPH guidelines – hearing, vision, postural, height, weight, BMI, and SBIRT (*a verbal screening protocol for substance use*).
- Assistance with access to health care services and insurance.
- Management of confidential student health records.

The Massachusetts Department of Public Health has identified the following as being particular problems among the school population. Please contact the school nurse if your child is ill with one of these illnesses/conditions.

School attendance guidance:

- *Conjunctivitis (pink eye)*: According to MD evaluation and recommendations, if prescribed antibiotics complete 24 hours of therapy before returning to school.
- *Fever*: 100.0 F or 37.8 C (CDC definition) or higher; must be fever free for 24 hours without any doses of fever-reducing medication.
- *Fifth Disease*: Fever free for 24 hours without any doses of fever-reducing medication.
- *Impetigo*: Red, oozing blister areas with yellow-gold scabs on the face or body. Stay home for as long as your doctor says. Students can return with a note from MD stating a rash is not contagious or no longer contagious.

- *Influenza-Like-Illness*: Feeling well and fever free for 24 hours without any doses of fever-reducing medication.
- *Pediculosis (head lice)*: Consult with school nurse upon identification. Student must be checked by the school nurse upon returning to school.
- *Streptococcal Infections (strep throat)*: Complete antibiotic therapy for 24 hours before returning to school.
- *Vomiting and Diarrhea*: Symptom-free of both for 24 hours before returning to school.

**This list is not all inclusive. If a child returns to school before he or she is completely well, it places them at risk for contracting other illnesses and also promotes the spread of illness to classmates and staff members. If you have any questions regarding any of the above information, please contact your school nurse.*

Emergency and Non-Prescription Medication Form

This medical form is available for download on the district website, may be mailed home over the summer, and/or may be given to your child during the first week of school. This form provides the school with critical information regarding your child. Please complete this form in detail, and promptly return it to the school. If a phone number, address, or place of employment changes during the year, notify the school nurse immediately. This information is necessary so that the parents can be notified in case of an emergency.

Communicable Diseases

Parents must inform the school nurse if their child has contacted a communicable disease. According to Massachusetts regulations on Isolation and Quarantine, codified at 105 CMR 300.100 and M.G.L. c. 111, §7, communicable diseases must be reported. Please consult this regulation for a comprehensive list. A partial list of communicable diseases for which children are required to remain out of school follows:

- *Chicken Pox*: Until lesions have dried and crusted, or until no new lesions appear, usually by the 5th day.
- *German Measles*: No restrictions.
- *Measles*: One week from appearance of rash.
- *Meningitis*: Until the febrile period is over.
- *Mumps*: Until all swelling has subsided or one week from onset of disease, whichever comes first.
- *Pertussis (whooping cough)*: Twenty-one days from onset of cough or five days after initiation of appropriate antibiotic therapy.

Health Screening Program

Screening programs are conducted at the following grade levels:

- *Hearing*: Kindergarten through Grade 3, Grade 7 and Grade 10
- *Vision*: Kindergarten through Grade 5, Grade 7 and Grade 10
- *Postural*: Grades 5-9. This procedure is screening for scoliosis (abnormal lateral curvature of the spine) which requires the nurse and/or physical education teacher to look at a child's back as he/she stands upright and bends forward.
- *BMI (Body Mass Index)*: Grades 1, 4, 7, 10. Per an amendment to the growth screening regulation in the fall of 2013, individual student BMI results will be made available to the parent/guardian upon receipt of a written request to the school nurse.
- *SBIRT*: Screening, brief intervention, and referral to treatment. This is a verbal screening protocol for substance use (grades 7 and 9).

Physical Examinations

Massachusetts General Laws, Chapter 71, Section 57 requires that each child receive a physical examination prior to initial school entrance. Physical examinations are required of all students in Kindergarten and in Grades 4, 7, and 10.

Physical Limitations

Any student entering the Hampden-Wilbraham Regional School District who may have a temporary or permanent physical limitation that would impact his or her ability to access the various educational programs of the District, should be brought to the immediate attention of the school nurse who will then consult with the building principal.

The district does not require a pregnant student to obtain certification of a physician that the student is physically and emotionally able to continue in school, other than the same health and immunization records that are required of all students. The only limitations or accommodations implemented for a pregnant student will be those deemed necessary by the student's physician, as documents in writing by that physician. The building principal or designee will then consult with the student's parents/guardians to determine the nature of the limitation and the necessary accommodations that will need to be made to ensure accessibility to all District programs.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with

non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before they leave. Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leaving is encouraged; and that every opportunity to complete their education is provided.

It is a HWRSD procedure that any student returning to school under the care of a physician submits to the school nurse a medical waiver form signed by the doctor prior to his/her return.

Wellness Policy (Revised and Approved by the School Committee on April 25, 2017)

The policy guidelines which may be viewed on the HWRSD website at <http://www.hwrso.org>, further strengthens the district's commitment to safety and wellness. Teachers, administrators, and staff will act as facilitators of the guidelines addressed in the policy. We ask that parents and guardians comply with and support the guidelines.

Student Rewards:

Foods and beverages will not be provided to students during the regular school day as rewards for academic performance or good behavior.

Classroom Parties and Celebrations:

- District schools will adopt food free celebrations during the regular school day.
- Alternate ways to celebrate birthdays, holidays, and special events that do not include food sharing will be posted on the district website.

Food Allergies:

It is recognized by the Hampden-Wilbraham Regional School District that food allergies can pose a serious risk to vulnerable students. Therefore, guidelines must be followed. These guidelines apply to the consumption of food during the regular school day as it relates to an individual student's snack, school meal program, or for those approved curriculum-based lesson plans that will involve the group sharing of food.

- Food items sent to school for the consumption by more than one student cannot contain nuts or nut oils.
- The school may prohibit specific food products from entering the classroom. Home baked or food items prepared at home will not be allowed for group consumption in a classroom for a student identified with a life threatening food allergy. In school

buildings identified with a significant number of students with life threatening food allergies, home baked or food items prepared at home will not be allowed for group consumption in any classroom.

- Store bought food items for group consumption must be in the original packaging and include a food label.
- A peanut free eating area will be provided in each school as needed.
- Student food allergy alerts will be programmed into the cafeteria point of sale system.
- Information about students' food allergies will be kept in the classroom. These foods will not be used for class projects, arts, crafts, science experiments, cooking or other projects...
- A letter will be sent home to parents of elementary students informing the families of any specific classroom allergies and corresponding restrictions as it relates to snacks sent in for individual consumption in the classroom.

Transportation:

Per state law, the consumption of food or beverages is not allowed on school buses.

Smoking and Tobacco Free Policy

The Education Reform Act of 1993 prohibits the use of any tobacco products within school buildings and school facilities, on the school grounds, or on school busses by any individual. Student possession and the use of tobacco products, such as, cigarettes, chewing tobacco, cigars, or electronic nicotine delivery system (ENDS) are prohibited within the school building, on school grounds, at school-sponsored activities off school grounds, and on school busses at any time.

Library Services

The Hampden-Wilbraham Regional School District provides a comprehensive library in each school building. Books, magazines, newspapers, non-print media items, and audio-visual equipment are available for students and staff to be used for school activities. Inter-library loan is honored when requested. The libraries are open to all students during the school day, subject to staffing. Students should check with the librarian or classroom teacher for individual school hours.

Students are encouraged to come to the library and use the resources for special projects, book reports, reference materials, periodicals, and leisure reading. The student is fully responsible for all materials signed out in his/her name. The student must pay for any materials that are lost, stolen, or damaged. The only accepted means of restitution will be payment by cash

or check. The district will not accept independently purchased used books as restitution. If returned, the payment will be refunded, less any outstanding damage assessment. Materials may be renewed on the due date. Failure to comply with renewal or return of library materials will result in action appropriate to the grade level of each building.

Cafeteria Services

USDA approved reimbursable lunches are served in all school cafeterias. Milk is included with all lunches. Milk is available for purchase a la carte at lunch. Milk or orange juice may also be purchased for snack in the elementary schools. A monthly menu and calendar will be available on the district website, posted in school and may be sent home monthly.

Free or reduced meal applications will be distributed to all students at the beginning of the school year. Families may also apply for benefits at any time during the year by contacting the Food Service office or accessing the application on the District website at <http://www.hwrsd.org>.

All district schools have point of sale registers. Parents may send in money to put on students' accounts to be used for lunches, snack milk and snacks. Cash is also accepted on a daily basis. All students are automatically set up with a point of sale account. Parents should register on My School Bucks to gain online access to the account. Parents are expected to keep track of their child's balances using the www.myschoolbucks.com website. The parent is responsible for monitoring all account transactions. If a parent does not agree with charges made to the account, he/she must notify the cafeteria manager within two weeks of the charges being made. If the cafeteria manager is not notified within two weeks, the parent is responsible for all charges made to the account. If a parent does not want their child to have a cafeteria account, he/she must notify the food service director, so the account can be deactivated.

Meal Charging Policy

The Hampden-Wilbraham Regional School District allows charges on school meal accounts because we feel it is important that students not be denied access to school meals during the school day.

We urge parents to keep their child's lunch account balance positive. By setting up an account using the [myschoolbucks.com](http://www.myschoolbucks.com) payment center parents have the ability to track spending, monitor account balances, make payments online and receive email alerts when the

balance gets low. Instructions on how to set up an account are located on the district website at <http://www.hwrsd.org>. We strongly encourage all parents to set up an account to have access to their student's transactions.

It is the parent's responsibility to keep student's lunch accounts positive. We realize that on occasion, in an emergency, a child may need to charge a meal. The following policy is in place for the charging of school meals:

- A student may charge a school meal even if their account balance is negative.
- Parents/Guardians are expected to re-pay that debt as soon as possible after they are informed of the charge.
- Weekly reminder messages are sent home when the account balance is negative. This is done through Blackboard Connect calls.
- Once the balance reaches [-\$20.00] a letter will be mailed from the food service office requesting payment be made as soon as possible.
- Once the balance reaches [-\$20.00], a request will be made that the parent provide a cold lunch until the balance is paid in full. You may be called and asked to bring in a cold lunch for your child if you have received this notice in the mail and continue to send your child to school without cold lunch or money.
- Accounts over [-\$20.00] that are not paid within two (2) weeks will be turned over to the district business office for collection.
- Students will be prohibited from charging any a-la-carte items if their account is negative, including snack milk, extra drinks, and other a-la-carte items. High school students cannot make any charges to their accounts once the balance is [-\$20.00].
- Money remaining on a student account at the end of the school year will be rolled over to the next school year, for students in grades PreK-11. Students in grade 12 should plan their school lunch balances carefully to avoid having money left on an account at the end of the school year. Any balance left on a grade 12 student account will automatically be transferred to siblings still enrolled in the district. Refunds of any balance left must be requested prior to the end of the regular school year for grade 12 students. This request must be in writing and addressed to the Food Service office at HWRS, 621 Main St., Wilbraham, MA 01095. Refunds of \$10.00 or less will be charged a service fee of \$3.00 to process. Refunds for students leaving the district for reasons other than graduation must also be requested in writing within one month of the student

withdrawal. Any monies left on an account and not requested for refund within one month of a student's last day of school will become the property of the HWRSD and will be transferred into a fund to pay the school lunch debts of students in need.

Assistance is available for those families having trouble paying for school meals. If you feel you will qualify, please complete the free and reduced meals application. Applications can be downloaded from the district website at <http://www.hwrsg.org> or can be requested from your school office.

Bounced Check Policy

During a fiscal year, if an individual bounces two checks or a combination of a check and an on-line payment to the District all remaining payments for that year must be in the form of a bank check or money order.

Any check or on-line payment returned to the District by our bank(s) as NSF will be charged a fee. This fee will be set by the Business Office at the beginning of every school year depending on the bank fees assessed the District. An individual will not be allowed to write additional personal checks or make on-line payments to the District until the first returned item and fees associated have been reimbursed.

When an individual fails to reimburse the District for the returned item and fee within 30 days the District reserves the right to seek legal action against that individual. If legal action is taken, the individual will also be responsible for paying the court costs and any interest incurred for his/her case. Once legal action is taken, the District will no longer accept any personal/business checks and/or on-line payments from the individual indefinitely. All future payments to the District will be required to be in the form of a bank check or money order. There will be no exception to this policy.

Transportation and Bus Policy

The District will provide regular bus transportation for students whose residence is more than two miles from a school or one mile from the nearest bus stop. It will also adhere to all compliance issues under Massachusetts General Laws, Chapter 90 as well as other transportation state related statutes. Routing, pick-up/drop-off points will be determined with full consideration of each school's hours of operation and the safety of each child.

Every HWRSD student is assigned to one bus and one seat for the school arrival (a.m.) and dismissal (p.m.) five days per week. No child may ride a bus other than the one that has been assigned. The only exception to

this policy is a court ordered custody agreement awarding 50%/50% shared physical custody. A copy of this agreement shall be received by the Superintendent's office for review and approval. The Superintendent's office will notify the bus company of the approved bus route/schedule.

The parents of children attending Discoveries on a part time basis will be offered the following options:

- Children may ride the bus to Discoveries 5 days per week, but must be picked up in the parking lot on the days they are not attending.
- Children may ride the bus to Discoveries only on the days they are attending, but must be picked up at school on the days they are not attending.

The District reserves the right to deny transportation services to students whose behavior, while riding a bus, jeopardizes the safety of others. Students have a right to safe transportation and/or passage to school. Riding a school bus is a privilege and all bus rules must be followed in order to maintain this privilege. The school bus driver is responsible for, and has full authority over, the conduct of students while on the bus. Inappropriate bus conduct will be reported to the school administration and parents in the form of a Bus Conduct Report. A parent must sign this report in order for a child to continue riding the bus. The bus driver shall not dismiss kindergarten and grade 1 student's from a bus without accompaniment of an older sibling, designated student, or parent/guardian who is visible by the bus driver. Students shall be returned to the school or Central Office until parent/guardian or designated individual can be located.

Under no circumstances shall parents be allowed on a school bus while it is implementing its daily run schedule. Parents who wish to speak to their child or deliver personal belongings shall do so through communication with the school principal or bus driver. As part of the school's safety plan, there shall be at least two (2) bus evacuation drills held each year.

Per state statute, the District will provide transportation to and from schools outside the District to students requiring special services. Pick-up and drop-off of students will be coordinated by the Director of Student Services depending on the location of programs found to be appropriate for any particular individual.

General Rules for Riding School Buses

1. All school rules apply to students when riding a school bus, waiting at the bus stop or walking to and from school.

2. Students will be on time at the designated bus stop and wait until the bus comes to a complete stop before attempting to board.
3. Students will keep their hands and head inside the bus at all times.
4. Students will refrain from loud talking and laughter that diverts the driver's attention and makes safe driving difficult.
5. Disruptive and/or inappropriate behavior is not permitted around or on the school bus.
6. Students will never throw anything out of the bus or in the bus.
7. Students will remain seated and facing forward at all times.
8. It is the policy of the Hampden-Wilbraham Regional School District that a student is allowed one seat on one assigned bus in the morning and one seat on one assigned bus in the afternoon on school days. Any exception to this policy must be made at the discretion of the Director of Finance and Operations, or an assigned designee.
9. Per state law, the consumption of food or beverages is not allowed on school buses.

State Law Offense

Whoever willfully throws or shoots a missile at a school bus, or at a person on such, or in any way assaults or interferes with an operator while in the performance of his/her duty on or near such school bus, shall be punished by a fine of not more than \$500, or by imprisonment for not more than one year, or both. A snowball is considered a missile. M.G.L. Ch. 159 § 104.

Responsible Technology Use Policy for Students

The Hampden-Wilbraham Regional School District Technology Network, which includes access to the World Wide Web and electronic mail capability, exists solely for educational purposes, which are defined as classroom activities, career and professional development and high quality self-discovery activities of an educational nature. The Hampden-Wilbraham Regional School District intends to utilize information and communication technology (ICT), along with all of its other educational resources, to fulfill its ultimate goal of preparing students for success in life and career.

Purpose

The Hampden-Wilbraham Regional School District encourages the use of ICT to promote academic success, preparation for the workplace, and life-long learning. The Hampden-Wilbraham Regional School District provides access to a wide range of ICT tools and structured data to support learning and communicating

with others. ICT is used to enhance student engagement by increasing communication, assist with processing and organization and support students in the acquisition of new skills.

Children's Online Privacy Protection Act (COPPA)

Congress enacted the Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's online privacy. The Commission's original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013. Hampden-Wilbraham Regional School District works diligently to comply with COPPA requirements. Hampden-Wilbraham Regional School District does not collect student personal information or transmit such information directly to online entities for the purpose of creating web based accounts. In cases of web based account creation, Hampden-Wilbraham Regional School District will use an internal school district identification number to represent each student user.

What is G Suite for Education?

Hampden-Wilbraham Regional School District provides staff and students with a G Suite for Education account. G Suite is a free web based suite of programs provided by Google for schools to use. All employees and students in the Hampden-Wilbraham Regional School District have access to G Suite for Education apps.

Google Apps includes such programs as Google Drive, Google Calendar, and Google Gmail. All of the Google Apps services can be accessed from anywhere you have an Internet connection (school, home, smart phone, etc.) This reduces and replaces the need for flash drives and/or external data drives. Since Google Apps is all online, it is the same everywhere you use it. There is no issue with having one version of a program at home and a different version at school. Google Apps allows you to easily share documents and files with teachers and other students, so you can turn in assignments electronically and collaborate on projects with classmates.

Responsible Digital Citizens

Digital citizens in HWRSD use information and communication technologies responsibly, ensuring that they take physical care of our devices, as well as promote a positive online community where they "engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices" ([ISTE Standards for Students, 2016](#))

We want our students to become *Empowered Learners*. According to the ISTE Standards for Students, as Empowered Learners, students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Students will:

- Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- Build networks and customize their learning environments in ways that support the learning process.
- Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.

Unacceptable Uses of Technology Resources

1. A violation of the terms of this Acceptable Use Policy may result in suspension or termination of network access privileges and may also result in other disciplinary action consistent with the disciplinary policies of the Hampden-Wilbraham Regional School District and the applicable provisions of any governing collective bargaining agreement. Users should also be aware that violation for these rules that constitutes a crime may also result in criminal prosecution.

- a. Placing unlawful and/or inappropriate information on a system.
- b. Using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing, bullying or otherwise objectionable or criminal language in a public or private message.
- c. Sending messages or posting information that would likely result in the loss of a recipient's work or system.
- d. Sending "chain letters" or "broadcast" messages to lists or individuals, subscribing to "list-serves" or "newsgroups" without prior permission, or using the Internet for access for any other personal use, without prior permission.
- e. Participating in other types of use which would cause congestion of the network to interfere with the work of others.

- f. Using the network in a manner that would violate any U.S. or state law. This includes, but it is not limited to, copyrighted material, threatening material and spreading of computer viruses.
- g. Accessing or transmitting materials that are obscene, sexually explicit, or pornographic and accessing any prohibited sites on the Internet.
- h. Revealing one's own personal address or telephone number.
- i. Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network.
- j. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override, or to encourage others to override, any firewalls established on the network.
- k. Attempting to harm, modify or destroy data of another user.
- l. Exhibiting any other action whatsoever, which would in any way subject the user of the Hampden-Wilbraham Regional School District to any civil or criminal action.
- m. Discussing highly sensitive or confidential school department information in e-mail communications.
- n. Using the Hampden-Wilbraham Regional School District technology network to buy, sell or advertise anything.
- o. Accessing discussion groups or "chat rooms", or engaging in any other form of online conversation or communication whose purpose is not primarily educational.
- p. Using the Hampden-Wilbraham Regional School District technology network for gambling.
- q. Using the Hampden-Wilbraham Regional School District technology network for political campaigning purposes, including attempts to influence ballot questions or to promote or oppose a candidate for public office.
- r. Failing to log off the computer network at the conclusion of a work session or at the request of system administrators.
- s. Using the computer network for recreational purposes or activities relating to personal hobbies.
- t. Installing software or data on the computer network without first having the information scanned by the computer technology

- coordinator for viruses or other incompatibility.
2. Except as otherwise provided in the applicable collective bargaining agreement, the Hampden-Wilbraham Regional School District assumes no responsibility for:
 - a. Any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.
 - b. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
 - c. Any cost, liability or damages caused by a user's violation of these guidelines.
 - d. Any information or materials that are transferred through the network.
 - e. Any other inappropriate use of electronic resources of Hampden-Wilbraham Regional School District.
 3. The Hampden-Wilbraham Regional School District makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The Hampden-Wilbraham Regional School District shall not be liable for any loss or corruption of data resulting while using the network.
 4. All messages and information created, sent or retrieved on the network are the property of Hampden-Wilbraham Regional School District. Electronic mail messages and other use of electronic resources by students and staff, including accessing web pages, should not be considered confidential. Copies of all information created, sent or retrieved are stored on the computer network's back-up files. While the Hampden-Wilbraham Regional School District does not plan to review cache files or backup files on a regular basis, it reserves the right to access and monitor all messages and files on the computer system, including web pages accessed, as it deems necessary and appropriate in the ordinary course of its business for purposes including, but not limited to, ensuring proper use of resources and conducting routine network maintenance. By participating in the school district's computer network, users are indicating their consent to such 24 monitoring and access. Where appropriate, communications including text and images may be disclosed to law enforcement in response to proper requests, or to other third parties in the context of proper requests in the course of litigation without prior consent of the sender or receiver.
 5. The Hampden-Wilbraham Regional School District strongly condemns the illegal distribution (otherwise known as pirating) of software. Any users caught

transferring such files through the network, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In addition, all users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.

6. The Hampden-Wilbraham Regional School District reserves its right to seek restitution from any user for costs incurred by the district, including legal fees, due to such user's inappropriate use of electronic resources.
7. All system users are responsible to notify their teacher, or a system or building administrator, upon discovery of a security breach, information or messages that are dangerous, inappropriate or make them feel uncomfortable.

Mobile Device Policy Purpose

Rules must be followed regarding student and staff responsibilities in the use of laptops. The "Laptop Policy" is to be used in addition to the "Responsible Use Policy".

Laptop Lab/Chromebook Cart Usage

The Laptop lab is a mobile computer lab available for classroom usage. Laptops are not to be distributed individually unless a teacher wants to use one as an interactive tool with the projectors, and the cart must maintain at least 25 units at all times. The mobile lab will be checked out to a classroom teacher as a unit. The teacher will have the responsibility for the pick-up and safe return of the mobile lab to the designated space in the school by the close of each day. The IT department and classroom teachers are responsible for the students understanding and following the rules for laptop use in the classroom. The keys to the lock cart will be held by the Library Department.

Teacher Roles

1. Teachers are required to sign-up on the Online Calendar.
2. Teachers are responsible for the cart – moving the cart, locking/unlocking the cart, recharging, and making sure that all laptops are returned to the designated location and are locked safely in the cart at the end of usage.
3. Each classroom will have a protocol in place for the distribution and collection of the laptops/Chromebooks to students.
4. Teachers will monitor student use. Downloading of games or music is not allowed. Non-educational games are not allowed on any laptop.
5. Teachers will prepare backup lesson plans to use if the computer network is down.

- Teachers will report any misuse/abuse to the principal's office.
- NOTE: Substitute teachers are not allowed to use the mobile laptop cart.

Student Roles (following an orientation)

- Students will be assigned a laptop and will continue to use the same unit throughout the year.
- Students will not swap a computer with another student.
- Students are to keep their passwords private.
- The laptop is for use as a tool for learning and must be handled with care.
- Student use of a laptop is a privilege, not a right. The privilege can be revoked.
- Infractions for improper use of a laptop computer will be recorded to the principal's office.
- Laptops "history" will be checked for unapproved files. When inappropriate material is found the computer privilege will be taken away. The time frame will be determined by the principal's office.

Rules: Respectful, Responsible, and Ethical Use and Care of Laptops

- Follow normal school rules and exercise care around any laptop.
- Food or drinks are not allowed near the laptops. Hands must be clean.
- Always carry a laptop using two hands.
- Set the laptops flat on the desk (not on papers or other materials).
- Pencils, pens, or fingers should not touch the screen.
- Open and close the laptop carefully.
- Type gently on the keyboard.
- Students are encouraged to create and access documents via their Google Drive. If local software is used for document creation the files should be saved to the H Drive.
- Do not change any settings on the laptop and use only the applications/programs assigned by your teacher.
- Downloading is only allowed with your teacher's permission.
- Ask permission before printing.
- When storing laptops on a cart make sure the laptop number matches the number on the cart's slot and the electrical port is on the bottom and facing out.
- Staff only will move the cart of multiple laptops. Students do not move the cart to or from the classroom.
- Students do not connect or disconnect the hub or power sources.

- Do not insert things into openings of a laptop.

SAFETY AND EMERGENCIES

School Cancellation

The following procedures apply for the opening and closing of schools during winter storms or emergency situations:

- When weather conditions warrant, school will be cancelled. "No School" announcements will be made via Blackboard Connect; the automated e-mail notification system, the district website, and on local radio and television stations. When school is cancelled, school activities, school related meetings and athletic events are also cancelled.
- When morning weather conditions are improving, the schools may open on a "delayed opening" basis. On these days, schools will start between 90 minutes to 2 hours later. Consequently, all activities, commencing with the start of the bus runs, will follow a 90-minute to 2 hour later pattern.
- When school is delayed, dismissal will be at the regular time. All after school and evening activities will run as scheduled.

Delayed Opening of School

Delayed opening announcements will be made via Blackboard Connect, automated e-mail notification system, on the district website, and will be broadcast over local radio and television stations. Announcements should be monitored carefully. Parents are reminded that while schools may operate on the basis of improving conditions, they should exercise their own good judgment as to the attendance of their children.

NOTE: When school is closed in either Springfield or Hampden-Wilbraham, the METCO bus will not come into Springfield to pick up your children. The roads will be considered unsafe. This will be an excused absence. If Springfield schools are closed and Hampden-Wilbraham schools are open, you may drive your children to school if you choose to do so. However, as mentioned above, this will be an excused absence for your children even though the Hampden-Wilbraham schools are open.

If Springfield schools have a delayed opening and Hampden-Wilbraham does not, the METCO bus will come to Springfield following the Springfield schedule. Parents of METCO students may opt to bring their child to school in Hampden-Wilbraham for the start of the day if they choose to do so. Likewise, if Hampden-Wilbraham has a delayed opening and Springfield does

not, the METCO bus will still follow the Hampden-Wilbraham delayed schedule. METCO students may not come to school early in this situation as there will be no supervision available until the delayed start begins.

Early Dismissal Due to Inclement Weather

In severe weather or similar emergencies when road conditions are expected to deteriorate, it is sometimes best to dismiss students early. Parents will be informed of dismissal times through the automated emergency advisory system. For kindergarteners and first graders, our policy is to return bus riders to their school or Superintendent's office if no one is at the usual drop-off point and no alternate adult (neighbor, relative) has been authorized to receive them (via the Emergency/Non-Prescription Medication Form). For older children, families should have a procedure that could be followed in case of an unanticipated early dismissal and should communicate that procedure to their children in advance.

Health, Safety, and Emergency Communications

In the event of an emergency, the District will make every effort to communicate critical news and updates to parents/guardians. It is extremely important that all emergency contact information including home, work, cell phone and e-mail addresses are kept up to date so that proper notification can occur. Information may be disseminated in a variety of ways:

- Primary notification is through automated telephone messaging, text messages, and/or email notification via Blackboard Connect, directed to emergency contact information that has been provided by parents/guardians.
- You may be directed to additional information posted on the District website <http://www.hwrsd.org> and broadcast on local television stations.

Evacuation

The need to evacuate the students from a building before the regularly scheduled closing time could arise from a relatively minor incident, such as a power failure or from a major event, such as fire or bomb threat. During evacuation, students are guided to the nearest exit and assemble at an established location. During evacuation, release times, communication into the school and/or transportation may be temporarily disrupted, and families will receive information and instructions through the previously listed communication procedures.

Lockdown or Sheltering-in-Place

"Lockdown" or "Sheltering-in-Place" are emergency responses that are implemented when it has been determined that conditions outside of the classroom or building are potentially unsafe. Situations that may activate a "Lockdown" or "Sheltering-in-Place" response include sudden severe weather, hazardous materials situation near the school, police activity close by, or potential intruder alerts. While these situations are extremely rare, related drills are conducted periodically throughout the year to ensure that all staff members and students are prepared to respond confidently and calmly. During a "Sheltering-in-Place" event, students and staff will typically remain in their classrooms or designated areas and continue with their routine activities until the "All Clear" signal is given.

During a "Lockdown/Intruder" situation classrooms are secured and, based upon available information, the staff is trained to guide students to maintain lockdown in a designated location in the room, to evacuate, or to take other actions to promote their safety.

In either a "Sheltering-in-Place" or "Lockdown" situation, it is not possible to enter the building until the principal or public safety official determines that it is safe to do so. Information and instructions are given to families through the Blackboard Connect/ Edline communications systems as previously described.

Off-Site Evacuation and Dismissal Policy

In an extreme emergency when a school has been evacuated and it is not possible to return, an off-site meeting place may be needed. Parents will be directed (through the above advisories) to go to the closest available school building or designated information center in the community. The Superintendent, with public safety personnel, will determine the location that best meets the needs of the specific emergency, and staff will be on site to assist with dismissal procedures using the following guidelines:

1. No student will be dismissed from a primary or secondary evacuation site unless a parent (or individual designated by a parent on the student's Emergency/Non Prescription Medication Form) comes for him/her and is able to present photo ID to identify him/herself upon request.
2. All parents or designated persons who come for students will be required to sign out at the front office or from a designated alternate release location.
3. In addition to the above notification resources, signs will be posted if an alternate location is needed.

Throughout the school year your child will be trained in emergency procedures. She/he will learn how to react, where to assemble, and what to expect in an emergency situation. While it can be unsettling to think about situations that require emergency procedures, by continually reviewing potential scenarios and plans, we can prevent or mitigate threats to student safety and be prepared to implement the best possible response.

Please help us in the following ways:

1. Be sure that in the event of an emergency, the medical information on file for each student is accessible. It is very important that you keep this information up-to-date, and notify the school nurse of any changes.
2. Similarly, please be sure to keep all emergency contact information current, and inform the school secretary if there are changes in your cell, office or home phone numbers.
3. During an emergency, please do not call the school. Telephone lines need to be kept open for emergency calls.
4. Expect to receive information from the previously described communication resources and make sure that changes in your telephone numbers are provided to the school so that all automated notification systems can be accurately updated.
5. Do not immediately drive to the school. The school access route and street entrance areas may not be open.

Have your family review and practice responses to emergency situations at home, including instructions that your child should follow in the event of an early dismissal if you are not at home.

CIVIL RIGHTS AND LEGAL REFERENCES

Every Student Succeeds Act (ESSA) and Parents Right to Know

The Federal *Every Student Succeeds Act (ESSA)* legislation stipulates that parents may request information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

The law also stipulates timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Mandated Reporting

School personnel are mandated reporters. If school personnel have reasonable cause to suspect physical or emotional abuse, or substantial risk of harm or neglect, they are obligated by M.G.L., ch. 119, Section 51A, to report these conditions to the Department of Children and Families (DCF).

If the reportable incident involves criminal conduct, including physical abuse, violation of a restraining order, assault and battery, indecent assault and battery or rape, school officials shall also report the incident to the police department, and further action may be taken by the county District Attorney's office.

Additional information can be found on the following website:

A Mandated Reporter's Guide to Child Abuse and Neglect Reporting

<http://www.mass.gov/eohhs/docs/dcf/can-mandated-reporters-guide.pdf>

McKinney-Vento Homeless Assistance Act

Purpose

The McKinney-Vento Assistance Act (NCLB: Title X, Part C, Sec. 722) establishes that homeless children and youth are eligible to enroll in, and have a full and equal opportunity to succeed in school; and that a homeless education liaison is designated to ensure that homeless children and youth are identified by school personnel and that educational services are expedited and coordinated with other entities and agencies.

Homelessness is defined as individuals who lack a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship; are living in motels or emergency/transitional shelters due to lack of alternative adequate accommodations; or who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

The goal of the McKinney-Vento Homeless Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth, and opportunities to meet the same challenging academic standards as other children and youth. The Hampden-Wilbraham Regional School District (HWRSD) shall ensure that every effort is made to comply with this legislation.

Definition

The HWRSD is in compliance with Section 725 of the McKinney-Vento Act, as amended by the Every Student Succeeds Act ESSA (Pub. L. 114-95) which defines the following terms:

1. **Homeless children and youths:** Individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:
 - a. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
 - b. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - d. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended), who qualify as homeless because they are living in circumstances described in this definition.
2. **Enroll and enrollment:** Includes attending classes and participating fully in school activities.
3. **Unaccompanied youth:** Includes a homeless child or youth not in the physical custody of a parent or guardian.
4. **School of origin:** Includes preschools and, when a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools. (Section 722(g) (3) (I).

Liaisons

The Homeless Education liaison's role is to assist homeless students enroll in school and to ensure that they receive the educational services for which they are eligible. *Further information may be obtained by*

contacting the HWRSD liaison, John Derosia, at jderosia@hwrso.org.

Enrollment

The Hampden-Wilbraham Regional School District will immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency.

- Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.
- Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing.
- Homeless Education liaisons must assist students who arrive without records by contacting the previously attended school system to obtain the required records.

Transportation

The HWRSD shall ensure that transportation is provided, at the request of the parent, guardian or unaccompanied youth, to and from the school of origin.

- If the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation.
- If the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin.
- If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

Access to Comparable Services

Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs. As independent students under the Higher Education Act of 1965, homeless students are entitled to verification of this status for purposes of the Free Application for Federal Student Aid. (Section 722(g) (6) (A) (x)).

NOTE: To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the local educational liaison or the director of homeless shelter where the students reside as the determination of eligibility for free lunch.

Access to Preschool

An important goal of McKinney-Vento is to afford homeless preschoolers the same opportunity to enroll, attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness. The HWRSD's Homeless Education liaison will work with early care and education providers, including child development and preschool program personnel, child care resource and referral agencies and other service providers, to coordinate and collaborate to review and revise practices or policies that inadvertently act as barriers to the enrollment of homeless children in child care and early education programs.

Dispute Resolution

If a dispute arises over school selection or enrollment, the HWRSD will immediately enroll the homeless student in the school in which enrollment is sought – pending resolution of the dispute – and must provide the parent, guardian or unaccompanied youth with both a written statement of the school placement decision and a notice of the right to appeal the decision. The HWRSD shall refer the unaccompanied youth, parent or guardian to the Homeless Education liaison, who will expeditiously carry out the dispute resolution process. The final decision in such a situation resides with Massachusetts Commissioner of Education.

Unaccompanied youth are youth who are homeless; not in the physical custody of a parent/guardian; and not in the custody of a state agency. This definition includes youth living on the street, in inadequate housing, denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth doubled up with friends or relatives.

Children and Youth in State Care or Custody

Under the 2017 ESSE amendment, children and youth who are in State Care or Custody and awaiting foster placement are included under Title I, Part A transportation, and other services are coordinated with the Department of children and Families to maintain enrollment in the school of origin if deemed to be in the child's best interest. *Further information may be obtained by contacting the McKinney-Vento liaison, Thomas Mazza, at tmazza@hwrzd.org*

References/additional information:

<http://www.doe.mass.edu/mv/>

<https://www.federalregister.gov/articles/2016/03/17/2016-06073/mckinney-vento-education-for-homeless-children-and-youths-program>

Equal Educational Opportunity

Equal educational opportunity and non-discrimination laws protect the rights of students to participate in all activities pertaining to their education. The law in Massachusetts states: *No person shall be excluded from, denied the benefits of, or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, or gender identity.*

Students will be treated without discrimination based on sex (including pregnancy), age, marital status, race, color, national origin, religion, sexual orientation, gender identity, or disability in compliance with State and Federal laws. Equal educational opportunity is available to all students with respect to enrollment, programs, and participation in school, athletic, and extracurricular activities, including those students who are pregnant or parenting. **Refer to *Physical Limitations in this handbook*.** In addition, the District believes that students should learn in an atmosphere free of discriminatory harassment or bullying, and will take affirmative steps to eliminate any inappropriate conduct brought to its attention.

The Hampden-Wilbraham Regional School District, pursuant to Title II of the Americans with Disabilities Acts (ADA), Section 504 of the Rehabilitation Act of 1973, M.G.L. c. 76, sect.5, M.G.L. c. 151B, M.G.L. c. 151C, Title IX of the Education Amendments of 1972, and Titles VI and VII of the Civil Rights Act of 1964, does not discriminate against:

1. Any adult on the basis of race, color, national origin, sex, religion, age, sexual orientation, gender identity, disability, marital status or veteran status in any employment status or access to programs available to such adults; and
2. Any student on the basis of race, color, national origin, sex, religion, sexual orientation, gender identity, or disability, in equal access or admission to school programs, courses, and/or extra-curricular activities.

Any student, parent, or guardian who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district program or activity on the basis of race, color, religion, national

origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws may file a grievance with the Superintendent of Schools or designee. **Refer to Title IX Grievance Procedures in this handbook for complaints of discrimination on the basis of sex.**

For complaints of disability discrimination, contact the Title IX Coordinator, at (413) 596-3884.

Glossary of Relevant Definitions Related to Bullying and Discriminatory Harassment

Bullying for the purposes of requirements related to Chapter 92 of the Acts of 2010 legislation is defined as the following:

The repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

See section 5 of the legislation for more details on the definition of cyber-bullying and more. **Refer to the *Bullying Prevention and Intervention Plan* at <http://www.hwrsd.org>. Also, refer to *Bullying Incident Reporting* at the end of this handbook.**

Discriminatory Harassment

Unwelcome verbal, physical or other conduct that is sufficiently severe, pervasive, or persistent to create a hostile environment resulting in a denial or limitation in a student's ability to participate or benefit from the school's program. To determine whether the conduct denies or limits benefits or services consideration must be given to subjective and objective perspectives. Under the subjective standard, the conduct must actually be perceived by the student/victim as offensive in order to interfere with his/her participation in the program. Consequences for discriminatory harassment may include suspension from school or other school-based disciplinary measures.

Under the objective standard, consider whether a reasonable person in the student's position (including the student's age, sex, and any other relevant factors) would find the conduct offensive. Also consideration must be given to whether conduct is sufficiently severe or serious. The more severe the conduct, the less need to show repeated incidents, and the effect of the conduct on the student's education. Other relevant considerations might include the type, frequency, location, and duration of conduct; number of students involved; and the relationship/roles of the parties.

Types of Discriminatory Harassment

1. **Disability Harassment:** Intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. When harassing conduct is sufficiently severe, persistent, or pervasive that it creates a hostile environment, it can violate a student's rights under the Section 504 and Title II regulations. A hostile environment may exist even if there are no tangible effects on the student victim where the harassment is serious enough to adversely affect the student's ability to participate in or benefit from the educational program.
2. **Racial Harassment:** Harassing conduct (physical, verbal, graphic, or written) based on race, color and/or national origin that is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by the District.
3. **Sexual Harassment:** Conduct that is of a sexual nature; is unwelcome; and creates a hostile environment that denies or limits a student's ability to participate in or receive the benefits, services or opportunities of the District's programs.
4. **Gender Identity:** The law and its accompanying regulations have a broad definition of "gender identity". It is defined as "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth." The new guidance clarifies that this definition is intended to encompass two groups: "gender non-conforming" and "transgender" students.

- Transgender students are those youth whose assigned sex at birth differs from their clearly and persistently identified sex.
- Gender non-conforming students are those youth who do not meet the stereotypically expected norms associated with their assigned sex at birth.

Hazing is any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Types of Hazing

1. **Subtle Hazing:** Behaviors that emphasize a power imbalance between new members/rookies and other members of the group or team. Termed "subtle hazing" because these types of hazing are often taken-for-granted or accepted as "harmless" or meaningless. Subtle hazing typically involves activities or attitudes that breach reasonable standards of mutual respect and place new members/rookies on the receiving end of ridicule, embarrassment, and/or humiliation tactics. New members/rookies often feel the need to endure subtle hazing to feel like part of the group or team. (Some types of subtle hazing may also be considered harassment hazing).
2. **Harassment Hazing:** Behaviors that cause emotional anguish or physical discomfort in order to feel like part of the group. Harassment hazing confuses, frustrates, and causes undue stress for new members/rookies. (Some types of harassment hazing can also be considered violent hazing).
3. **Violent Hazing:** Behaviors that have the potential to cause physical and/or emotional, or psychological harm.

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

Title IX Coordinator Job Description

1. Oversee the Title IX grievance procedure for use by students, parents, staff and third party individuals accessing HWRSD programs or facilities. The Coordinator will provide information about the availability and use of the grievance procedure.
2. Maintain a record of all grievances and resolutions as well as conduct an annual review of the Title IX grievance procedures to assess the process and identify patterns.
3. Inform District personnel of the Coordinator's responsibilities and assure periodic meetings of the Coordinator to update staff on Title IX activities.
4. *Immediate reporting is required for any issues that potentially would result in a Title IX investigation by contacting the building principal/designee or the District Title IX Coordinator, at (413) 596-3884.*
5. Provide ongoing review of District bulletins, catalogs, Board of Education policies, counseling procedures, yearbooks, and administrative regulations and practices related to compliance with Title IX.
6. Ensure that annual notice of the Title IX Coordinator's name, address, and telephone number is placed on the District's web-site, handbooks, etc.
7. Review student sponsored organizations and suggest criteria for compliance with Title IX.
8. Become familiar with resources/information for technical assistance on Title IX available from the Office for Civil Rights. Take advantage of on-going training opportunities on sexual harassment and/or sexual violence.
9. Oversee the systematic procedure for monitoring compliance with Title IX, as well as conduct periodic surveys of schools to determine the climate on Title IX issues.
10. Disseminate information about student rights in relation to Title IX.
11. Assure that cooperative training agreements and/or HWEA contracts have appropriate nondiscrimination statements.
12. Students, parents, employees and third party individuals are welcomed to *arrange a meeting with the District Title IX Coordinator to discuss any Title IX concern by calling (413) 596-3884.*
13. If someone wishes to *file a complaint regarding the Title IX Coordinator, the person would contact the Superintendent of Schools at (413) 596-3884.*
14. The District Title IX Coordinator will consult with the School Resource Officers in each town annually to review the MOU and procedures for reporting such cases. The Title IX Coordinator will work parallel with law enforcement but understanding that the District is obligated to comply with Title IX, and it is

the role of the District Title IX Coordinator to coordinate Title IX compliance.

Title IX Grievance Procedures

Students, parents of elementary and secondary school students, employees, applicants for admission and employment, third parties, and sources of referral of applicants for admission and employment with Hampden-Wilbraham Regional School District have the right to file a complaint alleging noncompliance with the regulations outlined in Title IX of the Education Amendments of 1972. *Complaints may be filed with the building principal or the District Title IX Coordinator.*

Statement of Assurances

1. The District will not require the reporting party to resolve the issue with the alleged offender without the appropriate involvement of the District. The alleged victim retains the right to stop any informal resolution attempts and proceed with a formal complaint.
2. The District will consider the potential impact of sexual harassment beyond the school campus of the grievant that may have an impact on his or her environment within the school campus.
3. The District will consider providing interim measures in relation to those involved in the complaint while the District conducts an investigation, including separating the parties, providing counseling, making academic adjustments, etc. The building principal has the authority to implement such measures.
4. The District will use the legal definition of preponderance of evidence standard to determine whether sexual harassment or sex discrimination under Title IX has occurred.
5. The District shall annually review Title IX complaints for the purpose of identifying potential patterns at a particular school(s) or population.
6. The District will take steps, reasonably calculated, to end discrimination that has been found, prevent reoccurrence of any discrimination, such as harassment, and correct its discriminatory effects on the grievant and others, if appropriate.
7. Both the grievant and accused have a right to access the appeals process.
8. Title IX protects the grievant and others involved from retaliation for reporting allegations of sexual harassment, and/or participating in an investigation of sexual harassment, and District officials will take steps to address and prevent retaliation.

Procedures

Level 1: Principal or Immediate Supervisor

Employees or students claiming sexual harassment or other sex discrimination may first discuss the grievance with their principal or immediate supervisor, with the object of resolving the matter informally. A student, parent, employee, or third party individual with a sex discrimination/harassment complaint may discuss it with the teacher, counselor, or building administrator involved. Level 1 of the grievance procedure is informal and optional and may be passed by the grievant.

Level 2: Principal or Immediate Supervisor

If the grievance is not resolved at Level 1 with the principal or designee and the grievant wishes to pursue the grievance, or if Level 1 is not appropriate for resolving the grievance, the grievance may be formalized by filing a written complaint, providing an interview, or an assisted written complaint when necessary. The principal or designee will seek a list of witnesses or evidence from the grievant, the accused, and others as relevant, as part of the investigation. The principal will conduct a formal investigation under the direct supervision of the District Title IX Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level 2 must be within six months from the day of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such an occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. A written report from the principal to the grievant and accused regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level 3: Investigation Procedures

Investigating the Complaint

- The principal or designee will conduct a prompt investigation of the complaint and complete the investigation in a timely manner. The building principal or designee will inform and consult with the District Title IX Coordinator prior, during and after the investigative process. The principal will document the investigative activities (e.g. takes notes of interviews conducted). The time to complete the investigation will vary depending on the nature and complexity of the issue but generally will not take more than ten (10) working days after receipt of the complaint.
- The investigation may include interviews of the grievant, the individual(s) accused of engaging in discriminatory or harassing behavior, and any other witness who may reasonably be expected to have relevant information. All interviewed parties and

witnesses will be provided an opportunity to present any evidence they reasonably believe could be relevant to the situation.

- The HWRSD will respect the privacy of the grievant, the individual(s) against whom the complaint is made, and the witnesses to the extent possible consistent with the HWRSD's legal obligations to investigate and take appropriate action and to comply with discovery and disclosure obligations. All records generated in connection with the investigation will be maintained as confidential to the extent permitted by law.
- If a complaint is made about any of the persons having responsibility for the implementation and enforcement of the policy forbidding sex discrimination and harassment, the School Committee Chair will appoint an independent person to assume those responsibilities.
- At the conclusion of the investigation, the building principal or designee will obtain a signature from the Title IX Coordinator indicating proper oversight of the investigation. In addition to providing a written report to the grievant and accused regarding action taken within fifteen (15) working days after receipt of the complaint, as described above, the principal or designee will also prepare a written report to deliver to the Superintendent summarizing the evidence gathered during the investigation, providing a determination whether or to what extent the complaint has been substantiated, and recommending the corrective action if appropriate. The corrective action should be designed to stop the harassment/discrimination, prevent it from recurring, and remedy its effects, including services to the victim(s), if appropriate.

Level 4: Superintendent

If the complaint is not resolved at Level 2, the grievant or accused may proceed to Level 3 by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the principal or designee. The grievant or accused may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant or accused to discuss the appeal. A written decision will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

The procedure in no way denies the right of the grievant or accused to file a formal complaint at any time with the Massachusetts Commission Against Discrimination, United States Department of Education's Office for Civil Rights, or other agencies available for mediation or rectification of grievances, or to seek private counsel for

complaints alleging discrimination. *For further information about these guidelines or help with sexual harassment problems or any other form of harassment, consult the District Title IX Coordinator, at (413) 596-3884.*

Legal References

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the Education Amendments of 1972.
3. Chapter 151C, Massachusetts General Laws
4. M.G.L. Chapter 76 § 5
5. M.G.L. Chapter 269 § 17, 18, 19
6. M.G.L. Chapter 71, §§82, 84

Alternative Procedures

Individuals are not limited to a formal complaint procedure through HWRSD but may seek resolution through other agencies.

Equal Employment Opportunity Commission
Congress Street, Boston, MA 02114
(617) 565-3200

Massachusetts Commission against Discrimination
1 Ashburton Place, Boston, MA 02108
(617) 727-3990

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

Bullying, Hazing, and Intimidation Policy

It is the policy of the Hampden-Wilbraham Regional School District to provide a learning, working atmosphere for students, employees, and visitors free from bullying, hazing, and intimidation. Such action may constitute discriminatory harassment when it occurs on the basis of race, color, religion, national origin, age, gender, sexual orientation, gender identity, or disability, as defined above. **Refer to Title IX Grievance Procedures in this handbook for complaints of discrimination on the basis of sex, including harassment based on sex.**

For complaints of disability-based discrimination, contact the District Title IX Coordinator at (413) 596-3884. Bullying, cyber-bullying, hazing, intimidation, and retaliation are prohibited:

1. At school and at all school facilities.
2. At school-sponsored or school-related functions, whether on or off school grounds.
3. At school bus stops and on school buses or any

- other vehicle owned or used by the school district.
- 4. Through the use of technology or an electronic device owned, licensed or used by a school.
- 5. At non-school-related locations and through non-school technology or electronic devices, if the bullying creates a hostile environment at school; infringes on the rights of the victim at school; or materially and substantially disrupts the education process or the orderly operation of a school.

Bullying Prevention and Intervention Plan

The Hampden-Wilbraham Regional School District has developed a bullying prevention and intervention plan in accordance with the guidance issued by the Mass. DESE on September 2013. Bullying Prevention and Intervention Plan updated March 2018 is available on the district website at <http://www.hwrstd.org>.

Priority Statement: HWRSD will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore a sense of safety.

The principal is responsible for implementing the Bullying Prevention and Intervention Plan, which includes the following provisions:

- Strategies for protecting those who report bullying.
 - Notice to the parents or guardians of students involved in bullying, including perpetrators and victims.
 - Appropriate services for students who have been bullied or who are bullies.
 - Inclusion of age-appropriate summaries of the student-related sections of the Bullying Prevention Plan in the Student Handbook.
 - Annual review of available data on bullying and behavioral incidents and assessment of available resources including curricula, training programs, and behavioral health services.
 - Any retaliatory action of any kind taken by an employee or student of the HWRSD against anyone as a result of that person's advocacy for rights protected under HWRSD's applicable policy and applicable Federal laws, seeking help, cooperating in an investigation, or otherwise participating in any proceeding is prohibited.
1. It is a violation of the Bullying Policy for any administrator, teacher or other employee, or any student to engage in or condone bullying in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying.
 2. This policy is not designed or intended to limit the school's authority to take disciplinary action or take

- remedial action when such bullying occurs out of school but has a connection to school, or is disruptive to an employee's or student's work or participation in school related activities.
3. It is the responsibility of every employee, student and parent to recognize and report acts of bullying and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.
 4. Any employee or student who believes that he or she has been subjected to bullying has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.
 5. The building principal or designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying.
 6. Retaliation in any form against any person who has made or filed a complaint relating to bullying is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.
 7. Reports of bullying should be confidential, consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.
 8. Preventing bullying to create a more positive school climate and to prevent as much bullying as possible, age-appropriate instruction on bullying prevention, for students in each grade, must be incorporated in a school's curriculum. Professional development is required for teachers and other staff to help them prevent and stop bullying. In addition, schools must offer education to parents about bullying prevention.
 9. Children on the Autism spectrum must have provisions in their Individualized Educational Programs (IEPs) to ensure they obtain the skills to avoid and respond to bullying, an especially challenging task for Autistic children.
 10. Reporting and Stopping Bullying - To stop bullying as soon as it occurs, all school staff are required to promptly report bullying when they witness or become aware of it. A school principal or his designee must immediately investigate and take appropriate disciplinary action.

Procedures for Reporting and Investigating Bullying, Hazing, and Intimidation Claims

In school systems, bullying may take many forms and cross many lines. The situation may be an instance of staff member to staff member, staff member to student, student to staff member, or student to student. Guidelines for dealing with any charge of bullying are as follows:

1. *(Student and Adults)* By law, bullying is defined by the victim's perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as bullying by another. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the bully that the behavior is objectionable.
2. *(Students and Adults)* In all charges of bullying, the victim should report the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. At the middle and high school levels, anonymous reporting can be submitted through Edline on the schools home page. At the elementary level, anonymous reporting can be accessed by phone or by using the form on the district website. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.
3. *(Students and Adults)* Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying, hazing, or intimidation shall immediately report it to the administration; each school shall document any prohibited incident that is reported and confirmed, and report all incidents of hazing, intimidation, bullying or cyber-bullying and the resulting consequences, including discipline and referrals, in accordance with state laws and regulations.
4. *(Students)* A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L. c. 258. School staff will be indemnified from any cause of action arising out of a good faith report of bullying or the district's subsequent actions or inaction in connection thereto.
5. *(Students)* If an instance of student to student bullying is reported to a staff member other than an administrator, the staff member must inform the assistant principal or the building principal.
6. *(Adults)* If the alleged bully is responsible for conducting an investigation, the Superintendent or Committee shall designate an alternative Coordinator, who is immediate Supervisor of the alleged bully.
7. *(Adults)* If a situation involving a charge of staff member to student bullying is brought to the attention of any staff member, the staff member should notify the building principal or the Title IX Coordinator.
8. *(Students)* In a situation involving a charge of student to staff member bullying the staff member should notify the building principal or Title IX Coordinator.
9. *(Adults)* In a situation involving a charge of staff member to staff member bullying the staff member should notify the building principal or the Title IX Coordinator.
10. *(Students and Adults)* Once a charge of bullying has been made, including charges of mental, emotional or physical bullying as well as threats to a person's safety or position in the school or work environment, the following course of action should be taken:
 - The building principal should investigate the charge through discussions with the individuals involved.
 - In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third party present at the time of the discussion.
 - In situations involving students the principal should engage the appropriate classroom or special subject area teacher. Parents will be informed of the situation in incidences involving students.
 - It is important that the situation be resolved as confidentially and as quickly as the circumstances permit.
11. After an investigation with the involved parties, if the building principal determines that disciplinary action must be taken, the following could occur:
 - *(Students and Adults)* In instances involving student to student or student to staff member bullying, the student may be subject to discipline including but not limited to counseling, suspension, and in appropriate cases expulsion.
 - *(Adults)* In instances involving staff member to student and staff member to staff member bullying, findings will be reported to the Superintendent of Schools for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement.
 - *(Students and Adults)* In all cases a referral to law enforcement will be considered by the principal or Superintendent based on the circumstances. School

officials will coordinate with the Police Department to identify a police liaison for bullying cases.

The HWRSD Bullying Prevention Plan, as well as notification of updates, can be found in its entirety, on the district website at <http://www.hwrsd.org> and is subject to modifications by state legislation.

Gender Identity

On July 6, 2016, the General Court of the Commonwealth of Massachusetts enacted an Act relative to transgender anti-discrimination. The Act makes it unlawful to discriminate on the basis of gender identity. M.G.L. c. 272, §92A now mandates that admission to, and the full enjoyment of, a place of public accommodation or a portion thereof, may not be denied on the basis of a person's gender identity.

M.G.L. c. 76, §5 also prohibits discrimination on the basis of gender identity against students who attend public schools. Gender identity is defined as "a person's gender related identity, appearance or behavior, whether or not that gender related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth..." M.G.L. c. 4, §7

The Hampden-Wilbraham Regional School District (HWRSD) strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The HWRSD prohibits discrimination on the basis of gender identity and is committed to ensuring that all of its students have equal rights of access to and equal enjoyment of the School District's opportunities, courses of study, programs, advantages, and privileges.

Consistent with the statutory standard, the HWRSD will accept a student's assertion (or parent's in the case of young students not yet able to advocate for themselves) of his or her gender identity when there is "consistent and uniform assertion of the gender related identity, or any other evidence that the gender related identity is sincerely held as part of a person's core identity, provided, however, that gender-related identity shall not be asserted for any improper purpose." 603 CMR 26.01

The School District shall uphold the privacy and confidentiality of school records, including school health records related to gender identity. Transgender students (and parents) and school administrators should meet to discuss the students' access to restrooms, locker rooms, and changing areas. While each situation needs

to be addressed individually, students may access school facilities that correspond to their gender identity. In sum, in addition to prohibiting discrimination on the basis of gender identity, transgender students (and parents) should contact and meet with their building principal to develop a plan that provides for the students' safety and comfort in the school environment.

All students and staff members shall report to the building principal, conduct that has the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not.

Section 504

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

1. Someone with a mental or physical impairment which substantially limits one or more major life activities.
2. Someone with a record of such impairment; is regarded as having such impairment.

In order to fulfill its obligations under Section 504, the School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person falling under the provisions of Section 504 will knowingly be permitted in any of the programs and practices in the school system.

Any student, parent, or guardian who believes that he/she has been discriminated against on the basis of disability, should contact the District 504 Coordinator, at (413) 596-3884.

No student, parent, or guardian will be subject to coercion, intimidation, interference, or retaliation for registering a complaint or for assisting in an investigation of any alleged violation of laws prohibiting discrimination on the basis of disability, or for advocating for rights protected under these laws.

The School District has specific responsibilities under the Act which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to provide regular or special education and related aids and services designed to meet that student's educational needs in compliance with Section 504. *For concerns related to identification, evaluation, and placement regarding the HWRSD's system of procedural safeguards under Section 504, please contact the District 504 Coordinator.*

Classroom Holiday Observances

The Hampden-Wilbraham Regional School District recognizes and respects the cultural diversity that exists in the celebration of holidays. Based on these cultural and historical traditions, classroom activities may be scheduled. If any parent wishes to exclude his/her child from any such events, please notify the building principal in writing. An alternative activity will be provided.

Student Records Law

A. General Provisions: The student record contains all information concerning a student that is kept by the school district and which personally identifies the student; it consists of the temporary record and the transcript. For purposes of these procedures, custodial parent refers to a divorced or separated parent who has physical custody of the child, and the non-custodial parent is the parent who does not have physical custody of the child. Non-custodial parents may not be eligible to access their child's student record, or may have to follow certain procedures in order to access the student record. See Section C below.

The rights outlined below may be exercised by the custodial parent(s)/guardian(s) for a student under the age of 14 years, or jointly by the student and custodial parent(s)/guardian(s) of a child over the age of 14 years. A student over the age of 14 is called "an eligible student." A student 18 years or older may, in writing, deny his custodial parent(s)/non-custodial parent(s) access to his/her student record, with the exception of transcripts, report cards and/or progress reports.

Each eligible student and custodial parent/guardian, except as limited herein for certain parents, has the right to see the student record for that student within ten (10) days of submitting a written request to see the records. Copies of any records may be obtained upon request and shall be provided within ten (10) days of the request. The District may charge for the cost of reproducing copies.

All cumulative records are kept in the school for which the student is placed. All cumulative records for out of district students are also kept in the school where the student would attend if he/she were in district. The student's record is available to authorized school personnel who work directly with the student, or administrative/clerk personnel who need to have access to records in order to carry out their responsibilities. The term "authorized school

personnel" includes, but is not limited to, administrators, teachers, counselors, therapists, paraprofessionals, administrative office, staff and clerical personnel. Authorized school personnel included those employed by the District or under contract with the District as an independent contractor. Authorized school personnel do not need permission to see student records.

No information in the student's record is available to anyone outside the school system without written permission from the eligible student and/or parent and/or guardian, unless the requesting party is listed an exception as provided by the Student Records regulations. Exceptions to the requirement of written permission include, but are not limited to, a probation officer, court order, subpoena, where health or safety requires the disclosure of student information/records or upon transfer to another school district. However, eligible students and/or their parents/guardians will generally be notified before these records are released. A written release must be signed to have any part of the school record sent outside the school. This includes, but is not limited to prospective employers, other technical school, and colleges.

An eligible student and parent/guardian have the right to request to add relevant information to the student's record as well as the right to request removal of information believed to be untrue or incorrect.

B. Directory Information Notice: The Hampden-Wilbraham School District has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) phone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible

students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child Left Behind Act.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September. In the event that a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

C. Rights of Certain Divorced or Separated

Parents: It is necessary for divorced parents to submit a copy of the custody agreement or order, and any subsequent changes made thereto, to the District so that District personnel may identify which of the parents has physical custody of the child. The non-custodial parent may access his/her child's record unless:

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

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

Non-Custodial Parent Access

In the case of a non-custodial parent who is eligible to access the student record, i.e., does not fit any of the four (4) categories under 1-4 above, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request, the principal and/or his/her designee shall immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth under 1-4 above. When the student record is released to the non-custodial parent, the school will delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records will be marked to indicate that they shall not be used to enroll the student in another school.

Stepparents must provide the district with legal documentation of custodial rights prior to any access of the student record in compliance with FERPA.

D. Amending Your Child's Record: A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information in writing to the principal with a written request that the information be added to the student record. A parent has the right to request in writing deletion or correction of any information contained in the student's record, except for information which was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

1. If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
2. The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent a decision in writing,

stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or designee shall promptly take such steps as may be necessary to put the decision into effect.

3. If the principal's decision is not satisfactory to the parent, the parent may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
4. If the Superintendent's decision is not satisfactory to the parent, the parent may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR §23.09(4).

E. Notice on Transfer to other Schools: Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the District forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent or eligible student.

F. Destruction of Records: Notice is hereby given that the temporary record of a student will be destroyed no later than seven (7) years after that student transfers, graduates or withdraws from the school system. Temporary records are defined as, all information in a student record which is not contained in the transcript. Such information may include, standardized test results, extracurricular activities and evaluations by teachers, counselors, and other school staff. When the student transfers, graduates, or withdraws from school, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction.

In addition, each year, the principal and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records

(other than documentation of suspensions or expulsions or exclusions), any notes from the parent/guardian or other documents concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian want those records, they must request, in writing, prior to the last day of school that the documents be provided to them, rather than be destroyed. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction.

G. Display and Publication of Student Work:

Notice is hereby given that there will be occasions when student work is seen and is on display within the school; for example, at open houses, exhibits, fairs, on bulletin boards, etc. Unless a parent/guardian informs the District in writing, no later than September 15 of each school year, the District will assume that this display and publication of the student work is acceptable to the parent/guardian.

H. Complaint Procedure: In addition to the appeal procedure, above, a parent/guardian/eligible student may file a complaint with the Family Policy Compliance Office (FPCO) of the federal Department of Education. The FPCO has the authority to interpret and decide issues involving student records under FERPA.

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Ave., Washington D.C., 20202-5920

Physical Restraint Prevention and Behavior Support Policy

Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious physical harm to self or others and the student is not responsive to less intrusive behavior interventions, or such interventions have been deemed inappropriate, under the circumstances. The use of restraints on students in all publicly funded Massachusetts schools is governed by state regulation 603 CMR 46.00 that was revised by the Department of Elementary and Secondary Education and took effect on January 1, 2016. **Under the revised regulations, mechanical restraint, medication restraint, and seclusion shall be prohibited.**

Methods for Preventing Student Violence, Self-injurious and Potentially Dangerous Behaviors

The HWRSD community engages in school and district wide training and professional learning that focuses on suicide and self-injury prevention as well as our in-district staff certified as de-escalation and physical restraint trainers using the techniques of Crisis Prevention Intervention (CPI) procedures to manage potentially dangerous behaviors. In our schools we utilize the training and expertise of our STAT or Student-Teacher Assistance Teams to Identify and communicate support plans for student. In some more serious cases, the schools and district professionals will activate a risk-assessment process which is inclusive of families, community partners and school staff. Lastly our staff is trained to conduct strong Functional Behavioral Assessment and develop Behavior Intervention Plans for individual students.

The updated *Restraint Policy* is available on our district website.

Definitions

Mechanical Restraint: The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and used for the specific and approved positioning or protective purposed for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Seclusion: Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving and does not include a time-out, which is behavioral strategy as defined in and permitted by CMR 603 46.02.

Time Out: Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.

During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

An ***inclusionary*** time-out is when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

An ***exclusionary*** time-out occurs when there is a complete visible or physical separation of the student from the rest of the class or learning environment.

An ***exclusionary*** time-out may only last for 30 minutes. For any ***exclusionary*** time-out that may last longer than 30 minutes, programs must seek approval from the principal for the continued use of time-out. During an ***exclusionary*** time-out a school counselor or other behavioral support professional should be immediately available to, supporting, and continuously monitoring the student.

Physical Restraint: Defined as direct physical contact that prevents or significantly restricts a student's freedom of movement and does not include brief physical contact to promote student safety or a physical escort without the use of force for the purpose of guiding or inducing a student to walk to a safe location. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm. All physical restraints must be terminated as soon as the student is no longer an immediate danger to himself or others, the student indicates that they cannot breathe, or is observed to be in severe distress.

Only school personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. The staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day. The principal or his/her designee shall verbally inform the student's parent/guardian of the restraint within 24 hours of the event and shall notify the parent by written report within three school working days of the restraint either by email or by regular mail

postmarked no later than three school working days of the restraint. When a physical restraint has resulted in an injury to student or program staff member, the program shall send a copy of the written report to the Department of Elementary and Secondary Education (DESE) by regular mail postmarked no later than three school working days of the restraint. The District will report data regarding the use of physical restraints to DESE annually in a form and manner directed by DESE.

Asbestos Hazard Emergency Response Act (AHEARA)

Under the Asbestos Hazard Emergency Response Act (AHEARA), School Districts are required to provide notification of the following: The Hampden-Wilbraham Regional School District participates in a cycle of updating school asbestos inspections and management plans on a three-year cycle. Asbestos Management plans have been developed for all schools, which have asbestos containing building materials (ACBM) present. These plans are available and accessible to the public in the main office of each school as well as the Hampden-Wilbraham Regional School District's Central Office.

Use of Pesticides on School Property

Pesticides shall not be sprayed, released, deposited, or applied indoors while children are on the property of a school, day care center or school age child care program, except for those pesticides listed in section 6F.

Pesticides shall not be sprayed, released, deposited, or applied on the outdoor property of a school, day care center or school age child care program while children are located in, on, or adjacent to the area of the pesticide application.

1. Whenever pesticides are to be sprayed, released, deposited, or applied outdoors at a school, day care center or school age child care program, the school administration, day care center operator, or school age child care program operator shall ensure that employees, pupils, or supervised children and their parents or guardians receive standard notification, as defined in section 2, at least two working days before pesticides are sprayed, released, deposited or applied, provided that such spraying, release, deposit or application of pesticides shall not commence prior to approximate dates set forth on the standard written notification, and shall not conclude more than 72 hours after such approximate dates.
2. Such notification policy shall apply at all times except during periods when classes are not scheduled for at least five consecutive days after spraying, release, deposit, or application or when

day care or school age child care facilities are not scheduled to be open for at least five consecutive days after the spraying, release, deposit, or application.

3. Information to be included in the standard written notification shall be provided to the school administration, day care center operator, or school age child care program operator by the certified commercial applicator, certified private applicator, or licensed applicator, or the contractor, employers or employees responsible for carrying out the pesticide spraying, release, deposit, or application. Larval mosquito control applications using pesticides classified as category four pesticides by the United States Environmental Protection Agency, as applied by mosquito control projects under chapter 252, are exempt from the notification requirements of this section. This section shall not apply to any use of an anti-microbial as defined in section 2.

Legal Reference: Massachusetts Pesticide Control Act (M. G. L. c 132B §6C).

New Policy on Children and Families Protection Act Standard Written Notification Requirements

The Children and Families Protection Act currently requires that schools send standard written notification home to parents and employees at least two (2) working days before an outdoor pesticide application is to take place. A full notification includes the following three parts: *Consumer Information Bulletin; Department Notification Form; and, Chemical Fact Sheet.*

In the past, it was the Department's interpretation that schools must send all parents hard copies of the above information, in order to comply with the standard written notification requirements. This notification method is costly to schools and did not take advantage of current electronic communication technology. With these issues in mind, the Department now has the following policy permitting schools to provide Standard Written Notification to parents via electronic means as an option to providing such notices in hard copy format.

It is the Department's policy to permit schools the following options for providing standard written notification to parents via electronic means. The following are examples of electronic standard written notification that the Department would find acceptable under this policy.

Options of Notification

Option A: Schools may elect to send a letter home at the beginning of the school year that would provide an opportunity for parents to choose whether they wish to

receive notification via hard copy or email format. Should parents choose to receive the notification via email, language in the letter shall make clear that it is the parents responsibility to routinely check their email and notify the school when their email address changes. The letter shall be issued every year and be maintained by the school for five (5) years, along with the IPM plan. The letter shall also be provided to parents of any new or transfer students after registration at the school. Email notification of pesticide applications shall include the three parts as outlined above. The schools must ensure that the notification is sent out in a manner so that it can be viewed at least two (2) working days prior to the pesticide application.

Option B: Schools may elect to use reverse 911 (community notification systems), to notify parents of an outdoor pesticide application. The reverse 911 call shall be made at least two (2) working days prior to the application and direct parents to the school's website; whereby, interested parties may view copies of the standard written notification. The website shall post the three parts as outlined above. Should parents not have the capability to view the notification on the website the school shall make a hard copy available.

Option C: Schools may elect to call parents individually to notify them that an outside pesticide application is going to take place. The call shall be made at least two (2) working days prior to the application and direct parents to the school's website; whereby, interested parties may view copies of the standard written notification. The website shall post the three parts as outlined above. Should parents not have the capability to view the notification on the website the school shall make a hard copy available.

Memorandum of Understanding (MOU)

The Hampden-Wilbraham Regional School District, the Hampden Police Department, the Wilbraham Police Department, and the Hampden County District Attorney's Office agree to develop and coordinate their response to violent, delinquent, or criminal acts by students, including possession or use of weapons and alcohol and other drug use, that occur on school premises, school buses, or at school-related events. Please refer to the district website at <http://www.hwrsd.org> to view the MOU in its entirety.

Disciplinary Action by Administrators

In addition to excluding a student from his/her school program by means of internal or external short-term and long-term suspensions, administrators have the right to institute alternative disciplinary measures, including, but not limited to, the following:

1. Restitution.

2. School-based community service.
3. Referral for and/or participation in counseling.
4. Referral for a risk assessment.
5. Letters of apology.
6. Suspension of driving privileges on school property.
7. Creation of a discipline contract/safety plan.
8. Random testing for illegal drugs, controlled substances, and/or alcohol.
9. Exclusion or restriction from activities that happen during or beyond the school day.

Administrators may also order a change in placement of any student to an interim alternative educational setting for up to forty-five (45) days if the student violates any of the grounds for short-term or long-term suspension. The principal or his/her designee may also request to meet with a student who has been assigned short-term or long-term suspension or who has been assigned to an interim alternative educational setting for forty-five (45) days prior to the student's re-entry into his/her regular school. At that time, the student shall provide the principal or his/her designee with any documents which may require a conditional re-entry plan, such as written proof of participation in a drug counseling program. Legally, a 45-day student may return to their original placement at the end of the 45 days.

Student Suspension and Expulsion Law

Notice of Suspension: Section 37H ¾

Section 53.06

1. Except as provided in 603 CMR 53.07, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity to be heard and the parent an opportunity to participate in such hearing.
2. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English. The notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. 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, and for the parent to attend the hearing;
 - e. The date, time, and location of the hearing;
 - f. The right of the student and the student's parent to interpret services at the hearing if needed to participate;

- g. If the student may be placed on long-term suspension following the hearing with the principal:
 - i. The rights set forth in 603 CMR 53.08 (3)(b); and
 - ii. The right to appeal the principal's decision to the Superintendent.
3. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.
4. Written notice to the parent may be made by hand delivery, first-class mail, and email to an address provided by the parent for school communications, or by any other method of delivery agreed to by the principal and parent.

***Emergency Removal: Section 37H ¾
Section 53.07***

1. Nothing in these regulations shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially disrupts the order of the school. The temporary removal shall not exceed two (2) school days, which shall include the day of the emergency removal, during which time the principal shall:
 - a. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
 - b. Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
 - c. Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(3) and provide the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time is otherwise agreed to by the principal, student, and parent.
2. A principal may not remove a student from school on an emergency basis for a disciplinary

offense until adequate provisions have been made for the student's safety and transportation.

Reference Massachusetts General Law, M.G.L. c. 222. A copy of the full regulations can be found on the district website at <http://www.hwrsd.org>.

Pursuant to M.G.L. c. 71 § 37H, (a copy of which is provided below), a student may be subject to expulsion from the school or the school district for:

- Possession of a dangerous weapon or controlled substance, on school premises or at school sponsored or school related events.
- Assaulting a principal, assistant principal, teacher, teacher's aide, or other school staff on school premises or school sponsored or school related events.

If a student is charged with violating any of the above, s/he shall receive written notice and an opportunity to a hearing before the school principal and/or the school principal's designee. The student may have representation and present evidence and witnesses. The school principal has the discretion to suspend rather than expel the charged student. If a student is expelled under the provisions of this section, no school or school district in the Commonwealth is required to admit or provide educational services to said student. If the student applies for admission in another school district, the Superintendent at the school district where the student is applying may request a written statement from the Superintendent of the district where the expulsion occurred that includes the reasons for the expulsion.

Pursuant to M.G.L. c. 71 § 37H ½, (a copy of which is provided below), if a criminal or delinquency complaint for a felony has been issued against a student, the school principal or a principal designee, may suspend the student for a period of time deemed appropriate if the principal or his/her designee determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Prior to the imposition of the suspension, a student shall receive written notice of the charges against him, the reasons for the suspension and his/her right to appeal the suspension to the Superintendent of Schools. The suspension shall remain in effect prior to any appeal conducted by the Superintendent. A written notice of appeal shall be made to the Superintendent not later than five (5) calendar days following the effective date of the suspension. At the hearing before the

Superintendent, the charged student has a right to counsel and may present oral and written testimony. If a student is convicted of a felony or adjudicated delinquent of a felony under M.G.L. c. 71 § 37H 1/2, the student may be expelled if the principal or his/her designee determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student is entitled to the same procedural rights as above. If a student is expelled, no school or school district is required to provide educational services.

Due Process for Suspensions

Under *Goss v. Lopez*, 419 U.S. 565 (1975), the United States Supreme Court held that students have the right to certain minimal due process protections when school officials seek to impose short-term suspensions. The Court stated that in such cases, the student is entitled to oral or written notice of the charge(s) against him/her, an explanation of the basis of the accusation(s), and an opportunity to present his/her version of the facts. This "informal hearing" must be provided in advance of the suspension except where the student's continued presence at school endangers persons or property or "threatens disruption of the academic process". In the exceptional cases where immediate suspension is justified, the notice and hearing must follow as soon as practicable. The United States Supreme Court indicated that where school officials seek to suspend a student for more than ten (10) days (long-term suspension); depending on the length of the exclusion, greater due process protections may be required.

Student Searches

New Jersey v. T.L.O. (1985)

Under *T.L.O. vs. New Jersey*, the United States Supreme Court held that students have some legitimate expectation of privacy at school. However, the students' expectation of privacy must be balanced against the needs of school authorities to maintain an educational environment. As such, school authorities do not need to obtain a warrant or have probable cause that a crime occurred before searching a student. Rather, the reasonableness of a search, under all circumstances, will determine its legality.

The Court established the following test to determine the reasonableness of a search: whether the search was 1) justified at its inception and 2) as the search was conducted, was it reasonably related in scope to the circumstances that justified the interference in the first place.

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 or designee 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 or designee must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal or designee 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/designee 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/Designee Hearing The purpose of the hearing with the principal/designee 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/designee will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal/designee 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/designee 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/designee 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/designee 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. **There is no appeal process for short-term suspensions.**

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/designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

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

Based on the evidence submitted at the hearing the principal/designee shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or

consequence will be imposed.

If the principal decides to impose a long-term suspension, the written determination shall:

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

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

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

Appeal of Long-Term Suspension

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

which the superintendent shall grant.

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

Emergency Removal

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal/designee'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/designee 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/designee 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. This must be done within the (2) two school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal/designee, 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/designee may impose an in-school suspension as defined above according to the following procedures:

1. The principal/designee 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/designee 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.
2. On the same day as the in-school suspension decision, the principal/designee 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/designee 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/designee 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.
3. The principal/designee 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/designee for the purpose set forth above, if such meeting has not already occurred. The principal/designee shall deliver such notice on the day of the suspension by hand- delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal/designee 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.

Discipline for Students with Disabilities

Students Identified as Having Special Needs

1. All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Mass. General Laws, formerly known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP). Students with Special Needs may be suspended for up to ten (10) consecutive days, and may also be suspended in excess of ten (10) cumulative days, as fully outlined under M.G.L.c. 71B, and the Individuals with Disabilities Education Act. Such suspensions may be carried out without any further or additional process. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that

the conduct for which the student is being disciplined is not a manifestation of his/her disability, and the District provides educational services which will allow the student to access the general curriculum and to make progress toward his/her goals.

2. The IDEA and M.G.L. c. 71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property, or inflicts serious bodily injury on a person, including him/herself. The appropriate interim alternative educational setting shall be determined by the IEP TEAM.
3. The IDEA and M.G.L. c. 71B also allow school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to 45 school days, if they are substantially likely to injure themselves or others in their current placement.
4. When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP TEAM will meet to conduct a manifestation determination.
5. Relevant members of the TEAM meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student: Is the misconduct the result of failure to implement the student's IEP? And is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability. A summary of the manifestation determination review will be written and a copy provided to the Parent/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review. If the TEAM finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook. The student will receive educational services during this period of suspension or exclusion. If the TEAM finds that the misconduct was a manifestation of the student's disability, then the school may still be able to implement an IAES (see #2 and #3 above). If the IAES is not possible, then the student will remain in his/her current placement, and the TEAM will arrange for

a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of a behavior intervention plan. The principal or designee will notify the Special Education Office of the suspension offense of a special needs student and a record will be kept of such notices.

Students Identified as Having a Disability and on a Section 504 Plan

Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more cumulative days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The students' 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

1. Is the misconduct the result of failure to implement the students' 504 plan?
2. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

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

Procedural Requirements for Students Not Yet Determined to be Eligible for Special Education

If prior to disciplinary action, there is knowledge that the student(s) involved may have a disability, then all protections consistent with special education must be made available to the student(s). If the school administrator has no reason to consider the student(s) disabled but the parent requests an evaluation subsequent to the disciplinary action, there must be an expedited evaluation to determine eligibility.

The school administration will notify the Student Services staff of a suspension offense of a special need student. If it appears that the suspension(s) will exceed ten cumulative days in a school year, an IEP review will be held to determine if a causal relationship exists between the misconduct and a student's handicapping condition. The team may design a modified program for the student, amend

the IEP, or notify the Department of Education as needed.

Chapter 71: Section 37H. Policies relative to the conduct of teachers or students; the Student Handbook

Section 37H. The Superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student, who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Chapter 71: Section 37H½. Felony complaint or conviction of a student; suspension; expulsion; right to appeal

Section 37H½. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the

right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

Smoking and Tobacco Free Policy

The Education Reform Act of 1993 prohibits the use of any tobacco products within school buildings and school facilities, on the school grounds, or on school busses, by any individual. In addition, student possession and the use of tobacco products, such as, cigarettes, chewing tobacco, cigars, or electronic nicotine delivery system (ENDS) are prohibited within the school building, on school grounds, at school-sponsored activities off school grounds, and on school busses at any time.

CHILDREN AND MENTAL HEALTH

A Resource Guide for Families

This guide was developed with support from Elementary Counseling and Community Mental Health Integration discretionary grants from the U.S. Department of Education. The content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

Like physical health, mental health is a very important aspect of our overall well-being. Mental health includes how we think, feel and act as we face the ups and downs of our lives. Good mental health helps us make choices and decisions, creates opportunities for healthy relationships with other people, and fosters resilience – our ability to bounce back—when we are when coping with the disappointments, stresses and changes that occur in daily life. These are important goals for adults as well as children. It is true that all people feel sad, angry, worried, and even out of control at times, and that ranges of emotions are a normal part of life. Sometimes, however, a person's thoughts, feelings, or behaviors become so overwhelming or extreme that they are unable to cope with the everyday demands of home, school, and relationships. This may be a sign of an emerging mental health concern.

While the causes of mental health problems are varied and not always fully understood, it is known that mental health issues may come from a combination of different factors including a person's biology, environment, and experiences. Whatever the cause, a person who struggles with mental health issues is not to blame for their difficulties and they cannot "just stop" the problem when they want to. It's especially important to understand this when we are raising children with more complicated emotional needs. Many parents assume that childhood is a carefree time, and that children are not vulnerable to mental health difficulties. In reality, mental health problems can affect people of any age, from early childhood throughout the life cycle. Mental health concerns in children and adolescents are much more common than most people think. In the United States it is estimated that one in five have some mental health related issue.

Getting help is an important step in treating mental health issues. Without the right help, children and adolescents are at higher risk to develop other difficulties, such as school failure and the development of poor coping strategies, which may lead to problematic and perhaps even destructive behavior. Identifying problems early and getting appropriate treatment can help children reach their full potential and may prevent more significant problems from emerging. A variety of signs may point to mental health disorders or serious emotional disturbances in children or adolescents. Pay attention if a child or adolescent you know has any of these warning signs:

- *Thinking:* persistent nightmares; unusual thoughts or beliefs; thoughts that race too fast; hearing of voices that cannot be explained; suicidal thoughts
- *Feelings:* persistent feelings of sadness/hopelessness; extreme angry feelings, agitation or uneasiness; sense of worthlessness or guilt; extreme anxious/worried feelings or fear; feelings that life is too hard or has no meaning
- *Behaviors:* sudden and/or sharp decrease in school performance; loss of interest or effort in things he or she usually enjoys; unexplained changes in sleeping or eating habits; frequent crying and overreaction to small things; avoidance of friends or family; frequent breaking of rules/trouble with the law; use of alcohol or other drugs; threats of hurting self or other people; lack of remorse or guilt when others are hurt; dangerous or life-threatening actions; cruelty to animals/fire setting.

While some of these signs or symptoms may occur as part of your child's normal development, parents should keep in mind that signs of mental health disorders can

signal a serious need for help in children and adolescents, as soon as possible. If you are not sure that you should seek help for your child, contact your child's healthcare provider or school counselor for guidance.

Where to Find Help

Once you have begun to identify your concerns, there are many places you can go to get assistance and/or advice about the mental health of your child. Talking with your child's pediatrician or school counselor is a good place to start. They will point you in the direction of the type of help that you might need, and offer names of local mental health providers or make recommendations from the list of providers that you receive from your insurance. If you are not sure where to start, ask someone you trust – perhaps a friend or family member, your child's teacher, healthcare provider or a member of the clergy – to help you get connected with the resources your child may need.

Emergency Services: 911 or (413) 733-6661

If you believe that your child, adolescent, or any family member is in a mental health crisis situation, you should immediately call 911 or the local psychiatric crisis response hotline at (413) 733-6661. **Help is available 24 hours/day, 7 days/week.**

Navigating the Insurance System

Health insurance may cover the cost of child and/or family mental health services. If your insurance policy includes a mental health benefit, it is usually a good idea to call the 800 number on the back of your insurance card to request a list of providers who will accept your insurance company's rate, and to learn about any restrictions that may limit the number of sessions or types of treatment. Families can experience frustration when, in the midst of concern about their child, they also encounter obstacles when they make the decision to seek assistance. Patience and persistence is the key. Many mental health providers will adjust their fees, based on a family's ability to pay. Some mental health providers will also provide mental health services right in your home. If your family or student is eligible for Medicaid or MassHealth, they may qualify for a wide range of services through the Massachusetts Children's Behavioral Health Initiative. Your pediatrician will be able to help you access MCBHI supported services. Community agencies, faith-based organizations or employee assistance programs provided by some employers can also offer low cost or no cost services, but it is important to find the service that is not only available but is the best possible match to your need. If you have serious concerns regarding your child and are

encountering difficulties in your efforts to seek help, do not hesitate to speak with someone you trust, including your pediatrician or school counselor.

When Making an Appointment

By contacting a local mental health provider, you can talk with a therapist whose job it is to understand and provide support to children with mental health issues. The first step in the process is usually called intake. This might be done over the phone, but often occurs at the first appointment. Depending on the age of the child and the nature of the concern, some clinicians prefer to see the parent(s) alone for the first visit. The purpose of the intake process is to gather information about your child's physical and emotional health (including any use alcohol and drugs), family and social background, and what goals you have for counseling services. The counselor or intake worker may ask many questions at this time, but it is also an opportunity for you to fully describe any concerns that you have, and ask the kind of questions that will help you determine if you are heading in the right direction.

Following Through

Remember that even when you are on the right track with a service referral it might take some time to find the right course of treatment and set up the kind of supports that will be most helpful to your child. Just as there is usually no single cause for mental health-related concerns, there are usually no simple answers. In many cases, a team approach is necessary and you will definitely want school personnel to be aware and involved. Because of safeguards to your privacy and confidentiality, you will be asked to authorize consent to allow the counselor to speak to the other professionals that may provide services, assistance or insights that improve your child's care. It is important that you feel comfortable with any sharing of information, and that you are assured that only information that is pertinent to effective treatment will be discussed.

Exceptions to Confidentiality

The one exception to confidentiality occurs when a professional believes that a child or family member poses a risk of harm to self or others. In such cases, the professional is required by law to make efforts to protect the safety of your child and those around him or her by reporting this potential risk to the appropriate authorities. Depending on the nature of the circumstances, a risk/threat assessment may be conducted by specially trained school mental health staff or community agency providers and may be required prior to a student's re-entry to school.

Questions to Ask:

Before, During, and After the First Visit

Before:

1. Does my doctor, friend, family member or school liaison have a counselor that they would recommend?
2. Which providers accept my insurance, and what services are covered? If not covered by insurance, how are fees determined?
3. Am I looking for a particular type of therapist? Does my child prefer a male or female? Will the counselor understand my language or cultural background?

During:

1. What experience do you have with children who may be experiencing similar difficulties?
2. Do you have a preliminary diagnosis?
3. What counseling approach are you likely to recommend, and what will my role be in my child's treatment?
4. If medication is being discussed or evaluated, what are the benefits and side effects?
5. Will you be seeking input from school personnel?
(Remember to sign a release authorizing communication between the counselor and the school.)

After:

1. Does the counselor seem to be a good "fit" for my child and my family?
2. Does the counselor seem to have a treatment strategy, and is my role clear?
3. Is the counselor willing to work with teachers and school professionals to seek input on how these concerns may be affecting academic performance of school adjustment?

Community Services Guide

There is no greater priority than your child's health, including his or her emotional well-being. If you have concerns, please remember that you are not alone. Consider teachers, school administrators, and school counselors, as partners in getting the assistance that you and your family may need.

The following listings provide just a few of the many resources that are available to help you and your family when you encounter difficult or stressful situations. While this information is intended to be helpful, we also recognize that contact information and scope of available services can quickly change. This is not a directory, but the support agencies represented in this guide are well established within the community and are intended to be good reference points for answering your questions or accessing services that are more targeted to individual needs. Remember that school personnel

including nurses and counselors are frequently familiar with your child, knowledgeable about up-to-date resource information and happy to help.

1. Behavioral Health Network Crisis Services

417 Liberty Street, Springfield, MA 01104

(413) 733-6661 (413)536-2251

BHN Crisis Services is a comprehensive program designed to respond to individuals experiencing a crisis related to a mental illness or substance use. Services are delivered through a range of programs including evaluation services, stabilization services, outpatient services, and support services.

<https://bhninc.org/addiction/emergency-services/>

2. Bureau of Substance Abuse Services

(800) 327-5050

The Bureau of Substance Abuse Services oversees the substance abuse and gambling prevention and treatment services in the Commonwealth.

Responsibilities include: licensing programs and counselors; funding and monitoring prevention and treatment services; providing access to treatment for the indigent and uninsured; developing and implementing policies and programs; and tracking substance abuse trends in the state.

3. Pathways for Parents

Contact Kelly Castor, Program Coordinator

(413) 583-3527 or email

kellycastor@pathwaysforparents9@gmail.com

The Pathways for Parents is a program of the Massachusetts Department of Early Education and Care, established to give support services to children, from birth to age 8, and their families (*i.e. parenting education and community resource referrals*).

Visit: <https://pathways4parents.wordpress.com/>

4. Department of Children and Families

VanWart Area Office, Springfield, MA

(413) 205-0500

NOTE: To report abuse or neglect, call the Child-at-Risk Hotline anytime of the day or night at (800) 792-5200.

The Department of Children and Families (DCF) is the Massachusetts state agency charged with the responsibility of protecting children from child abuse and neglect. DCF strives to build the capacity of communities to support families and prevent child abuse and neglect, and to integrate a strengths-based approach.

5. Department of Mental Health

P.O. Box 389, Northampton, MA 01061

(413) 587-6200

The Department of Mental Health facilitates access to services and supports to meet the mental health needs of individuals of all ages. The department sets the standards for the operation of mental health facilities and community residential programs and provides clinical, rehabilitative and supportive services for adults with serious mental illness, and children and adolescents with serious mental illness or serious emotional disturbance.

6. Federation for Children with Special Needs

1135 Tremont Street, Suite 420, Boston, MA 02120

Western MA Contact: (413) 323-0681 or

fcsninfo@fcsn.org. The Federation is a center for parents and parent organizations to work together on behalf of children with special needs and their families. Resources include parent support, workshops, advocacy and publications.

7. Rick's Place Center for Grieving Children

35 Post Office Park Suite 3514 | Wilbraham, MA

Contact: (413) 348-3120 <http://ricksplacema.org>.

Rick's Place is a safe, compassionate environment for all children affected by the death of a close family member. Children and teens, kindergarten through high school, participate in age-appropriate group activities and discussion related to their grief experience. Trained facilitators use creative approaches including art, music, play and poetry to encourage grief expression, memory sharing, feelings exploration, and self-care. Concurrent adult groups help caregivers to develop understanding children's grief, and strategies for support. To learn more, call (413)348-3120 or visit:

<http://ricksplacema.org>

8. Behavioral Health Network, Inc. (BHN)

This is a non-profit community behavioral health service agency that provides comprehensive, outcome-driven behavioral healthcare to help individuals, families, and communities improve the quality of lives for those with behavioral health and developmental challenges. For additional information, please visit: www.bhninc.org

9. Center for Human Development (CHD)

This is a Human Services agency, with over 70 programs that serve those in Western Mass and CT. From Early Intervention and young children through Adult Day Health, CHD recognizes the unique needs of program participants and works to go above and beyond each

and every day. For additional information, please visit www.chd.org

10. Massachusetts 211

United Way of Western Massachusetts

1. 2-1-1 connects callers to information about critical health and human services available in their community, 24 hours/day and 7 days/week.
2. 2-1-1 provides a one-stop service for vital information, including referrals to human services for every day needs and in times of crisis.

For example, 2-1-1 can offer access to the following types of services and resources:

- *Basic Human Needs:* food banks, clothing, shelters, rent assistance, utility assistance.
- *Physical and Mental Health:* medical information lines, crisis intervention services, support groups, counseling, drug and alcohol intervention, rehabilitation, health insurance programs, Medicaid and Medicare, maternal health, children's health insurance programs.
- *Support for Children, Youth, and Families:* quality childcare, after school programs, Head Start, family resource centers, summer camps and recreation programs, mentoring, tutoring, protective services, and disabilities information.

Substance Use Prevention/Intervention Resources

The following information is provided by the Hampden-Wilbraham Partners for Youth Coalition with support from a grant from the federal Drug Free Communities (DFC) programs.

1. Hampden-Wilbraham Partners for Youth Coalition

H-W Partners for Youth is a coalition of community members and agencies working together to implement a coordinated, comprehensive, collaborative and sustainable plan of evidence-based activities and services to prevent and reduce youth substance use and promote healthy childhood development. For more resources and information on how you can get involved, contact Ruth DiCristoforo, Coalition Coordinator, and please visit: www.hwp4y.org

2. Youth Mental Health First Aid Certification Course (YMHFA)

Youth Mental Health First Aid is an 8-hour course that teaches caring adults to recognize and offer assistance to youth who may be experiencing a mental health or addiction crisis. Local certified trainers offer courses throughout the year, or by arrangement for groups of 5

or more. For more information, contact tbrand@hwrdsd.org

3. Youth Crisis Services

Behavioral Health Network & Crisis Services

Frontline, 24/7 is a response to individuals of all ages experiencing a behavioral health crisis, regardless of insurance.

(413) 733-6661 (24 hours/7 days)

<http://bhinc.org/content/emergency-services>

4. Youth Addiction Support

Youth Central Intake & Care Coordination

This program provides 'free' and confidential support, on how to help a youth or young adult who may be struggling with substance use. Ask any questions and get referrals to DPH-licensed treatment services at the right level of care needed.

Toll free: (866) 705-2807 or (617) 661-3991

Hours: Monday – Friday, 9:00 a.m. – 6:00 p.m.

www.healthrecovery.org

5. MA Substance Abuse Information & Education Helpline: (800) 327-5050

Free, anonymous information and referrals for alcohol and drug use problems (all ages).

Hours: Monday – Friday, 8:00 a.m. – 10:00 p.m.

Weekends: Saturday/Sunday, 9:00 a.m. – 5:00 p.m.

<http://helplinema.org/>

Support Groups

1. Learn to Cope

This is a peer-led support network for families dealing with addiction, and an online 24/7 chat room for support and resources. Please visit: www.learn2cope.org

Meetings: Thursdays, 7:00 p.m. – 8:30 p.m.

Providence Behavioral Health Hospital

1233 Main Street, Holyoke, MA (1st floor auditorium)

Contact: mjulian@learn2cope.org

2. Western MA Parents Support Group

Parents and caregivers helping each other while trying to cope with a child using alcohol and/or drugs.

Meetings: Wednesdays, 6:30 p.m. – 8:30 p.m.

Providence Behavioral Health Hospital

1233 Main Street, Holyoke, MA (1st floor auditorium)

Contact: Barbara Gallo at bgallo61@yahoo.com

3. Al-Anon and Alateen

Understanding and support for friends and families of problem drinkers. For information or to find a group meeting visit: www.valleyalanon.org

4. Naranon

This is a 12-step support program for family and friends of an addict. For more information or to find a group meeting throughout your area visit: www.naranonctma.org

5. Helplines and Online Support

Partnership for Drug-Free Kids Helpline

National Helpline available:

Monday - Friday, 9:00 a.m. – 5:00 p.m. and 24/7 on-line resources.

Toll Free: 855-DRUGFREE (855) 378-4373

<http://www.drugfree.org>

6. Allies in Recovery

This is an online resource to help support families who have a loved one struggling with addiction.

Free for MA residents. Visit: www.alliesinrecovery.net

7. Parental Stress Line

This is a toll-free helpline for parents, 24/7 availability, confidential and anonymous.

Toll Free: (800) 632-8188

<http://www.parentshelpingparents.org/parental-stress-line>

8. Grandparents Raising Grandchildren

This is an online resource and group meeting directory for grandparents and all relatives raising grandchildren

Visit: <http://www.massgrg.com>

Youth Risk Behavior Survey

The Youth Risk Behavior Survey is provided each spring to HWRSD middle and high school students (grades 7-12). The purpose of these surveys is to improve our school health education programs and identify areas of needed support services and community resources. Survey results provide a broad understanding of youth risk factors, particularly related to substance abuse, behavioral health, and bullying/violence, and enable us to better understand and help educate our students and their families about emerging health issues and concerns. Although the surveys are based on the Massachusetts Youth Risk Behavior Survey, the HWRSD has tailored and customized the Massachusetts YRBS to meet the local needs for the middle and high school

levels. The surveys are typically administered in April, prior to the spring break. These are multiple-choice and computer-based, and typically take between 30-40 minutes to complete.

Participation is voluntary and anonymous – names or personal identifiers are not used or reported. Topics include general health and well-being, and attitudes and behaviors related to tobacco, alcohol and other drugs. To better align questions with the District's school safety priorities, questions pertaining to internet safety, bullying and harassment, and emotional wellness/safety have been added for all students, grades 7-12. ***For high school students:*** Behaviors related to sexually transmitted diseases, unintended pregnancy and self-harm/suicide are included. Specific dates for survey administration and opt/out instructions are included in the January, February, and March editions of the high school and middle school newsletters, posted on the District website, and mailed home in late February. Valid results depend on high participation rates among our students, but participation is totally voluntary and parents are strongly encouraged to review the survey (posted online in January) and ask any questions that they may have by contacting John Derosia at jderosia@hwrso.org.

PART 2

ELEMENTARY SCHOOLS AND MIDDLE SCHOOLS

ELEMENTARY SCHOOLS AND MIDDLE SCHOOLS

School Hours

Below are the hours of your child's school day.

Green Meadows School	8:30 – 2:40
Mile Tree Elementary	8:30 – 2:40
Soule Road Elementary	8:30 – 2:45
Stony Hill Elementary	8:30 – 2:45
Wilbraham Middle	7:40 – 2:00

Arrival Times for School

Unless otherwise noted, students should not arrive to school any earlier than the morning times listed below, as supervision is not provided before that time.

Green Meadows School	8:15
Mile Tree Elementary	8:10
Soule Road Elementary	8:15
Stony Hill Elementary	8:15
Wilbraham Middle	7:30

Absences

1. If a student is absent eight (8) times during the first marking term, parents/guardians will be provided a written record of their child's attendance.
2. Once a student is absent sixteen (16) times, the principal will review the students' attendance record to determine compliance with the mandatory state attendance law. Parents will be notified in writing about their child's attendance information. Action will be sought through the court when deemed appropriate by the principal.
3. After twenty-four (24) absences, a mandatory conference will be scheduled with the principal and parents. A warning notice will be sent documenting that any more absences may result in non-promotion to the next grade level. A court referral is probable at this point in time indicating failure to comply with the state mandated policy.
4. After twenty-eight (28) absences, the principal will review the student attendance record and will send a letter to the parents/guardians notifying them of possible non-promotion of their child. A petition will be filed with the court indicating failure to comply with the state mandated policy.

5. If students have absences of unusual and/or extenuating circumstances, the principal reserves the right to waive the above actions.

Tardy and Early Dismissal

1. Students who arrive at school after the starting time are considered tardy and should report to the office before going to their class. Students should then follow the procedure that pertains to their particular school.
2. Students who are tardy more than (5) times in a term will receive an after school detention for each subsequent tardy. The (5) tardy limit will reset for each term. The building principal reserves the right to determine when such a consequence is appropriate.
3. Students who are late due to a bus delay will not be considered tardy.
4. Please note that if a student is out of school for more than one-half of the school day, it will count as an absence.

When necessary, early dismissals are granted upon written parental request specifying the time, date, reason, and who will be picking up your child. Please contact your individual school to determine the procedure for an early dismissal. Please schedule appointments outside of school hours.

General School Visitation

Parents are welcome to visit our schools at any time. Please observe the following guidelines when visiting:

1. Please call the school to make arrangements ahead of time.
2. All visitors must use the main entrance.
3. All visitors must register and receive a visitor's badge at the front office.
4. Young siblings should not accompany their parents to the classrooms.
5. Visitors are expected to comply with the confidentiality policy as stated on the Visitor's Log in the school's main office.

Visitor Access

A safe school environment is essential for learning, and is one of the highest priorities in the Hampden-

Wilbraham Regional School District. For the security of our students and staff and the safety of our guests, all school buildings are locked during school hours, and visitor activity is video monitored.

All guests should expect to follow the following procedures when entering the building. First, press the button to call the receptionist. When requested, state your name and the purpose of your visit and wait until the receptionist instructs you to come in. When you enter the building, you will be issued a visitor badge and directed to a sign-in log. You must wear and display your visitor badge at all times during your stay, as this will indicate that your presence in the building is authorized. When you are leaving, return your badge and use the log to record the time of your departure.

Occasionally, there may be circumstances that will require you to show an ID, such as a driver's license, in order to enter the building or pick up your child. While some of these measures may create anxiety, inconvenience or delays, they are necessary steps to provide the safest and most secure learning environment possible.

Informal Classroom and School Visitations

Refer to Part 1 of this handbook.

Parent Volunteers

We encourage parent volunteers in our schools. However, please be reminded that all parent volunteers who are working in any capacity in the school setting are bound by the laws of confidentiality. Information obtained through observation or participation in classrooms is completely confidential. On a yearly basis, the HWRSD School Volunteer Agreement must be completed prior to volunteering in the District. Every 3 years the volunteer must have a District CORI clearance. **Refer to the *School Volunteer Agreement* at the end of this handbook.**

Grading/Reporting and Parent/Teacher Conferences

Refer to Part 1 of this handbook.

Parent/teacher conferences are an integral part of the communication carried on between home and school. Through these conferences, a better assessment of each student's progress can be achieved between teacher and parent. Conferences are also scheduled as part of the K-1 report card model. Parents may request a conference with their child's teacher or team any time during the school year by calling the school office to arrange a

convenient time. Each November a parent-teacher conference day is scheduled for students in grades PreK-8.

Progress Reports

All teachers will be posting to the Portal, an update of student progress every other Monday beginning October 5, 2020. Should a holiday or school interruption fall on a posting date, the report will be available the following day (Tuesday). In grades 2-6 progress reports may be sent home in the middle of each marking period. Middle school students will receive progress reports in the middle of each marking period. Progress reports must be signed by a parent/guardian and returned to the teacher.

Homework Policy Grades 1-8

Homework is a vital part of a child's school experience. Its primary purpose is to give students time to practice skills taught in class. This extension of learning time also helps students develop responsibility, time management skills, and self-confidence. It also helps promote parent-child interaction and strengthen home/school communication. Homework has been shown to be an important way to increase student achievement. Students learn and reinforce essential basic skills through consistently completing homework in a responsible and timely manner. In the elementary schools, homework fosters positive attitudes, habits, and character traits. In the middle schools, homework facilitates knowledge acquisition in specific topics and develops more independent problem solving skills.

Homework is a teacher planned learning activity that takes place outside of a student's regular school hours. Assignments are specific and related to classroom objectives. The needs and abilities of the student are important considerations in planning assignments. Children are responsible for the completion of all homework assignments under the supervision of their parents. Teachers are responsible for the coordination of homework assignments. Weekend homework is usually reserved for long-term assignments such as book reports and projects. The teacher reserves the right to make exceptions to this policy. The following guidelines will assist the student and parent in determining how much time should be spent on homework after school in addition to any daily reading expectations.

Homework Guidelines	
Grade Level	Daily Total Minutes
Grade 2	10 - 20
Grade 3	20 - 30
Grade 4	30 - 45
Grade 5	45 - 60
Grade 6	60 - 75
Grade 7	75 - 90
Grade 8	90 - 120

If a student or parent finds excessive periods of time are being spent on homework they should contact the teacher to discuss the situation.

Summer Instruction

Any student in grade 8 who has not met the passing requirements for English Language Arts and/or Math will be required to attend a summer high school readiness intervention program in the content areas in which they were unsuccessful.

Academic Eligibility

In order to participate or try out for fall inter-scholastic athletics at Minnechaug Regional High School, all incoming students in grade 9 must meet certain academic standards to be eligible. All students in grade 8 must achieve a passing final grade in at least 75% of all core academic classes (Social Studies, Language Arts, Math, and Science). Students who are ineligible may regain eligibility by meeting or exceeding the current academic standards for all Minnechaug student athletes. Summer course work may be considered.

Policies Relating to Student Conduct and Discipline

The school's primary goal is to educate, not discipline. When the behavior of individual students comes in conflict with the rights of others, corrective actions may be necessary both for the benefit of that individual as well as the school as a whole. The conduct of students shall be governed by the policies, regulations and rules of the Hampden-Wilbraham Regional School District. These rules are applicable in school, on the school grounds, at a school activity away from school, on the way to and from school, and on a school bus. Students who become involved in behaviors that are beyond the scope of the above area, which adversely affect the continuity and/or quality of school operations, and/or the effectiveness and well-being of school personnel (to include the harassment of school personnel, bomb threats, and vandalism to school property and buses, etc.) will be subject to

disciplinary action. Be advised that any Middle School student who attends a High School event is considered to be at a school function and is subject to all rules and regulations as stated in this handbook.

Discipline Procedures

The discipline procedures are designed to cover the general rules and regulations of the individual schools. However, it is not intended to be all inclusive and individual teachers or principals may have their own rules and regulations pertaining to the management of their classes or schools. In the elementary schools most discipline is handled by the classroom teachers. Individual students may be required to remain in their classrooms or office during recess or after school for infractions, such as, gum chewing, fighting, swearing, breaking classroom regulations, and incomplete work.

The classroom teacher will determine the length of time that the student will be required to remain in the classroom. During this time students will be supervised by an adult. If a situation arises that is serious enough for a student to be sent from the room, the student will be sent to the principal's office. The teacher will notify the office that the student is being sent and the reason for his/her removal from the classroom. For more serious infractions, the teacher will also contact the student's parent/guardian and inform them of the situation.

Consequences

Student discipline is confidential and typically progressive. Although our regulations and rules are straightforward, each case is dealt with on the basis of the severity of the infraction and individual circumstances. The following list represents typical consequences that could be invoked by school administration:

1. Verbal warning
2. Detained during or after class
3. Seat changed
4. Discussion of problem with teacher or team of teachers
5. Notification of parents
6. Parent conference
7. Behavioral contract
8. Financial restitution and/work-in-kind
9. Lunch/recess detention
10. After-school detention
11. Guidance/Adjustment counselor referral
12. Outside counseling referral
13. Time-out

14. In-school suspension
15. Out-of-school suspension
16. Expulsion from school
17. Suspension or expulsion from bus transportation
18. Police referral
19. Students may be removed from riding the bus to and from school, or the late bus, should the student receive more than one bus infraction. The school administration reserves the right to make this decision.

Any student on external or internal suspension will not be allowed to participate in any school activities during period of suspension.

Detention, Detention Slips, and Bus Conduct Reports

Office detention is assigned by school administrators. Such a detention is considered a very serious punishment. Students will bring their parents a form to sign which describes the incident and any corrective action taken. Parents must sign these slips in order to verify that they have seen them and are aware of the infraction and detention. Forms should be returned to the school office on the next school day. A teacher detention must also be signed by a parent and returned to the teacher. Students who fail to report as requested without a legitimate excuse will face additional disciplinary action. Bus conduct reports, like detention slips, must be signed and returned to the office to be sure that parents have seen them. If parents cannot be notified by phone, a 24-hour notice will be given.

Appropriate student behavior in detention is as follows:

1. All students must have assignments to do and should work quietly at a desk for the entire detention period.
2. Bathroom passes are generally not necessary since students should have stopped beforehand.
3. Talking is not allowed.
4. Misbehavior may result in more detentions or a suspension.

Student Suspension and Expulsion Law

Notice of Suspension: Section 37H ¾

Section 53.06

1. Except as provided in 603 CMR 53.07, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity to be heard and the parent an opportunity to participate in such hearing.

2. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English. The notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. 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, and for the parent to attend the hearing;
 - e. The date, time, and location of the hearing;
 - f. The right of the student and the student's parent to interpret services at the hearing if needed to participate;
 - g. If the student may be placed on long-term suspension following the hearing with the principal:
 - i. The rights set forth in 603 CMR 53.08 (3)(b); and
 - ii. The right to appeal the principal's decision to the Superintendent.
3. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.
4. Written notice to the parent may be made by hand delivery, first-class mail, and email to an address provided by the parent for school communications, or by any other method of delivery agreed to by the principal and parent.

Emergency Removal: Section 37H ¾

Section 53.07

1. Nothing in these regulations shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially disrupts the order of the school. The temporary removal shall not exceed two (2) school days, which shall include the day of the emergency removal, during which time the principal shall:

- a. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
 - b. Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
 - c. Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(3), and give the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time is otherwise agreed to by the principal, student, and parent.
2. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Reference Massachusetts General Law, M.G.L. c. 222. A copy of the full regulations can be found on the district website at <http://www.hwrsd.org>.

Expulsion means the permanent exclusion of a student from the schools of this district.

Suspension means the temporary exclusion, by a properly authorized school official, of a student from a regular school program. Suspension may take place within the school facility (internal suspension) or at home (external suspension). The duration and place of the suspension are to be determined by the principal or his/her designee. The principal will make this determination based on all pertinent information regarding the incident. The principal will consider the severity of the incident, past behavior, extenuating circumstances, safety factors, and the best interest of the student and the school. In each case of suspension, the principal will notify the parents of the grounds, duration, and place of suspension. Students who are suspended from school will be required to make up any and all academic work. Staff members shall provide the student with a reasonable opportunity to make up missed work when appropriate. Students cannot participate in any school-sponsored activities during the day(s) that they are under suspension.

The following offenses may, but are not limited to constitute sufficient cause for immediate suspension from the regular school program:

1. Smoking or possession of tobacco.
2. Use or possession of alcoholic beverages or drugs.
3. Possession or use of products or other substances for unintended purposes.
4. Possession or use of dangerous weapons.
5. Assault and battery.
6. Arson.
7. Detonating firecrackers on school property.
8. Larceny.
9. Fighting, vandalism.
10. Harassment/bullying, including cyber-bullying and retaliation of school personnel or students.
11. Bomb threat.
12. Insubordination/disrespect.
13. Unexcused absence from internal suspension.
14. Activating false fire alarm.
15. Forgery.
16. Excessive tardiness, repeated class cutting.
17. Repeated cutting of detention.
18. Urinating or defecating inappropriately.
19. Repeated truancy.
20. Disrupting school activity and the educational process.
21. Email threats and/or other improper use of technology.
22. Compromising the security system.
23. Possession of a hoax substance.
24. Verbal threat.

STUDENT RULES AND REGULATIONS

Bicycles, Skateboards, Rollerblades, Scooters, and Wheelies

Students may ride bicycles to and from school with written permission from their parent/guardian, unless otherwise designated by the building principal. This signed permission form must be on file in the principal's office prior to the student riding his/her bicycle to school. It is recommended that students lock their bicycles in the bike rack, since the school does not assume responsibility for loss or theft.

Helmets must be worn when riding a bicycle to and from school. Mass. Gen. Laws. Ch. 85, §11B(2), requires that "any person under the age of 16 riding a bicycle, as an operator or passenger, must wear a protective bicycle helmet. The failure to wear a required helmet shall not be used as evidence of contributory negligence in any civil action". This law was current as of August 2012 and may be subject to change.

Students who ride bicycles are not to arrive on school property before the designated time for entry into the building. Skateboards, rollerblades, scooters and wheelies are not allowed on school grounds.

Cafeteria Behavior

Lunch should be an enjoyable experience. We ask each child to behave as if he/she were at home eating with his/her family. Students must follow the cafeteria rules of the school they attend. Students may be removed from the cafeteria and/or lunch recess for inappropriate behavior.

Courtesy

Courtesy to teachers, school employees, substitutes, other students, and visitors is important in our school system. As a school citizen, each person should strive to be considerate of others. The expectation is that all members of the school community will be respectful and treat people as they would want to be treated.

Gum and Candy

Gum chewing is not allowed in school at any time. Students are not permitted to sell gum, candy, or any other items in school.

Classroom

Students must come to school with the necessary materials they will use during class time. This should include their textbooks, pencils, pens, and student agenda. Morning homeroom/advisory is a time for students to organize for the day's activities. Attendance and announcements will be made at this time.

Restrooms

Students must receive permission from their teacher to leave the classroom at any time, unless there is an extreme emergency.

Honesty

Honesty is important and is expected in the Hampden-Wilbraham Regional School district. Students have the duty to be responsible and honest people. Dishonesty and cheating deprive people of their most prized possession: self-respect.

1. Students may not forge (write the signature or initials of another person) any note, pass or official paper work for themselves or for another student.
2. Students may not cheat on a quiz, test or other class work. Cheating is personally unethical and

counter-productive to learning. Cheating includes:

- a. Copying class work or homework, or providing answers to another student.
- b. Plagiarism (*using ideas or writings of another as one's own work, such as copying and pasting from an internet source*).
- c. Bringing answers into a testing area.
- d. Giving test questions/answers to a member of a later class or receiving test questions /answers from an earlier class.
- e. Copying from another student's test or knowingly permitting another to copy during a test.
- f. Any other action intended to obtain credit for work that is not one's own.

Lockers and Desks

Every student in the middle schools and some elementary schools will be assigned a locker for the storage of books and equipment. The school is not responsible for the loss or theft of personal valuables and property. Non-school related items may not be stored in lockers, desks, or backpacks. This may include, but is not limited to, balloons, toys, stuffed animals, cards, personal music devices, and computer games. Illegal items such as weapons, lighters, matches, illegal drugs, alcoholic beverages, stolen property, pornographic, and/or obscene materials are prohibited from school. Lockers are loaned to pupils for the school year. They are jointly accessible to the student and school officials and may be subject to inspection and search at any time at the discretion of school officials. Students at the Wilbraham Middle School will be given combination locks. It is the student's responsibility to keep this combination confidential and see that their locker is locked and orderly.

Canine Searches (Middle Schools)

The Hampden-Wilbraham Regional School District has formed a partnership with the Hampden and Wilbraham Police Departments and the local Canine Units to periodically use trained police dogs to search the lockers, classrooms and school grounds. These unannounced searches may occur at any time.

Money and Valuables

It is strongly suggested that students should not bring more money to school than needed for the day. If you need to bring a large sum of money to school, take it to the office where it can be kept until dismissal time.

Cell Phones and Electronic Devices

In some cases, it is academically appropriate to utilize the portable technology to enhance student learning. We recognize this potential as well as the possible negative consequences for their use in the classroom. Teachers may use electronic device technology in their classroom as they deem appropriate for educational purposes. If such an item is lost, stolen, or damaged, the school will not be responsible for restitution. Under no circumstances are students to make or receive phone calls or text messages during school hours. Cell phones and any wireless communication devices are to be turned off and put away out of sight during the school day, unless authorized by a staff member. Portable music and video players are to be turned off and put away during all academic times unless with specific permission by classroom teacher. No recording device (audio or video) of any type is allowed during school hours or in the building any time without specific permission.

Cell Phone Search

Search of cell phones for pictures, text messages, and videos that are pertinent to a specific investigation is permissible if the search is reasonable in its inception and justified in its scope.

Gambling

Gambling is not allowed on school property at any time.

Physical Education

Students are required to purchase a school-issued uniform at a cost of \$17.00. Purchase is made through the Physical Education and Fit-4-Life teachers at the beginning of the semester of the scheduled PE/Fit-4-Life class. Sneakers are a requirement for gym class.

The physical education program provides a variety of activities. To be excused from gym class, a written note is required from the student's parent/guardian, or school nurse explaining the reason. If there is a need to be excused for more than one week, a note must be sent to the school stating the problem and length of time to be excused. This note must be signed by a doctor and presented to the school nurse.

Respect and Care of School Property

Respect for school property is the sign of a good school citizen. Persons who willfully damage school property will be required to make full restitution and

will be reported to the proper legal authorities. Vandalism may result in suspension from school for up to 10 days. Textbooks and school supplies are loaned to the student, who is expected to return them in good condition. Lost or damaged books and materials must be paid for in order that immediate replacements may be made.

Physical Contact, Threats, Harassment, and Bullying

Students have the right to attend school without the fear of physical harm, threats or harassment. Fighting, pushing, tripping or hitting another student or staff member is not allowed and may result in a suspension or expulsion. Under Massachusetts Law, Chapter 92 of the Acts of 2010, bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

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

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

School Attire

HWRSD strives to provide an environment focused on instruction and learning. Appropriate student dress has a positive impact on student learning, student behavior and the overall educational environment. All students are required to be dressed in a manner that does not interfere with the health, safety and welfare of themselves or other students. Dress that distracts/ disrupts the educational process and mission of the school is prohibited. The dress code is in effect upon entrance of students to the building and at school related activities. The following are examples of the standards that will be observed at Minnechaug and while representing Minnechaug:

1. Attire covering the top of the body must have at least two inch wide straps and be long enough to cover any exposed skin on the torso.
2. Pants must rest high enough on the hips so as not to expose underwear or skin.
3. Legs should not be exposed above fingertip length when a student stands with arms fully extended downward.
4. Clothing promoting alcohol, tobacco products, weapons or drugs is prohibited.
5. Clothing with obscene or vulgar statements or pictures is prohibited.
6. Underwear worn as outerwear, including semi-transparent clothing is prohibited.
7. Necklines of shirts must be high enough not to excessively expose cleavage or the chest.
8. Athletic uniforms worn to school during school hours must meet the requirements of the MRHS dress code.
9. Large, long and/or heavy chains, spikes or any other hardware worn as jewelry or accessories, including wallet keepers and dog collars, are prohibited.
10. Sunglasses are prohibited.
11. Head apparel, such as hats, hoods and bandanas, is prohibited. (Except for religious or medical purposes.)
12. Clothing should not drag on the floor and should be safe for use on stairwells and appropriate for the activities in which the student is involved.
13. Footwear is required and must be safe for use on stairwells and appropriate for the activities in which the student is involved.

In addition to the listing above, clothing, attire, and accessories found to be disruptive or distracting to the educational process or which has affected the safety of students will be determined a violation of the dress code by the school administration.

Contacting Students and Staff in School

Students will not be allowed to receive telephone calls except in the case of an emergency. It is the responsibility of every student to arrive at school with all necessary materials relating to his/her assignments. Parental assistance, at home, can minimize unnecessary phone calls. Whenever possible, please plan ahead and use a note so that phone calls can be kept to a minimum. Telephones are for business purposes and use by children is not allowed. The office phone is only to be used in the event of an emergency. Messages for students will be accepted in the case of an emergency. Please make every effort to give the school office sufficient time to deliver the message. Students will not be taken from class for telephone calls.

Calls for staff members will always be noted. Since teachers and staff cannot be called out of a class or duty to speak on the telephone, they will return phone calls as soon as possible.

STUDENT PROGRAMS AND SERVICES

Extra Help

Extra help may be available for students after school. Students are encouraged to make arrangements with their teachers in advance. Parents are responsible for transportation arrangements, unless a late bus is available. Students staying after school are required to be supervised by a teacher at all times. Please check with your child's teacher to see if extra help is available.

Cafeteria Service

Breakfast and lunch is available in all school cafeterias. Milk (white, chocolate) may be purchased for a snack in elementary schools and as a supplement to lunches brought from home. A monthly menu and calendar are posted in the cafeteria, each homeroom, on the District website, and also sent home with each student at the beginning of each month. **Refer to Part I of this handbook for more detail.**

Star Time and Morning Meeting

The goals of Star/Advisor-Advisee are:

1. To insure that every child will be well known by at least one adult.
2. To provide students the opportunity to discuss topics of importance to them.
3. To foster and encourage cooperation and respect through small group activities.

4. To foster those skills that will lead to school and future success.
5. To reinforce positive behavior and improve school climate.

Health Education Growth and Development

The Hampden-Wilbraham Regional School District provides a developmentally appropriate curriculum beginning in Grade 5 covering various aspects of human growth and development including sexual education. Parents have the right to exempt their child from lessons covering sexual education issues. Parents must submit a request in writing to the building principal if they do not wish to have their child participate in this portion of the curriculum. All materials are available to parents for review in the building principal's office. Parents will be notified of their right to exempt their child from sexual education in September of each school year.

Excursions Policy

Excursions are supplements to the school program and typically do not require the participation of all students in a group or class. Examples include trips sponsored by student clubs and travel of special interest groups outside of school hours and annual class trips.

Students participating in an excursion are representing both our school and community and exemplary behavior is expected at all times. Students are required to have acceptable attendance, academic and behavioral records in order to participate. Parent consent, as indicated by signature on specific forms provided by the school, is also required for participation. Some excursions may require additional rules for participation. Minimum Standards for Academic, Behavior, and Attendance:

1. Students must be passing all classes including their Related Arts Classes at the time of the trip or excursion. Minimum grade average must be 60%.
2. One of the following discipline records will exclude you from an excursion:
 - a. After receiving three separate incidents of suspension, a student will become ineligible to participate on an excursion for the remainder of the year.
 - b. A serious violation of school rules and/or persistent behavioral issues may also be considered as reason to deny a child's participation under the discretion of the principal.

3. A student cannot miss more than 20 school days or the equivalent thereof in school tardiness.

If a student becomes ineligible to participate in an excursion due to the above standards, he/she will forfeit any payments made towards the trip that are non-refundable at the time of the exclusion. The principal reserves the right to review this policy based upon the best interest of the school and the student(s) involved.

Field Trips and Co-Curricular Activities

Field trips/co-curricular activities are a valuable part of the Hampden-Wilbraham Regional School District's educational program. Parents must sign all permission slips for field trips. Students represent their school on field trips/co-curricular activities and should understand that they remain under school supervision during the entire trip. When paying for field trips/co-curricular activities, please make checks payable to HWRSD unless otherwise indicated. Students may be excluded from attending field trips/co-curricular activities, if their school attendance, class work, or behavior is such that remaining at school will be of greater benefit than the field trip/co-curricular activity. The school administration reserves the right to make those decisions.

Lost and Found

Articles that have been found in the school or on school grounds should be turned in to the school office where their owners may claim them. Losses should be reported to the office. Articles of clothing that are left behind at the end of the school year will be sent to charity one week after the close of school in June. Please label all clothing items and lunch boxes for easy identification and return.

PART 3

MINNECHAUG REGIONAL HIGH SCHOOL

ADMINISTRATION

Stephen M. Hale, Principal
Nicole K. Smith, Associate Principal
Heidi E. Drawec, Assistant Principal
Michael J. Roy, Athletic Director

Hampden-Wilbraham Regional High School

**Minnechaug Regional High School
621 Main Street
Wilbraham, MA 01095**

Welcome Letter from the Principal

Dear Students and Families,

Minnechaug Regional High School is pleased to present you with the *HWRSD Handbook for Students and Families* for the school year 2020 – 2021. It is designed to be a guide and a resource to our students and parents/guardians. Our hope is that the policies promulgated in this handbook will help us maintain a safe, orderly school environment that is conducive to learning.

We review these policies with our students at the beginning of each school year, but we urge students and parents/guardians to review the handbook to become familiar with Minnechaug's procedures and expectations. Close attention should be paid to policies relating to school safety, attendance, honor roll, discipline, student assessments, and graduation requirements.

Best wishes for a safe and successful school year.

Stephen M. Hale
Principal

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MINNECHAUG REGIONAL HIGH SCHOOL

2020-2021

Day 1 / Day 2 Calendar

Day 2 is shaded

AUGUST M T W Th F 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31	SEPTEMBER M T W Th F 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30	OCTOBER M T W Th F 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30	NOVEMBER M T W Th F 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30
DECEMBER M T W Th F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31	JANUARY M T W Th F 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29	FEBRUARY M T W Th F 1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26	MARCH M T W Th F 1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 31
APRIL M T W Th F 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30	MAY M T W Th F 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31	JUNE M T W Th F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30	

August - 26, 27, 28, 31 - PD #1, #2, #3, #4
 September - 1-9 - PD #5, #6, #7, #8, #9, #10
 September 7 - No School - Labor Day
 September 10 - First Day Grades 9-12 Cohort B
 September 14 - First Day Grades 9-12 Cohort A
 September 23 - Professional Day - Review of Return
 October 12 - No School - Columbus Day
 October 14 - Professional Day
 November 3 - No School - Conferences & PD Day
 November 10 - End of Term 1
 November 11 - No School - Veteran's Day
 November 12 - Beginning of Term 2
 November 25-27 - No School - Thanksgiving Break
 December 24 - 31 - No School - Winter Break
 January 1 - No School - New Year's Day Holiday
 January 4 - School Reopens
 January 18 - No School - Martin Luther King Day
 January 20, 21 - Final Exams for 1st Semester
 January 22 - End of Term 2/First Semester
 January 25 - Term 3/Second Semester Begins

February 15 - No School - President's Day
 February 16-19 - No School - February Break
 March 17 - Professional Day for Staff - No School
 March 26 - End of Term 3
 March 29 - Term 4 Begins
 April 2 - No School - Good Friday
 April 19 - No School - Patriot's Day
 April 20-23 - No School - April Break
 May 28 - End of Term 4/Second Sem. for Seniors/Last Day for Seniors
 May 31 - No School - Memorial Day
 June 4 - Graduation
 June 15 - End of Term 4/Second Semester - Last Day of School -
 Early Release Students - Full Day Staff
 June 16 - Professional Day for Staff

* Dates subject to change due to weather/snow/other

Day 1 Day 2

Revised on 12/01/2020

BELL SCHEDULES

Daily Bell Schedule

7:30	Warning Bell
7:35-9:00	First Block
9:05-10:30	Second Block
10:35-12:35	Third Block
1 st Lunch:	10:35-11:05; Class 11:10-12:35
2 nd Lunch:	11:20-11:50; Classes 10:35-11:18 and 11:53-12:35
3 rd Lunch:	12:05-12:35; Class 10:35-12:00
12:40-2:05	Fourth Block

Advisory Bell Schedule

7:30	Warning Bell
7:35-8:53	First Block
8:58-9:18	Advisory
9:23-10:42	Second Block
10:47-12:41	Third Block
1 st Lunch:	10:47-11:17; Class 11:22-12:41
2 nd Lunch:	11:29-11:59; Class 10:47-11:26 and 12:02-12:41
3 rd Lunch:	12:11-12:41; Class 10:47-12:06
12:46-2:05	Fourth Block

90-Minute Delayed Opening Schedule

9:05-10:00	First Block
10:05-11:00	Second Block
11:05-1:05	Third Block
1 st Lunch:	11:05-11:35; Class 11:40-1:05
2 nd Lunch:	11:45-12:15; Classes 11:05-11:40 and 12:20-1:05
3 rd Lunch:	12:35-1:05; Class 11:05-12:30
1:10-2:05	Fourth Block

Two-Hour Delayed Opening Schedule

9:35-10:25	First Block
10:30-12:15	Third Block
1 st Lunch:	10:30-11:00; Class 11:05-12:15
2 nd Lunch:	11:10-11:40; Classes 10:30-11:05 and 11:45-12:15
3 rd Lunch:	11:45-12:15; Class 10:30-11:40
12:20-1:10	Second Block
1:15-2:05	Fourth Block

Assembly Schedule:

7:35-8:37	First Block
8:42-9:44	Assembly Program in Auditorium
9:49-10:51	Second Block
10:56-12:58	Third Block
1 st Lunch:	10:56-11:31; Class 11:36-12:58
2 nd Lunch:	11:41-12:11; Classes 10:56-11:36 and 12:16-12:58
3 rd Lunch:	12:28-12:58; Class 10:56-12:23
1:08-2:10	Fourth Block

Double Assembly Schedule:

7:35-8:37	First Block
-----------	-------------

8:42-10:51	Second Block Assembly Program *1 st Assembly: 8:46-9:46; Class 9:51-10:51 * Students report to their 2 nd block classes before going down to assembly. *2 nd Assembly: 9:56-10:51; Class 8:42-9:51
10:56-12:58	Third Block
1 st Lunch:	10:56-11:26; Class 11:31-12:58
2 nd Lunch:	11:36-12:06; Classes 10:56-11:31 and 12:11-12:58
3 rd Lunch:	12:26-12:58; Class 10:56-12:21
1:03-2:05	Fourth Block

Early Dismissal Schedule is 11:00 a.m.

7:35-8:20	First Block
8:25-9:10	Second Block
9:15-10:00	Third Block
10:05-11:00	Fourth Block
Dismissal is at 11:00 a.m. No lunch served.	

Last Period Assembly Schedule

7:35-8:37	First Block
8:42-9:44	Second Block
9:49-10:51	Fourth Block
10:56-12:56	Third Block
1 st Lunch:	10:56-11:26; Class 11:31-12:56
2 nd Lunch:	11:41-12:11; Classes 10:56-11:36 and 12:16-12:56
3 rd Lunch:	12:26-12:56; Class 10:56-12:21
1:01-2:05	Assembly

Note: First and second period faculty should remind students that D/A (H/E) block is before lunch.

A.M. Advisory Day Schedule

7:35-7:50	Advisory
7:55-9:10	First Block
9:15-10:30	Second Block
Remainder of the day is regular day schedule.	

P.M. Advisory Day Schedule

7:35-8:55	First Block
9:00-10:20	Second Block
10:25-12:25	Third Block
	L1: 10:25-10:55; Class 11:00-12:25
	L2: 11:15-11:45; Class 10:25-11:10 and 11:50-12:25
	L3: 11:55-12:25; Class 10:25-11:50
12:30-1:50	Fourth Block
1:55-2:05	PM Advisory

REQUIREMENTS FOR GRADUATION AND MARKING POLICIES

Graduation Requirements

In the course of four years, students can earn up to 160 credits; 40 credits per year. In order to graduate, a student is required to earn 140 credits and complete the following required courses:

- 4 English (minimum of one core course each year)
- 3 Mathematics
- 3 Social Studies (including U.S. History I & II)
- 3 Science
- 1 Applied Arts
- 1 Fine Arts
- 4 Physical Education/Health/Developmental Guidance (one each year)

Additional College Requirements

Many colleges require the equivalent of two years of foreign language taken at the high school level (middle school language courses generally do not qualify). Students are encouraged to discuss specific college requirements with their guidance counselors.

Graduation Participation in Ceremonies

Each year at graduation, the Superintendent of schools must certify that all students who are to receive diplomas have met the specified graduation requirements of the Hampden-Wilbraham Regional School District. No student may participate in graduation who has not met these requirements. Graduation ceremonies are a privilege; accordingly, the administration reserves the right to deny this privilege if a student is in violation of school rules or policies, including, but not limited to disruptive and threatening behavior. There is a \$34 graduation fee in addition to the cap and gown rental.

Early Graduation

It is the intent of the school district to provide the students with a comprehensive and extensive high school experience. Students are expected to matriculate through a four-year experience containing 8 courses of study each year. In unusual and extenuating circumstances, there may be occasion for a student's educational experience to conclude in less than four years and with less than the 32 courses. In these situations the student must meet the prescribed graduation requirements in terms of total credit earning as well as required subjects. Long range planning is essential to the development and approval of such a program. Early graduation request forms are available in the Counseling Center and must be submitted for approval by the principal no later than May 31 of their junior year. Students that request early graduation may

not be eligible to attend senior activities including the High Meadow Senior Picnic, Senior Prom, or co-curricular activity participation.

All requests after May 31 must be submitted for administrative approval, with a letter explaining why the deadline was missed.

Promotion Requirements

Students will be considered members in good standing at each grade level in September of the current year if they have accumulated the following credits:

- To grade 12: 100 credits
- To grade 11: 70 credits
- To grade 10: 35 credits

Students who have not accumulated the necessary credits will not be promoted to the next grade. Each June, the cases of students who have not attained the minimum credits are reviewed by the counselors, and the students are notified of academic deficiencies. If the academic deficiencies are made up prior to the first day of school in August, the students will be promoted to the next grade. Students may also be promoted in January if sufficient credits have been attained.

Course Credit

All major courses that are scheduled for one semester and meet five days per week will receive 5 credits each semester. Courses that are scheduled for alternate days for the entire year will also receive 5 credits. Courses that meet for other amounts of time will be awarded credits based on department and administrative approval according to information in the course description. Students are not permitted to re-take the same course if they have already received a passing grade in that class unless agreed to by the department chair, guidance counselor, parent, and administration, in advance. Students re-taking any course will receive a Pass/Fail, which will not factor in his/her GPA.

Students who lost credit due to absenteeism will receive "NC" as a semester grade until the attendance issue is resolved through the waiver process. **Refer to the Attendance Waiver Application Process Guidelines in this handbook.**

Report Cards and Marking Symbols

Report cards will be issued four times a year at approximately nine-week intervals. They will be given to students to take home in November, February, and April. Final report cards will be mailed home in late June or early July.

The following are the symbols on report cards and their interpretations:

A+/-	High honor work
B+/-	Honor work, well above the average
C+/-	Work expected of an average pupil and satisfactory for college admission in some cases
D+/-	Below average, unsatisfactory for most pupils, barely passing
F	Failure
I	Incomplete ¹
W	Withdrawn
WP	Withdrawn, passing ²
WF	Withdrawn, failing ²
P	Pass
M	Excused from P.E. for medical reasons
AUD	Audit
NC	No Credit Earned due to absenteeism

¹ At the end of a marking period, incomplete work must be made up within ten (10) school days or a failing grade is recorded. Under extenuating circumstances, an extension may be approved by the principal after consulting with the involved student, faculty member, and guidance counselor.

² If a student drops a course after attending fewer than ten days into a course, no grade is given. If a student drops a course after October 1 for semester one courses, and March 1 for semester two courses, a WP or WF is given and also a final grade of WP or WF. In unusual and extenuating circumstances, the principal may decide to drop the P or F leaving the designation W.

Included on the report card are a class and school attendance report and a total of graduation credits earned in previous high school courses. Semester grades and credits are based upon a composite of the two term grades and semester assessments. The GPA is listed on the final report card of the year.

The comment, "jeopardy of credit loss due to absences" will appear in the report card for students who have accrued 5 or more absences for the term.

The comment, "credit loss due to absenteeism" will appear for students who have accrued more than 10 absences for the semester.

Student Progress Reports

Progress reports are available to all students and parents through the online parent portal. If parents have questions or concerns, they should contact their student's teacher. Students may be allowed to retake classes previously passed, with department chair and

principal approval, for "auditing" purposes only. Students will not receive additional credits.

Grade Rounding Policy

Any final semester grade, which includes two term grades and one final assessment grade for semester courses determined to be .5 or 5/10 of a percent below the next possible grade in the approved grade scale, will be manually rounded to the next possible grade by the teacher. Term grades and final assessment grades will retain their current numerical value for the purposes of calculating final semester grades. Only the final semester grade will be rounded to a higher alpha-numeric grade.

Grade Ranges			
A+	97-100	B+	87-89
A	93-96	B	83-86
A-	90-92	B-	80-82
C+	77-79	D+	67-69
C	73-76	D	63-66
C-	70-72	D-	60-62

Example Previous System			
<u>Term1</u>	<u>Term2</u>	<u>Final Assessment</u>	<u>Semester Grade</u>
89.6 B+	89.3 B+	90	89.56 = B+
New System			
<u>Term1</u>	<u>Term 2</u>	<u>Final Assessment</u>	<u>Semester Grade</u>
89.6 B+	89.3 B+	90	89.56 = A-

Calculations are based on a weighted grading system.	
Term 1	40%
Term 2	40%
Final Assessment	20%
Weighting systems may vary by teacher.	

Honor Roll

All students having obtained all A's (A+, A, A-) in courses other than Physical Education/Health/Guidance and a grade of B- or better in Physical Education/Health/Guidance, and a P in any Pass/Fail course are placed on the high honor roll.

All students having obtained all B's (B+, B, B-) in courses other than Physical Education/Health/Guidance and a grade of C- or better in Physical Education/Health/Guidance, and a P in any Pass/Fail course are placed on the honor roll.

Honor roll is based on term grades. Students who receive grades of I (incomplete) or WF (withdrawn failing) will not be eligible for the honor roll. In the case of incomplete grades, when the work is

completed, students will be added to the honor roll if eligible.

Schedule Changes

After the master schedule has been created, requests for changes can only occur under special circumstances and with the approval of parents, teachers, department chairpersons, and the guidance counselor. All changes are based on space and availability and may be considered for the following situations:

- A student does not meet the course prerequisites.
- A course was cancelled.
- A scheduling conflict exists.
- A teacher recommends a change.
- A student was improperly placed.

Students who drop a course during the first ten school days of a semester will not be graded for that course and the course will not be reflected on the student's transcript. Students who drop a course after October 1 of semester one and after March 1 of semester two will receive a W, WP or a WF for that course, which will be reflected on the student report card and transcript.

Class of 2021 and Future Classes

AP		Honors		Regular	
A+	5.3	A+	4.8	A+	4.3
A	5.0	A	4.5	A	4.0
A-	4.7	A-	4.2	A-	3.7
B+	4.3	B+	3.8	B+	3.3
B	4.0	B	3.5	B	3.0
B-	3.7	B-	3.2	B-	2.7
C+	3.3	C+	2.8	C+	2.3
C	3.0	C	2.5	C	2.0
C-	2.7	C-	2.2	C-	1.7
D+	2.3	D+	1.8	D+	1.3
D	2.0	D	1.5	D	1.0
D-	1.7	D-	1.2	D-	0.7
F	0	F	0	F	0

2. Add the grade points earned to date (excluding Physical Education).

Semester 1			Semester 2		
Subject	Gr.	GP	Subject	Gr.	GP
English	C+	2.3	Spanish	B	3.0
Science	B	3.0	History	B-	2.7
Art 1	B	3.0	Phys. Ed.	A	n/a
Algebra 1, Pt. 1	A	4.0	Algebra 1, Pt. 2	A	4.0
		12.3			9.7

3. Divide the point figure by the number of courses taken. The answer represents the GPA.

$$12.3 \div 9.7 = 22$$

$$22 \text{ divided by } 7 = 3.14 \text{ (GPA)}$$

Each year at graduation, the two, top-ranked students in the graduating class may be named as valedictorian and salutatorian. These individuals are selected on the basis of grade point average at the completion of eight (8) semesters. These two individuals may be accorded distinct privileges as suggested by the graduation committee and approved by the administration.

Class standing is represented using the following percentile ranges: the top 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, and 90%. The valedictorian and salutatorian will continue to be recognized at graduation. Specific class rank will only be reported directly to military academies, colleges/universities and/or, scholarship organizations that require it. Parents and/or students must provide counselors with official documentation of the organization's requirement and a self-addressed mailing envelope. Counselors will mail the required information directly to the organization.

Assessments

Each department will develop an assessment process in keeping with department goals and objectives. Students are required to complete assessments in all courses each semester. The form of the assessment which will be determined by each department may be in the form of an objective test, portfolio, oral or written presentation, a project, or other means based on course content. The final assessment may not be counted as more than one fifth (1/5) of the semester grade.

Summer School

A student who has failed a course during the year or who lost credit in a course due to absenteeism may take advantage of summer school to earn the credit he/she needs for promotion, advancement in a sequential program, or graduation. Students must attain a grade of 50 to 59 to be eligible for summer school. Grades earned during the school year will not be changed. If a student takes and passes a summer school course, the credit earned for that course will be reflected as a PASS/FAIL grade and will not be factored in the student's GPA.

Students must meet summer school eligibility requirements and minimum grade requirements as outlined above. Therefore, a student who wishes to be granted credits for any educational experience must

obtain written approval in advance from the principal, and their Guidance Counselor.

No summer enrichment or outside educational experience will be granted credit, and the grade for that experience/course will not be reflected on the transcript.

Dual Enrollment Coursework

Students may enroll in approved, college level programs for enrichment opportunities. If a student is taking a course at a local college, community college and/or university, those courses will not require that a transcript be sent to MRHS and the grade/credit for the course will not be added to the student transcript. During the college application process, a transcript of the completed course may be sent to the school being applied to at the student's discretion.

Since the course will not be counted in the student's credit total, they may enroll in any course with prior approval from the guidance counselor and administration. Students taking a dual enrollment course may not transfer that course, credit, or grade to appear on the MRHS transcript. Dual enrollment coursework may be used for credit recovery purposes on an individual basis with prior administrative approval. Completed credit recovery coursework will not impact the GPA.

Reduced Day Request

Any senior who intends to enroll in a dual enrollment college experience outside of the MRHS school day, may request to have a reduced class schedule during that semester. Upon request, completion of the application, and approval, the student's case will be presented to the administration for final approval. If the reduced day is approved, the student will only be enrolled in three courses during that semester and the reduced credit totals will appear on the final transcript for college admissions. Students are able to take 160 credits over a four year span. With a reduced day, the student's credit totals will be less than 160 credits.

Independent Study

Guidelines for Independent Study:

1. In order to be eligible for an independent study project, a student must be enrolled in eight classes for the year (one of which will be replaced by the independent study if approved).
2. The student must submit a detailed proposal for independent study that contains a minimum of four assessment benchmarks to a cooperating teacher.
3. The student and cooperating teacher will develop a specific final capstone project proposal. This capstone (any product agreed upon) will be

presented to a class, the department, or the full faculty at semester's end. An administrator must be present at this final presentation for course credit to be received. The presentation must include:

- The purpose of the independent study. What are the student's educational goals?
 - A description of the independent study process – development of the student's skills and tasks related to research, writing, crafting, processing, etc. What did the student do?
 - Research – share what you now know. What new knowledge was gained?
 - Relationship to career or educational goals. Why is learning about this important to the student?
 - Findings. What did the student discover that was surprising, unexpected, or exciting?
 - A product. What does the student have to show for this work?
4. The proposal will be presented to the department chair for modification and/or final approval.
 5. The student, cooperating teacher, and department chair will present the proposal to an administrator for final approval.
 6. All usual policies for course changes, grading, progress reports and attendance, will be applied to the independent study.
 7. Students who undertake independent study projects and who fail to complete the projects will receive failing grades on their transcripts.
 8. Independent studies will not earn honors credit.
 9. All independent studies will earn 5 credits.

Teachers who agree to supervise an independent study must have completed at least one full year of employment in the district. A teacher may only supervise one independent study per semester, and the independent study must occur during the teacher's preparation period to ensure that the student receives sufficient opportunities for guidance and support during the process.

All independent study requests must be submitted at least three weeks prior to the semester of study. Independent study requests for the fall semester must be submitted prior to the end of school the previous year (June for September start and December for January start). No applications will be reviewed or approved after the deadline. It is the student's responsibility to obtain all required signatures and present the completed Independent Study Application to the principal's office for final review.

Tutoring

A pupil who requires a tutor may obtain a list of tutors from the Counseling Center. Teachers are not permitted to tutor their own pupils for pay, unless it is a home-teacher arrangement. Further information on prerequisites to obtain credit through tutoring is available from your guidance counselor.

ATTENDANCE POLICIES

Minnechaug's vision is to educate the whole student and prepare each person in our building to be a productive, successful contributor to the community in which s/he lives. Taking responsibility for commitment is a valuable part of citizenship; prompt, consistent attendance is an attribute higher institutions and the 21st century workforce demand.

Learning is a multi-faceted process optimized by a variety of classroom activities. Attendance is the cornerstone of this process. The educational experience offered at Minnechaug extends beyond textbooks and handouts, practice sessions, class discussion, and direct instruction. Dynamic classroom interaction among teachers, students, and content is crucial to student understanding and cannot be replicated by makeup work or extra-help after school. Each classroom is a learning community which depends on its members to contribute to the success of all. Being present maintains the consistency of the learning process, whereas absences interrupt that process, leaving student achievement compromised.

It is the responsibility of this school, as well as students' parents, to nurture and encourage strong work habits to prepare students to be responsible adults. It is in this spirit that Minnechaug requires active student participation and consistent attendance. We ask parents to be a part of this policy, to encourage and support their children to be in school to get the best education possible; therefore, families must make every effort to schedule appointments, vacations, and other activities outside of school hours.

Absences Due to Religious Holidays

Consistent with state and federal laws, Minnechaug makes every effort to accommodate students who will miss school due to the observance of religious holidays or activities. Given the diverse and varied nature of our religious communities and their beliefs, we must ask that it be the student's and/or parents' responsibility to notify the assistant principal regarding religious absences. Religious absences will not be counted against students when calculating the attendance requirement.

School Sponsored Activities

Students who are absent from class while participating in school-sponsored activities will be considered present for the attendance requirement.

Course Credit

To earn credit in a course, students must achieve a passing grade and meet the minimum attendance requirement. Students who EXCEED 10 absences in semester courses will lose course credit. Alternate day courses have the same limit of 10 absences but applied over the year.

During the first term of each semester, students who have accumulated 5 or more absences will see "jeopardy of credit loss/absences" on their report card. The purpose of this comment is to increase parental awareness and encourage communication with the school.

Waiver of Attendance Requirement

Students who have lost or predict that they will lose course credit because of failure to maintain the necessary attendance requirements and have unusual absences (i.e., long-term illness, hospitalization, etc.), may request a waiver application of the policy from the assistant principal's office two weeks prior to the close of the semester. The completed application must be submitted to the assistant principal's office by the final day of the semester.

Parent Notification

An automated telephone calling system contacts the home of each absent, dismissed, and/or tardy student every evening. The attendance status of students will be communicated, to the students and their parents approximately every 3 weeks by mid-term progress reports and by quarterly report cards. Particular attention should be paid to the attendance information and its relationship to credit earning. A letter will be sent home for those students who reach five (5) or more total absences notifying parents and student of possible credit loss if absences continue and exceed the MRHS attendance policy requirement.

Guidelines for Make-Up Work

Students who tardy into school or are dismissed from school are responsible for missed class work, assignments, tests, and quizzes for the day in question. Students are responsible to turn in any work that is due on the day they are tardy or dismissed to their teachers. Missing a class due to tardiness or dismissal does not extend deadlines for due work.

Students must make up any missed tests, quizzes or other missed work upon return from their absence. An absence of one day allows for a one day makeup period. Absences of two or three days will allow make ups to occur within five school days. Absences of four or more days will result in make-up work being completed within a reasonable timetable determined collaboratively by the administration, the teacher, and the student. At all times the teacher may modify the above guidelines in order to meet the needs of specific assignments or for unique circumstances.

Assignments, projects, or any other work that had been assigned due on a day a student is absent is to be submitted to the teacher upon return to school.

Outside obligations such as work, activities, or athletics are not considered reasons for not being able to complete makeup work within the designated time schedule.

Guidelines for Missing Final Exams

Students who miss the formal exam periods listed will receive "0's" for the exams with up to a 20% decrease in their semester grades.

There are two possible exceptions:

1. Parents who predict that their sons/daughters will be unable to attend exam blocks due to unusual and/or extenuating circumstances may apply to the principal in writing to reschedule the exams. Such requests must be processed no later than two weeks prior to final exams. Due to the potential disruption and diminished exam validity caused by students taking early exams, only truly unavoidable rescheduling will be approved.
2. Parents of students who are absent from scheduled exam blocks due to unpredictable reasons such as medical or family emergencies must contact the principal that same day to verify the emergency nature of the absence and request authorization to take a make-up exam. A doctor's note may be required to validate absence due to illness or medical emergency.

Some academic departments will be involved in alternative culminating assessments. The times and places of these assessments vary depending upon the particular needs of each class during the non-exam blocks. Alternative assessments are not subject to the formal exam schedule, and students who are absent from these alternative assessments are not subject to the principal's make-up authorization requirements. These students must pursue make-up options directly from their teachers.

Parents and students are reminded that students who miss more than 10 classes in any course may lose credit for that course.

Tardiness to Class

Students who arrive late to class are expected to present a pass admitting them to the class or be considered tardy unexcused. In some cases, students may be given twenty-four hours to secure an acceptable pass before the tardy is considered unexcused. Unexcused tardiness will be treated as part of the attendance policy. Every three (3) unexcused tardiness will be the equivalent of one (1) absence from class and will be included in the total number of absences that cannot be exceeded in order to receive course credit. Students who arrive to class after the mid-point of the period will be considered absent from that class for credit-granting purposes. In addition to possible loss of credit, students will be subject to disciplinary action for unexcused tardiness in the form of teacher detentions, office detentions, and possible suspension from school.

Tardiness to School

Students arriving late to school must report to the assistant principal's office to receive a tardy pass. Students are allowed to sign in for an unexcused tardy at the assistant principal's office five (5) times per semester without consequence. Students who are tardy due to unusual or extenuating circumstances may apply to the assistant principal for a waiver of the consequences. Over-sleeping, car problems, riding with another person, and difficult weather conditions are not considered extenuating circumstances. These "usual" circumstances are the reason for the five (5) inconsequence tardiness. Excused tardiness must be accompanied by formal documentation upon arrival to school, for example, a doctor's note.

Vacation Policy

The administration strongly recommends that students do not take vacations while school is in session. If, however, the parents need students to be out of school for this reason, both students and parents are reminded that, except in unusual or extenuating circumstances approved by the assistant principal, such absences are counted against the minimum attendance requirements and may lead to course credit being withheld and/or makeup work not being authorized. Students away on vacation must complete all the work necessary to stay current in a class. Teachers will be unable to recreate or replicate class lessons for vacationing students.

Class Cutting

Consequences for class cutting are outlined in the *Discipline* section.

Truancy

Truancy is defined as being out of school without prior parental permission and a reason acceptable to the administration. Class cutting consequences will also be applied.

Voluntary Withdrawal from School

If a student who has turned sixteen (16) years of age seeks to voluntarily withdraw from school, an exit interview will be scheduled with the parent/guardian, student, and student's guidance counselor. At that time, the school will provide information regarding available transitional programs, educational services, and student rights. Students must complete a withdrawal form in order to officially voluntarily withdraw. If a student who has turned sixteen (16) years of age is absent without medical excuse for fifteen (15) consecutive school days, the parent/guardian and student shall be sent written notice and shall be provided with the opportunity to meet with a designated staff person within ten (10) school days to discuss the student's status and the educational opportunities that are available within the District. At the request of the parent/guardian, the time for said meeting may be extended for an additional fourteen (14) days. If the parent/guardian and student refuse or fail to participate in such a meeting, the student will be considered to have withdrawn from the Hampden/Wilbraham Regional Public Schools. M.G.L. Ch.76 §18.

Dismissals

All students regardless of age must follow this dismissal policy:

1. A written parental excuse stating the reason for dismissal must be brought to the assistant principal's office (APO) before first period if dismissal is desired during the school day.
2. The student will present the dismissal slip to the teacher prior to or at the time of dismissal and bring it with him/her upon departure. If returning the same day, the student will bring the slip to the APO or the main office (Principal's Office), upon return to the school.
3. Only primary contacts are allowed to dismiss a student from school. Stepparents without documented custodial rights may not dismiss students without prior written authorization from the custodial parent.
4. Telephone dismissal requests: Parents/guardians who need to have their child dismissed but did not

send in a note may dismiss their child using one of the following the procedures:

- If the student is driving, the parent/guardian will call the APO or the main office to request dismissal. The parent/guardian will be asked to:
 - Send a fax to request dismissal;
 - Send an email from an email address on file in the student's record, requesting dismissal; or
 - Speak with an administrator to request dismissal permission when neither of the above is possible.
 - If the student is not driving, the parent/guardian must come in to the main office to sign their student out.
5. Students being dismissed will be released only to adults whose name appears in the school database as parents/guardians or emergency contacts, unless otherwise approved by an administrator.
 6. Dismissals that result in a student missing 45 minutes of a class result in an absence for that class.
 7. Students are not to be dismissed by their parents without first notifying the attendance office and obtaining a dismissal pass.
 8. Non-driving students who are dismissed from school are to wait for their rides in the main office. All other areas of the school are OUT OF BOUNDS.
 9. Students are not permitted to arrange dismissals for illness without permission from the nurses' office. Students who need to be dismissed for medical reasons must see our school nurse prior to calling home. A student, who is dismissed by the school nurse, must be picked up by a parent or a responsible person designated by the parent. A student may walk home at the discretion of the nurse and with the parent's permission. A student may drive home or to a doctor only with the permission of a parent or a legal guardian and at the discretion of the nurse.
 10. Individuals named as emergency contacts may be called to pick up a student, if the primary contact cannot be reached.

Students who fail to follow these dismissal procedures will receive disciplinary action as specified in the *Discipline* section in Part 3 of this handbook.

The administration reserves the right to question the reason for a student being dismissed during the normal school day. Parents should avoid making appointments for their children with doctors, dentists, etc., between the hours of 7:40 a.m. and 2:10 p.m. Notes written by students will not be accepted at any time.

ACADEMIC ETHICS AND INTEGRITY

(Excerpt)

Standards of academic ethics and integrity should be of the highest concern of every student, parent, and faculty member in the Minnechaug community. Everyone involved in the education of Minnechaug students must be committed to upholding these standards.

Academic Integrity is the demonstration of commonly accepted standards of honesty and ethics in a school community. Academic integrity requires that all academic work is the original product of an individual student or a group of students. This means that proper documentation must be used when borrowing material from other sources. Academic integrity also means that students may not copy work from others and submit it as their own.

At Minnechaug academic integrity is expected of all students. Therefore, students must assume responsibility for maintaining honesty in all their work submitted in a course. Students should be expected to report incidents of academic dishonesty to the appropriate faculty member.

Ways for students to demonstrate proper Academic Integrity:

1. Taking tests and/or completing assignments on the days tests are given or papers due.
2. Maintaining a good attendance record, especially on days when assignments are due.
3. Doing your fair share when engaged in group work.
4. Not completing work for one class while sitting in another.
5. Making academics a priority over job responsibilities and/or sports team requirements.
6. Attending school even when tempted to go to breakfast.
7. Asking permission from the teacher before missing class to do work for other classes or activities.
8. Attending all outside obligations to the class (i.e. concerts and rehearsals) unless you have valid reasons.
9. Not discussing the questions and/or answers with a student who is taking the exam in another block.
10. Not plagiarizing homework and/or written work.
11. Not allowing students to copy your homework and not copying homework of other students.
12. Reading books assigned and not substituting published notes for actual texts.
13. Avoiding the use of online translators for papers in foreign languages.

Consequences for violating the Academic Ethics and Integrity Policy are outlined in the *Discipline*

section in Part 3 of this handbook. Refer to cheating and plagiarism.

The full text of Minnechaug's Policy on Academic Ethics and Integrity is available from the building principal.

Renaissance Program

Minnechaug Regional High School's Renaissance Program encourages students to maintain good academic, attendance, and disciplinary records each semester by providing eligible students with privileges such as:

- \$1.00 off most school and athletic events.
- A 10% discount on clothing at the school store.
- Lunch time raffle drawings once each semester.

The program also offers some benefits to the entire school student population such as:

- The semi-formal coat check.
- Student of the Month for each grade, selected from faculty nominations.
- One-time use Renaissance cards.

In order to obtain a Renaissance card, the following criteria must be met:

Academic Standards

Renaissance eligibility is determined at the beginning of each semester and is based on the previous semester's record (incoming freshman will be eligible in February). At a monthly lunch event, a sticker is placed on the back of the student's ID card and it is good for the semester.

To earn a Renaissance recognition, students must:

- Have all A's and B's for the semester's final grades, (exceptions for Honors and AP courses may be made in some instances, at the discretion of the administration).
- Have a good citizenship record, students must not have two or more office detentions, Saturday detentions, suspensions, cheating, or plagiarism violations.
- Be free of school debts.

Students who lost credit and received NC's for semester grades due to absenteeism will not qualify until the credits and grades are restored through the Absence Waiver process.

Revocation of a Renaissance Card

It is a privilege to have Renaissance status at Minnechaug. Should a violation of the standards occur during the semester the privilege is obtained for, the Renaissance status will be revoked for the remainder of the semester.

INFORMATION FROM SPECIAL DEPARTMENTS

School Counseling

Individual counseling is available to all students to assist them in program planning, problem solving, and school adjustment. Students are urged to plan their high school careers and futures carefully and to consult with both parents and counselors. Parent conferences are encouraged to insure coordinated effort by the school and home.

Career Information

The School to Career Coordinator is located in the Counseling Center. Career services are available to students in grades 9-12. Programs include an introduction to career exploration with Naviance, field trips, job shadows, Career Readiness, Hot Jobs 4U, and senior internships.

Developmental Guidance Program

Counselors meet with students in group settings to discuss study skills, career exploration, and college selections.

College Admissions

Admission to college is a complex process involving scholastic ability and character. The quality of the student record is an important factor in the acceptance of the student at any college. Many colleges require applicants to take the SAT reasoning and subject tests and/or the ACT. Four year colleges require at least the equivalent of 2 to 3 consecutive years of the same foreign language taken at the high school level. Middle school language courses do not qualify. Massachusetts state universities require 4 math classes including one during senior year and 3 lab sciences. All MCAS requirements must be met. Highly competitive colleges and universities look for students to take the most rigorous courses available during high school. Students are encouraged to discuss specific college requirements with their guidance counselors. Information on the college selection and application processes, test dates, financial aid, and scholarships, is available in the Counseling Center, as well as on the school website under the Counseling Center tab.

Minnechaug Regional High School

CEEB Code Number is 222398

Our Test Center Number is 22 896

Information on careers and the military is also available in the Counseling Center.

Working Permits

Working permits may be obtained in the Superintendent's office. The permits are made out to a specific job and employer; therefore, you need to be hired before permits can be issued.

Student Records

Each eligible student and custodial parent/guardian has the right to see the student record within ten (10) days of submitting a written request. Copies of any records may be obtained upon request and shall be provided within ten (10) days of the request. There is no charge for the first five pages to be copied. A charge of ten cents per sheet will be required for additional sheets.

Refer to the *Student Records Law* in Part 1 of this handbook.

INFORMATION AND RESEARCH COMMONS (IRC)

The Information and Research Commons (IRC) provides the services and resources for students and staff to complete and enrich their classroom and personal studies. Certain electronic resources in the IRC are also available on outside computers. Students with Renaissance cards or with a signed purple IRC pass from their teacher/faculty member will be allowed to utilize the IRC from their classroom, during lunch or when class is cancelled. The Information and Research Commons is open for an additional hour after school on days that school is in session.

General Conduct

All students are welcome to use the Information and Research Commons facility and resources in an appropriate manner. Disruptive behavior, loud talking, etc., are not allowed. Students who disrupt will be subject to loss of IRC privileges and further disciplinary action. No candy, food, or beverages are allowed in the IRC. Students are expected to pick up after themselves before leaving the Information and Research Commons. Books taken from shelves and periodicals from the back room should be returned to the circulation desk. The IRC staff reserves the right to inspect bags, backpacks, etc., before a student leaves as a theft deterrent.

Circulation and Overdue Materials

The student is responsible for the return of materials on time. Most materials circulate for 14 school days and may be renewed. A fine of \$.05 per day, per item – up to \$2 per item – will be charged for overdue materials. The student is fully responsible for all materials signed out in his/her name. The student must pay for any materials that are lost, stolen, or damaged. In the event that a lost item, which has been paid for, is subsequently returned, the payment will be refunded,

less any outstanding fines or damage assessment. An individual with overdue material(s) is expected to return these items before he/she may sign out additional items. In the case of an individual with chronic, overdue materials problems, he/she may lose Information and Research Commons privileges until the matter is resolved with referral to the assistant principal when deemed necessary. All materials must be returned and fines paid in full by seniors' last day in order to be free of senior debt.

PHYSICAL EDUCATION/HEALTH EDUCATION

Attire

The required physical education attire consists of athletic shorts, sweat suit or warm-up, a full length athletic-type shirt (appropriate for the activity), sneakers, and a nylon bathing suit for swimming (one-piece for girls). Jewelry of any kind is not permitted.

Lockers

All students will be issued a locker and a lock. If the lock is lost, there will be a \$5.00 charge. Combinations are given only to the student to whom the lock is issued.

Physical Education lockers and locker rooms are not secured areas and valuables should not be left there.

Medical Excuses

1. Short-term medical excuses: A note from a parent/guardian must be brought to the Physical Education teacher the day that the student is going to be a non-participant in class.
2. Long-term medical excuses: A doctor's signed and dated statement that the student be excused from physical activity is required for a long-term excuse. Categories of long-term excuses:
 - a. The P.E. graduation requirement for a student on a long-term medical may be waived and credit earned by enrolling in another academic class.
 - b. Students remain scheduled for P.E./Health with a modified curriculum consistent with their disability. Credit is earned.

The determination of which category is appropriate will be made by the chairperson of the P.E./Health Department who will take into consideration the particulars on a case-by-case basis.

All medical documentation must be submitted to the Health Services Office (Nurses' Office).

ATHLETICS

Fees

The Hampden-Wilbraham Regional School Committee has established an athletic fee structure. Each participant who makes the final roster will be required to pay the established fee not later than one day prior to the first interscholastic contest. The 2019-20 fees will be published in late summer of 2019. Checks should be made payable to the Hampden-Wilbraham Regional School District (HWRSD) and given to the coach. Payment may also be made online using the UniBank link found at <http://www.hwrso.org> under the parent resources drop down (*small transaction fee*). The participant's student ID number is required to utilize this service.

The Hampden-Wilbraham Regional School Committee has approved the following policy:

1. Student athletes appearing in uniform for an interscholastic contest are responsible for payment of the full fee. Scrimmages are not included.
2. A request to waive an athletic fee for financial reasons will be evaluated by the athletic director.
3. Refunds, based on a verifiable injury, will be made on a prorated basis. Injuries that occur after the half-way point of a season will not be justification for a refund.
4. Student athletes, who are removed from a team for disciplinary reasons or academic ineligibility, will not be granted a refund.
5. Student athletes who quit a team will not be granted a refund.
6. Student athletes who join an interscholastic team after the first contest will have their fee prorated.

Parents who have questions regarding the above policy should contact the athletic director, prior to the student joining an interscholastic team.

Additional Regulations

1. Please remember athletes have a special responsibility as school representatives to exercise good sportsmanship and conduct themselves in an acceptable manner so as not to bring embarrassment on themselves or their school.
2. An external suspension from school means that the student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension.
3. If an athlete is absent from school, or if he/she arrives at school after 9:00 a.m., or if a student is dismissed at any point in the school day, athletic participation will be allowed only if the reason for the absence has been permitted by the principal or athletic director. If an athlete is absent on a Friday

preceding a Saturday contest, participation in an athletic contest will be allowed only by permission of the principal or athletic director.

4. If a student has any athletic department debts (*uniforms, locks, fees, etc.*), he/she will not be issued any new equipment until these debts have been cleared.

Eligibility Requirements

The following are a few of the important eligibility requirements mandated by the Massachusetts Secondary School Administrators' Association, the Massachusetts Interscholastic Athletic Association, and Minnechaug Regional High School. These rules govern participation in all sports. If you have any questions, please see the athletic director regarding eligibility.

Academic Requirements Fall Eligibility Grades 10-12

(See end of this section for Incoming Grade 9 student eligibility)

- Must have passed 3 out of 4 Term/Quarter FOUR courses
- Must have passed 3 out of 4 Semester TWO courses
- Must have passed 6 out of 8 courses from prior academic year

Fall In-Season/Winter Pre-Season Eligibility:

Must have passed 3 out of 4 Term/Quarter ONE courses

Winter In-Season/Spring Pre-Season Eligibility:

- Must have passed 3 out of 4 Term/Quarter TWO courses
- Must have passed 3 out of 4 Semester ONE courses

Spring In-Season Eligibility:

Must have passed 3 out of 4 Term/Quarter THREE courses

Any student who is ineligible to start a season will NOT be allowed to try-out for any sport that makes cuts. Any student who becomes academically ineligible during the season will be removed from the team immediately.

A list of ineligible students will be published by the principal's office at the end of each marking period and will be in effect until the next marking period. Eligibility or ineligibility begins on the date when report cards are issued.

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

Other Important Eligibility Items

"I" (*Incomplete*) and "NC" (*No credit due to absenteeism*) are considered equivalent to "F" for the purpose of athletic eligibility determination. Students may remain ineligible until the grades are rectified through work completion or the approval of a waiver of attendance policy through the APO. For eligibility purposes, two alternating day year-long courses must be counted to meet the same requirement as one daily course meeting 5 days a week.

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

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

****Athletic Eligibility for Incoming Grade 9 Students**

In order to participate or try out for inter-scholastic athletics at Minnechaug Regional High School for the fall, all incoming grade 9 students must meet certain academic standards to be eligible. All students in grade 8 must achieve a passing final grade in at least 75% of all core academic classes (*Social Studies, Language Arts, Math, and Science*). Students who are ineligible may regain eligibility by meeting or exceeding the current academic standards for all Minnechaug student athletes. Summer course work may be considered.

Time Allowed for Participation

A student shall be eligible for interscholastic competition for no more than 12 consecutive athletic seasons (i.e., four consecutive years) after first beginning grade 9. There are three athletic seasons per year.

In special cases where a student has been absent because of an accident or illness which prevented school attendance, the Executive Director of the MIAA, or his/her designee, shall have the authority to extend the student's eligibility. Presentation of a doctor's certificate on the student's behalf and a letter from the principal attesting to the inability of the student to attend school would be necessary documentation for consideration. In instances where an extended eligibility is granted, the student may be declared eligible only for the season(s) that the student's illness prevented him/her from participating.

Age Limit

A student shall be under 19 years of age, but may compete during the remainder of the school year,

provided that his/her 19th birthday occurs on or after September 1 of that year. For grade 9 competition, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the 16th birthday occurs on or after September 1 of that year.

Physical Examination and Medical Coverage Requirement

A current physical, within 13 months, must be on file prior to trying out for any sport. If a student athlete's physical is to expire during a sports season, he/she must provide the school nurse or the Athletic Department with an updated physical. That student is ineligible until the new physical is on file. If a student wishes to check his/her physical status, he/she may do so in the athletic office or with the school nurse.

Physical examinations must be performed by a duly registered physician, physician's assistant or nurse practitioner. A student in violation shall be suspended for the number of contests in which he/she participated without a proper physical.

Concussion Baseline Test

All Minnechaug athletes must complete an online concussion assessment prior to participation. This test will be required every two years.

Complete Online Concussion Course

The state law requires that student athletes along with their parent(s)/guardian(s) complete the concussion course or view the printed materials available in the athletic office and online in the athletics section of the school website. During registration you will be asked to sign off that you have completed one of these conditions. We do not need a copy of the certificate. It should be kept for your reference and on file. All forms are due to the athletic office one week prior to the start of the season.

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

Special Privileges Not Allowed

No special privileges, such as extra examinations, delayed marks, make-ups, or other opportunities not granted to every student in the school, are to be granted to athletes.

Athletic Code

Medical evidence indicates that the use of drugs, alcohol, and tobacco is detrimental to athletic conditioning, safety, and performance. In light of this information, the following code and penalties regarding the use of these substances apply and will be enforced.

Chemical Health Rule

The Chemical Health Rule has been extended to be inclusive of the period from: the first allowable day of fall practice, through the end of the academic year or final athletic competition of the year, whichever is later. (Broadening the window from "in season" to the entire academic year reflects that chemical health of our students is not simply a seasonal concern.) Therefore, the start date for fall season which is always the second Thursday preceding Labor Day, and the last day of the academic year, a student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E/cigarettes; marijuana; steroids; or any controlled substance. This policy includes products such as "non-alcoholic or near beer." It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. When the building principal confirms, following an opportunity for the student to be heard that a violation occurred, the minimum penalties are:

First violation:

Consequence: The student shall lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation.

Second and subsequent violations:

Consequence: The student shall lose eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. If, after the second or subsequent violations, the student of his/her own volition becomes a participant in an approved chemical dependency or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification.

Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

This policy applies to student behavior on and off campus, school-sponsored events (both "home" and "away"), and to behavior in the community. Through the Memorandum of Understanding written by the District Attorney's office, both the Hampden & Wilbraham Police Departments regularly share information with the school regarding student behavior outside of school, specifically those involving weapons, violence, drugs (both criminal and civil offenses), and alcohol.

Sports by Season

FALL: Football, soccer, cross country, gymnastics, cheerleading, field hockey, girls' volleyball, and golf

WINTER: Basketball, swimming, ice hockey, skiing, cheerleading, wrestling, indoor track

SPRING: Baseball, track, tennis, softball, lacrosse and boys' volleyball

STUDENT ACTIVITIES

All activities are organized and sponsored by Minnechaug Regional High School after approval of the School Committee and are under the direction of the Dean of Students. The activities listed at the end of this handbook will be offered if advisors and financial resources are available; however, it is understood that not all activities may be offered. All activity participants must have a completed Activity Participation form on file with their advisor and have paid all participation fees before they can participate in the activity. Students involved in any student activity must maintain acceptable school attendance and should be making academic progress in order to participate in the activity. Students who fail to meet these criteria will have his/her membership revoked as involvement is a privilege not a right. Many activity groups have elected or appointed officers. In order to insure the success of the program, these groups have officer contracts that spell out the character, behavior, and leadership expectations for the student leaders.

Student Activities Code

"As an activity participant, I will use sound judgment and conduct myself as a good citizen. Further, I shall not at any time, while a member of any activity group, use tobacco, alcoholic beverages, or drugs in any form, except by prescription. I have a special responsibility as a school representative to exercise good sportsmanship and conduct myself in an acceptable manner so as not to bring embarrassment on myself or the school. I understand all school rules are in effect at all times during my participation in my activity. I also understand that the administration/advisor has the right to remove any participant who violates this code."

Fees

A non-refundable participation fee of \$40 must be paid to the Student Activities office once a year in order to participate in any number of clubs/organizations. This fee is above and beyond any specific club dues or membership fees. Any student who does not feel he/she can afford the fees should see the Dean of Students.

Fund Raising

Money-making activities must be approved, in advance, by the administration. Further information is available from the Dean of Students or activity advisors.

Posters

All posters must be approved and stamped by the student activities' or athletic director's staff, put up with masking tape, and must be removed within 24 hours after the event, in accordance with the fire code.

Publicity

The student activity office will maintain active contact with the local press. Activities will receive maximum local coverage. All student activities related publicity must be approved and released through the Student Activities office.

Contracts

The administration must approve and sign all contracts.

Hazing

Refer to the *Hazing Policy* in Part 1 of this handbook.

Social Functions

The student must arrive within one hour after the start of the function. A student may not return after leaving the building. Dances, except for prom, are open to MRHS students only. Middle-school-aged students are not permitted to attend MRHS dances. If a student wishes to bring an outside guest to the prom, the student's name and guest's name must be registered in the activities office and must submit a completed guest permission form prior to purchasing a ticket and prior to the close of school on the last day of ticket sales. No guest 21 years of age or older at the time of the event may accompany or attend an MRHS function including but not limited to the dances or the senior prom. All students are required to have an I.D. card at social functions. Smoking is not permitted at any school event or on school grounds. Renaissance cards must be presented to obtain discounts at school functions. Most events have a 10 p.m. closing time. The building will be secured and supervision ends 10 minutes after a social event ends. Parents are responsible to arrange for the

prompt pickup of their child at the conclusion of all events.

Loss of Activity Privileges

Students may be suspended from participation or attendance at school co-curricular activities. Only the principal or person designated by the principal may suspend a student from participation in co-curricular activities. When under suspension from school, a student shall NOT participate in or be present at any activities sponsored by the school until the student returns to school from this suspension.

Students participating in any club/organization shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as "non-alcoholic or near beer." It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

This policy applies to student behavior on and off campus, during school-sponsored events, and to behavior in the community. Through the Memorandum of Understanding written by the District Attorney's office, both the Hampden & Wilbraham Police Departments regularly share information with the school regarding student behavior outside of school, specifically those that relate to weapons, violence, drugs (both criminal and civil offenses), and alcohol.

Upon the principal's confirmation, following a hearing, that the policy was violated, the following minimum penalties will be imposed:

Student Activity participants who are not members of the NHS or are not Class or E-Board Officers, the following penalties will apply:

First violation:

Consequence: Student shall lose eligibility to participate in any Student Activities clubs / organizations for four weeks. No exception is permitted for a student who becomes a participant in a treatment program.

Second and subsequent violations:

Consequence: Student shall lose eligibility to participate in any Student Activities clubs / organizations for ten weeks. If, after the second or subsequent violations, the student of his/her own volition becomes a participant in an approved chemical dependency or treatment program, the student may be certified for participation in Student Activities after a minimum of seven weeks. The director or a counselor of a chemical

dependency treatment center must issue such certification.

Students who are Class Officers or E-Board Officers, the following penalties will apply:

Consequence: Dismissal from elected position for the remainder of the school year. For events occurring after May 1st, the dismissal is extended through the following school year. No exception is permitted for a student who becomes a participant in a treatment program.

At the discretion of the principal or designee, the student may be certified for participation in Student Activities and run for re-election during the next academic school year upon the successful completion of the above requirements. **For students who are members of the *National Honor Society*, refer to the list of penalties found in the Student Activities and Clubs section in Part 3 of this handbook.**

Students may be suspended from participation or attendance at school co-curricular activities. Only the principal or person designated by the principal may suspend a student from participation in co-curricular activities. When under suspension from school, a student shall NOT participate in or be present at any activities sponsored by the school until the student returns to school from this suspension.

Restriction of Non-Academic Activities

The administration reserves the right to restrict any student from non-academic, school-sponsored activities including graduation and prom.

Passive Alcohol Screener (PAS)

Students are advised that a Passive Alcohol Screener (PAS) will be used as a requirement for admission to selected school events. This non-invasive screener will be administered by members of the high school staff and requires students to speak into a microphone-like device to verify they have not recently consumed alcohol. Any student who refuses to take the screening will not be allowed to attend the event and parents will be notified. Furthermore, alcohol screeners will be utilized on individuals reasonably suspected of alcohol use. **If alcohol is detected upon screening, the parents will be notified and students will be subject to the disciplinary action as stated under possession, use, and/or under the influence of alcoholic beverages. Refer to the *Discipline* section in Part 3 of this handbook.**

Special Committees

Student Members, Regional School Committee, and Student Advisory Committee to School Committee

The School Committee has two students as non-voting members. The objective of student participation is to foster a partnership between the two generations for the purpose of building a better educational community. The two, non-voting members attend School Committee meetings and serve as liaison between the Student Council and the committee. Election of two members of the student body to serve on the committee occurs in the spring. Three additional members are elected and the group of five comprises a Student Advisory Committee to the School Committee. The Student Advisory Committee to the School Committee meets and represents the students' concerns to the Committee. Questions concerning these positions should be directed to the Dean of Students. **Refer to the list of *Student Activities and Clubs* section in Part 3 of the handbook.**

GENERAL INFORMATION

Morning Announcements and P.A. System

Each day announcements are made to the entire school population by way of the public address system located in the principal's office. It is the responsibility of all members of the staff and student body to listen to these announcements so that they are aware of events that are occurring in the school community that directly affect them. All announcements must be submitted by 7:20 a.m. with a proper signature to receive administrative approval. Only approved announcements will be read and posted. Announcements are posted on the school website after they are read.

Student Dress Code

Minnechaug strives to provide an environment focused on instruction and learning. Appropriate student dress has a positive impact on student learning, student behavior and the overall educational environment. All students are required to be dressed in a manner that does not interfere with the health, safety and welfare of themselves or other students. Dress that distracts/ disrupts the educational process and mission of the school is prohibited. The dress code is in effect upon entrance of students to the building and at school related activities.

The following are examples of the standards that will be observed at Minnechaug and while representing Minnechaug:

14. Attire covering the top of the body must have at least two inch wide straps and be long enough to cover any exposed skin on the torso.
15. Pants must rest high enough on the hips so as not to expose underwear or skin.
16. Legs should not be exposed above fingertip length when a student stands with arms fully extended downward.
17. Clothing promoting alcohol, tobacco products, weapons or drugs is prohibited.
18. Clothing with obscene or vulgar statements or pictures is prohibited.
19. Underwear worn as outerwear, including semi-transparent clothing is prohibited.
20. Necklines of shirts must be high enough not to excessively expose cleavage or the chest.
21. Athletic uniforms worn to school during school hours must meet the requirements of the MRHS dress code.
22. Large, long and/or heavy chains, spikes or any other hardware worn as jewelry or accessories, including wallet keepers and dog collars, are prohibited.
23. Sunglasses are prohibited.
24. Head apparel, such as hats, hoods and bandanas, is prohibited. (Except for religious or medical purposes.)
25. Clothing should not drag on the floor and should be safe for use on stairwells and appropriate for the activities in which the student is involved.
26. Footwear is required and must be safe for use on stairwells and appropriate for the activities in which the student is involved.

In addition to the listing above, clothing, attire, and accessories found to be disruptive or distracting to the educational process or which has affected the safety of students will be determined a violation of the dress code by the school administration. **Violation of the dress code will result in disciplinary action as outlined in the *Discipline* section in Part 3 of this handbook.**

Contacting Students in School

To minimize the interruptions of classes in session and the school day in general, we ask your cooperation in requesting messages be forwarded to students only in cases of extreme emergencies.

Cell Phones and Electronic Devices

Portable electronic devices will be allowed for student use inside the cafeteria only during their assigned lunch time and during passing time in the hallways. In some cases, it is academically appropriate to utilize the portable technology to enhance student learning. We recognize this potential as well as the possible negative

consequences for their use in the classroom. Teachers may use electronic device technology in their classroom as they deem appropriate for educational purposes.

Any student using any portable electronic device outside of the cafeteria will be subject to disciplinary action consistent with this handbook. This includes the use of headphones of any kind and all audio devices. This policy will be in place between the hours of 7:35 a.m. and 2:05 p.m.

No recording device (audio or video) of any type is allowed during school hours or in the building at any time. This also pertains to bus stops and bus rides, to and from school.

Cell Phone Search

Search of cell phones for pictures, text messages and video, audio, and uploaded and downloaded online materials, pertinent to a specific investigation is permissible if search is reasonable in its inception and justified in its scope. Acceptable searches may include, but are not limited to:

1. Video and pictures of assaults and fighting.
2. Evidence of harassment, intimidation, bullying.
3. Graffiti.
4. Arrangements of drug deals and exchanges.
5. Identification of ownership upon recovery of stolen or lost devices.

If a search of an electronic device is found to have evidence pertinent to an investigation, the school administration may hold on to that device and the evidence, for the duration of the investigation, or it may be turned over to the police for further investigation.

Failure to follow electronic device regulations will result in disciplinary action as outlined on the *Discipline* section in Part 3 of this handbook.

Illness

Students who are ill in class or injured are to obtain a pass to the nurse's office. If her office is closed, report to the principal's office. In case dismissal is necessary, the nurse will telephone the student's home before dismissal. **Refer to the *Dismissal* procedures in this handbook.** If the student requires medication of any type, he/she must have a written permission on file in the nurse's office.

Food and Beverages in Classrooms and Corridors

Students are not permitted to eat or drink in a classroom unless permission is granted by the teacher. Students who break these rules are subject to disciplinary action.

Identification Cards

Freshman students who have their picture taken at MRHS will be provided with a school issued identification card. Students must carry these cards with them at all times. If a student fails to produce his or her for 3 days, a new ID card will be ordered for the cost of \$5.00. Replacement ID cards must be paid at the time of replacement or the cost will be added to the student senior debt.

Parking, Use of Automobiles and Motorcycles

Students are to park automobiles in the student parking lot. The area in front of the main entrance to the building is reserved for faculty, administration, and visitors. Motorcycles are permitted to be parked in the faculty parking lot for security reasons.

There is NO PARKING on the access roads and signs must be obeyed at all times. Violators are jeopardizing the health and welfare of our students, and are often blocking access routes for ambulance and emergency personnel. Failure to comply with parking regulations, laws, and rules may result in consequences including parking tickets issued by the Wilbraham Police Department as is consistent with the Town of Wilbraham parking regulations; office and Saturday detentions; and towing at the owner's expense.

Parking at the school is a privilege granted by the school and the privilege shall be withdrawn if it is abused.

Examples of abuse follow:

- Improper parking (bus lanes, lawns, sideways).
- Parking in faculty or Superintendent's parking lots.
- Reckless driving, speeding (20 mph speed limit in the school parking lot).
- Parking on School District property without a current parking sticker.
- Failure to display parking permit tag.

Students will be required to register motor vehicles in the assistant principal's office and will be required to have a parking tag on the motor vehicle. For the school year 2020-2021, the parking fee is waived.

- Purchasing of parking permits is scheduled as follows:
- Seniors: 2 weeks before the start of school.
- Juniors: First day of school.
- Sophomores: Upon receiving a driver's license.

Students may purchase a parking permit in anticipation of receiving a license and/or vehicle. **Failure to follow parking permit procedures and guidelines will result in disciplinary measures as outlined in the *Discipline* section in Part 3 of this handbook.**

Lockers

Corridor and gym lockers are loaned to pupils for a school year. They are jointly accessible to the student and school officials and may be subject to inspection and search at any time at the discretion of school officials. No degree of privacy or security should be expected in lockers by students. If a lock is lost or damaged, a charge of \$5.00 will be made. No personal locks are allowed on school lockers. Pupils are not to give other students their locker combinations; only one student is to be using a locker at any given time. Locker combinations will only be given to the pupil to whom the locker is assigned. Students are reminded that locked lockers are not necessarily secure areas and, therefore, valuable items should not be left in them. Report any locker problems to the main reception office.

Personal Property and Theft

The school is not responsible for the loss or theft of personal valuables and property. Thefts are to be reported to the assistant principal's office within 24 hours of their discovery. In accordance with an agreement with the Wilbraham Police Department, copies of theft reports will be forwarded to the police. Should you desire police action, you must personally process a complaint with them. Large sums of money and valuable personal property should not be brought to school. Lockers are not available for social events after school hours. Hall lockers, P.E. lockers, and locker rooms are not secure areas and valuables should not be left therein.

Unattended Belongings and Personal Items

There shall be no expectation of privacy for bags or backpacks left unattended. School personnel will search unattended items to determine ownership and to assess danger/threat.

Student Accountability and Debts

Over the course of the school year and the high school career, students may accumulate debts for a variety of reasons. On a regular basis, students are notified of the outstanding debts. Failure to pay these student debts may result in a loss of privileges such as the Renaissance Program. Furthermore, seniors with outstanding debts may not be eligible for senior activities including graduation participation. All student accountability questions and payment options should be directed to the Main Office Secretary.

Lost and Found

A lost-and-found area is located in the Student Activities Office. Lost books are also brought to and held in the Student Activities Office until the end of each semester

when they are returned to the core areas. Unclaimed lost and found items will be donated four times per year.

Canine Searches

The Hampden-Wilbraham Regional School District has formed a partnership with the Hampden and Wilbraham Police Departments and the Massachusetts State Police Canine Unit to periodically use trained police dogs to search the building, classrooms, lockers, parking lots, and school grounds. These unannounced searches may occur at any time.

Outdoor Areas

All areas on the exterior of the building are considered out of bounds at the beginning of the school day. Access to outdoor spaces and interior courtyard may be granted in certain situations with administrative/faculty approval.

Loss or Damage of School Property

The damage to any school building, facility, and/or property may be considered a disciplinary matter and students may be held responsible with consequences.

Refer to the *Vandalism* section in Part 3 of this handbook.

Student visitors to school are not encouraged. Any person wishing to visit the school during the school day must obtain approval and a visitor's pass from a member of the administration two days prior to the visit. **Refer to *Social Functions* in Part 3 of this handbook.**

Please refer to "Visitor Access" at the beginning of this handbook for general guidelines on visitors entering the building.

In addition:

- All adults entering the building must enter through the main office entrance near the flag poles.
- Doors leading directly to the outside will not be propped open.
- Students are prohibited from stairwells, closets, offices, labs, and other areas without faculty supervision and/or permission.
- Students are prohibited from being in the building after school hours without a legitimate reason such as academic, athletic, fine arts, or other approved event.

Animals

With the exception of school-sponsored events where dogs or animals are invited to the school, all animals are prohibited from the Minnechaug campus and all athletic fields. Signs are well posted.

Requests for Information or Advice

If you need to speak with teachers, counselors, the principal, or the assistant principals', you are welcome to do so at any time when he/she is free to meet with you.

However, for your convenience, we suggest that you make an appointment.

Courses Involving Health Education and Growth and Development

Listed below are those courses offered during the 2019-2020 school year which involve health education and growth and development. Parents who have questions or concerns should see their child's guidance counselor.

Course Name and Number:

P.E./Health Wellness/Developmental Guidance Grade 10
AP Psychology (522)
ML Psychology (518)
ML Sociology (523)
Biology (208)
Level 1 Biology (210)
Honors Biology (212)
AP Biology (211)
Human Anatomy and Physiology (237)
Honors Human Anatomy and Physiology (235)
Level 1 Forensic Science (215)

Parents/guardians, who wish to exempt their child from lessons involving human sexual education, will need to complete the form available at the back of this handbook, on the school website, and in the Principal's office. This form should be received by the Principal's Office by October 1st of each year that the exemption is requested.

Emergency and Non-Prescription Medication Form

Before the start of school, you will receive a mailing from the school which contains an Emergency/Non Prescription Medication Form. You are asked to complete this form and return it to the Health/Nurses' office by the start of the school year.

Optional Forms

Parents who elect to complete the following optional forms, available on the school website and in the principal's office, must do so annually by October 1st:

- Form for withholding permission to release student directory information, photos.
- Form to exempt children from lessons concerning sexual education issues.

These forms are available at the back of this handbook, on the school website, and in the Principal's office.

School Safety

School safety, security, and building access are critical issues at Minnechaug. All visitors to Minnechaug must

follow the guidelines explained in the "Visitors to School" section. A Guide to School Safety may be found on our district website.

Students should be aware that faculty, staff, and administration will take all threats or implied threats, either verbal or written, seriously. The administration will investigate any threat or implied threat and take appropriate disciplinary action up to and including expulsion and involvement of the police for criminal investigation thereof.

Safety Drills

Safety drills such as fire drills and lockdowns will occur during the school year. In order to insure the highest possible level of safety and security, students must follow all procedures and directives given by the faculty, staff, and administration during these drills.

Student Responsibilities during a Lockdown

Maintaining safety and security during a lockdown requires a serious effort from everyone. Keeping this in mind, it is essential for students to understand the following responsibilities during a lockdown:

1. Be silent.
2. Follow the teacher's instructions.
3. Move quietly and safely to the most protected part of the classroom.
4. Do not attempt to leave the classroom unless otherwise instructed.
5. If you are not in a classroom when a lockdown is announced, make your way to the next open classroom or office. Staff will not open the doors once they are locked.
6. Do not attempt to use a cell phone during a lockdown.

Teamwork in critical situations is crucial. By following these guidelines, students will effectively contribute to a successful lockdown in which no one becomes injured.

POLICIES RELATING TO STUDENT CONDUCT AND DISCIPLINE

The Hampden-Wilbraham Regional School District subscribes to schoolwide tiered systems of support that begin with proactive strategies for defining, teaching, and encouraging appropriate student behaviors to create positive school environments. While the following section of the handbook delineates violations of the Code of Conduct that result in consequences or interventions, it is also intended to describe expectations of accountability to high standards of appropriate, responsible student behavior, and help and resources available for support in the school and community. Each

school has established sets of core expectations and related skills instruction that support the development of lifelong character development, including responsibility, respect, caring, self-regulation, citizenship and trust. Every member of the school community is a stakeholder, contributing to a climate that protects the rights and safety of all and optimizes opportunities for high quality teaching and learning.

The school's primary goal is to educate, not to discipline; however, when the behavior of individual students comes in conflict with the rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole.

Students shall be governed by the policies, regulations, and rules of this district which are applicable in school, on the school grounds, at a school activity away from school, on the way to or from school, and on a school bus. Students who become involved in behaviors which are beyond the scope of the above areas, which adversely affect the continuity and/or quality of school operations, and/or the effectiveness and well-being of school personnel (to include harassment of school personnel, bomb threats, and vandalism to school busses) will be subject to the disciplinary actions contained in this handbook. Such governing rules shall be published and disseminated to school personnel, students and parents each year.

The principal, in consultation with the School Council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The School Council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct.

Student Behavior Goals

1. To provide the student with a program that encourages appropriate behavior.
2. To provide consistency in the administration of disciplinary actions, i.e., a fair program in that all pupils charged with the same level of misconduct will receive the same action.
3. To provide students, parents, and school personnel with clearly stated, advance knowledge of the courses of action to be followed in handling disciplinary matters.

Disciplinary Action

1. Administrative conference with the student and/or parent.
2. Office detention(s) daily after school 2:10-3:10.

3. Detentions may be served with a student's current teacher with prior administrative and teacher approval.
4. No detentions may be served for any club activities or meetings.
5. Saturday detention(s), (8:00-12:00).
6. Suspension(s) from school.
7. Suspension and review by principal for further suspension or expulsion.
8. Suspension pending School Committee action.
9. Temporary removal from class.

Suspension and Expulsion Law

Notice of Suspension: Section 37H ¾

Section 53.06

1. Except as provided in 603 CMR 53.07, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity to be heard and the parent an opportunity to participate in such hearing.
2. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English. The notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. 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, and for the parent to attend the hearing;
 - e. The date, time, and location of the hearing;
 - f. The right of the student and the student's parent to have the interpreter services at the hearing, if needed to participate;
 - g. If the student may be placed on long-term suspension following the hearing with the principal:
 - i. The rights set forth in 603 CMR 53.08 (3)(b); and
 - ii. The right to appeal the principal's decision to the superintendent.
3. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

4. Written notice to the parent may be made by hand delivery, first-class mail, email to an address provided by the parent for school communications, or by any other method of delivery agreed to by the principal and parent.

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.

The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. A principal may impose an in-school suspension as defined above according to the following procedures:

1. 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.
2. 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.
3. The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand- delivery, certified mail, first-class mail, email to an address provided by the

parent for school communications, or by other method of delivery agreed to by the principal and the parent.

4.

***Emergency Removal: Section 37H ¾
Section 53.07***

1. Nothing in these regulations shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially disrupts the order of the school. The temporary removal shall not exceed two (2) school days, which shall include the day of the emergency removal, during which time the principal shall:
 - a. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
 - b. Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
 - c. Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(3), and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time is otherwise agreed to by the principal, student, and parent.
2. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Reference Massachusetts General Law, M.G.L. c. 222. A copy of the full regulations can be found on the district website at <http://www.hwrsd.org>.

Suspension is the temporary exclusion by a properly authorized school official of a student from a regular school program.

Each student suspended by a school official shall be afforded an informal hearing as soon as practicable after the event causing the suspension except when extraordinary circumstances involving the health and safety of the student or others in the school require immediate exclusion or it is otherwise impossible or unreasonably difficult to hold such hearing. In such circumstances, the necessary notice and hearing shall follow as soon as practicable.

Students are responsible for making up all class assignments missed during their period of suspension. Staff members shall provide the students with reasonable opportunities to make up missed work when appropriate.

The principal or designee shall provide the student with oral or written notice of the charge(s) against the student and shall provide a hearing for the student before a suspension is ordered, so that the student has a full opportunity to state why she/he should not be suspended. This preliminary hearing shall be an informal one in which the student is given an opportunity to respond to the charges. The student's parents may be informed of the charges and the preliminary hearing if the principal or designee so chooses.

The administrator may impose a suspension of up to ten days duration and shall notify the student's parents or guardian of the suspension by telephone and/or by regular mail. If, in the principal's opinion, the alleged infraction warrants a penalty of more than nine (9) days suspension, the principal shall refer the case to the Superintendent.

Student's assigned suspensions are not allowed on school property. Such students found on campus or in the school building will be subject to prosecution for trespassing.

Internal Suspension

Internal Suspension (ISS) may be required by the administration for some specific or continuous/habitual offenses. All school rules are applicable to the Internal Suspension Program at MRHS. Any student who violates the school rules while serving in the internal suspension will immediately be externally suspended. ISS is an opportunity for a student to receive a consequence that will allow them to be in school in an alternate learning environment without being externally suspended from school.

While in the Internal Suspension room, students are required to complete work provided by their current teachers or work with the ISS staff to complete a productive learning assignment for the day.

Reasons for an internal suspension may include, but are not limited to:

- Failure to serve a Saturday detention.
- Consistent tardiness.
- Class cuts and being out of bounds.

If a student is assigned to be present in the Internal Suspension room and is absent from school, that

student will report to the ISS upon their next day present at school.

Multiple Suspension Alternatives

The administration may, at its discretion, substitute community service projects in place of some portion of multiple suspensions at the request of the student and his/her parents. The community service suspension alternative can only be approved in conjunction with consecutive suspensions, and only when the administration feels that the specifics of the individual situation warrant such consideration.

Loss of Activity Privileges

Students may be suspended from participation or attendance at school co-curricular activities. Only the principal or person designated by the principal may suspend a student from participation in co-curricular activities. When under suspension from school, a student shall NOT participate in or be present at any activities sponsored by the school until the student returns to school from this suspension. Excessive suspensions from school will lead to a request for the student to withdraw from school or may lead to the institution of expulsion proceedings.

Restriction of Non-Academic Activities

The administration reserves the right to restrict any student from non-academic, school-sponsored activities including graduation, prom, and all interscholastic and intramural activities and athletics on or off campus. Expulsion shall mean the permanent exclusion of a student from the schools of this district. **Refer to the *Student Suspension and Expulsion* section of this handbook.**

Communication and Notification

Copies of each disciplinary misconduct report describing behavior, violation, and consequence that result in office detentions or Saturday detentions will be mailed home and distributed to the student's guidance counselor and special education liaison when applicable. All incidents requiring external suspension will result in immediate notification via phone call to parents detailing incident, violation and consequence.

Teacher/Student Conference

Every teacher has the right to request that a student report after school for extra help or for disciplinary reasons. Students and teachers are bound to honor these appointments.

Smoking and Tobacco Free Policy

The Education Reform Act of 1993 prohibits the use of any tobacco products within school buildings and school

facilities, on the school grounds or on school busses by any individual. Further, student possession, as well as use of tobacco products (i.e., cigarettes, chewing tobacco, cigars, electronic or vapor cigarettes), is prohibited within the school building, on school grounds, at school-sponsored activities off school grounds, and on school buses at any time. **Violation of this policy is subject to disciplinary action as outlined in the *Discipline* section of this handbook.**

School Bus Rules

Riding a school bus is a privilege. Any undesirable behavior will result in a loss of this privilege. The bus driver is responsible for, and has full authority over, the conduct of the pupils while on the bus. Serious violations may result in loss of bus privileges. The school administration will not provide transportation for students when bus privileges have been suspended.

General Rules

1. Be at the bus stop no earlier than five minutes prior to the usual pickup time and be ready to get on quickly. Be seated at once.
2. Use the same established bus stop throughout the year that is closest to your home. Any change must be approved by the assistant principal's office and notification given to the bus driver.
3. Bus stops are not play stops. There should be no fighting, pushing, chasing, or shoving. Do not stand or play in the roadway.
4. As the bus approaches, line up, but do not approach the bus until it has completely stopped and the driver has opened the door. Remain back from where the bus stops for at least five feet or more if instructed to do so.
5. Students who wish to cross to the other side of the street shall do so by passing ten feet in front of the bus immediately upon alighting from the bus, and the driver signals that it is safe to pass. Look for the traffic in both directions before crossing the road.
6. If you have very large packages or animals to bring to school, ask your parents to transport you on that day. No animals, pets, or reptiles are allowed on the bus.
7. Books and other property should be held on your lap. Keep aisles clear. Do not extend arms or head out of the bus windows at any time.
8. Eating or drinking on the bus will not be permitted.
9. Maintain an acceptable manner of conduct and appearance at all times. Vulgarities, boisterous and loud shouting, unnecessary noises, or other improper conduct distracts the driver and will not be permitted. Bare feet and swimsuits are not permitted.

10. All bus conduct reports given during the last two weeks of school will be carried over to the following school year.
11. When disembarking at school or going home, stay seated until the bus has stopped and the driver has opened the door. Leave quickly, but do not push or shove.
12. Insubordination to bus drivers or persons of authority is not permitted.
13. Immediate loss of bus privileges may occur for the following reasons.
 - a. Smoking or playing with fire
 - b. Attempting to open the emergency door unless given the order to do so by the driver
 - c. Damaging or defacing any part of the bus. All costs of damages will be reimbursed by the violator
 - d. Using firearms, explosives, firecrackers, etc., on the school bus

Bus Pass Policy

Students who need to ride a bus to another location for the day must present a written request from their parent before the start of 2nd block to the front office secretary. The secretary will then provide the student with a pass to present to the bus driver prior to boarding the bus. Failure to follow proper procedures may result in consequences or a loss of bus riding privilege. **Refer to the *Transportation Services and Bus Policy* in Part 1 of this handbook.**

Federal Gun-Free Schools Act

This Act relates to possession of a firearm, as defined in the 20 U.S. Code, Section 8921, on school premises or at a school-related event. The Gun-Free Schools Act requires that a mandatory expulsion of a minimum of one (1) year be imposed by the building principal of a student who is found to violate this section. Expulsion can only be modified by the Superintendent on a case-by-case basis.

LIST OF VIOLATIONS AND CONSEQUENCES

Consistent with the guidelines of the Massachusetts Department of Education, we have attempted to describe the behaviors which follow in specific terms that can be interpreted similarly by different people. As it is not necessary, or even desirable, to specify a particular punishment for every possible type of offense, the misconducts and their relative disciplinary actions are descriptive of the kinds of behaviors that should be avoided and the range of consequences which could be applied allowing consideration for the extent, severity, and impact of misconduct on the school community.

Alcoholic Beverages

Possession, use and/or use of alcoholic beverages, including non-alcoholic beer or near beer, on school grounds, while representing the school, or attending any school function

1. First offense: Ten days suspension; police notified; referral to guidance
2. Second offense and beyond: Ten days suspension; police, and guidance notified; possible review by the principal and/or the School Committee for further suspension or expulsion

Under the influence of alcohol on school grounds, while representing the school, or attending any school function

1. First offense: Ten days suspension; police notified; referral to guidance
2. Second offense and beyond: Ten days suspension; police, and guidance notified; possible review by the principal and/or the School Committee for further suspension or expulsion

Selling or supplying alcoholic beverages and non-alcoholic beer or near beer

Ten days suspension; police notified; possible review by the principal and/or the School Committee for further suspension or expulsion; court action. Use of alcohol screeners by school personnel may be utilized to help determine us of or under the influence.

Additional consequences apply to all members of the athletic teams, student activities, NHS, class officers, and E-Board officers. Refer to each pertinent section in this handbook for complete details.

Arson

Deliberately setting a fire in a school building or on a school bus, or any school property

Suspension; possible psychological/risk assessment; mandatory review by School Committee for suspension or expulsion; police, and guidance notified; possible court action

Assault on a Principal, Teacher, or Other Educational Staff

Assault on a principal, assistant principal, teacher, teacher's aide, or other educational staff

Ten-day external suspension pending review by the principal for further suspension or expulsion; parents and police notified

Assault and Battery

Any willful and unlawful attempt or use of violence on another person

One to ten days suspension; possible police notification

Assault and battery resulting in severe or serious bodily injury

Ten day external suspension; parents notified, police notified, possible review by the principal for further suspension or expulsion

Bomb Threats

Ten days suspension; police and guidance notified; mandatory review before School Committee for suspension or expulsion; court action

Cell Phone and Electronic Device Violations

Refer to the cell phone regulations outlined in the General Information section of this handbook.

1. First offense - One detention; cell phone confiscated and returned at the end of the day
2. Second offense: Two detentions; cell phone confiscated and returned at the end of the day
3. Third offense: Saturday detention; cell phone confiscated and returned at the end of the day
4. Fourth offense and beyond: Saturday detention; cell phone returned to parent only

Unauthorized use of recording device (audio or video) will result in one office detention to ten days suspension

Cheating

Any use or attempted use of information or materials obtained from another, submitted or to be submitted as one's own work—to include any form of communication during testing situations, including use of portable electronic devices

Students will receive a grade of zero on the material without opportunity to resubmit the assignment or make up the material; parents notified for the first offense. Second and subsequent offenses will result in Saturday detentions and possible suspensions of up to 10 days.

Class Cutting and Unauthorized Presence on School Premises, Grounds

- First Offense: One class cut in a day will result in two office detentions and a zero for that class's work with no makeup
- Second Offense: One class cut in a day will result in one Saturday detention and a zero for classes' work missed with no makeup
- Three or four class cuts in a day will result in two Saturday detentions and zero for classes' work missed with no makeup
- Two or more class cuts in any specific class will result in a Saturday detention

Unauthorized presence in gym, locker areas, pool, parking lots, core areas and offices, staff/visitor bathrooms

One Saturday detention to two suspensions

Out of Bounds

Class cutting off school grounds: Two Saturday detentions

Students present on school grounds and leaving prior to the start of school are considered out of bounds

Students on school grounds or property past the 11:30 p.m. curfew

Possible ten days suspension; police notified; possible court action

Computers (inappropriate use of)

Inappropriate use of computers and/or Violation of the HWRSD Responsible Technology Use Policy for Students

Two office detentions to ten-day external suspension, possible police action, and possible restitution. **Refer to the Responsible Technology Use Policy for Students outlined in Part 1 of this handbook.**

Defiance of Authority

Failure to successfully serve assigned office detention

Additional detention and/or Saturday detention

Failure to report to principal or assistant principal's office when directed

One Saturday detention

Owing five office detentions at any one time

One Saturday detention assigned, office detentions cancelled

Failure to successfully serve assigned Saturday detention

- Loss of the privilege to park at the school until Saturday is served
- Students will be required to assist the lunch monitors with cafeteria tasks until the Saturday is served
- One day suspension and the missed Saturday will be rescheduled for the following Saturday
- Two consecutive missed Saturdays will result in a three-day, external suspension

Owing two Saturday detentions at any one time

Further Saturday-detention-level infractions may result in suspension

Continued willful disobedience and/or continued disciplinary problems

One Saturday detention to ten days suspension and possible review by the principal or Superintendent for expulsion

Insubordination

Two detentions to a Saturday detention

Open defiance of the authority of a teacher, or gross insubordination or flagrant disregard of a verbal instruction or direction

One Saturday detention to ten days suspension

Failing to return for a teacher-student conference

Referral to administration; two office detentions assigned

Student search

Failure to comply with administration's request to search person, personal belongings, and/or vehicle may result in immediate ten day suspension and police notification for further investigation

Discrimination, Violation of Civil Rights

Discrimination, violation of other students civil rights

This refers to the right of all members of the school community to be free from discrimination based on race, national origin, religion, sex, disability, sexual orientation, or gender identity. Such discrimination may include verbal or physical attacks on any or all protected groups as specified above.

Spontaneous verbal/non-verbal attacks, first offense, and usually without intention to discriminate

One to two Saturday detentions

Discriminatory harassment directed at a person or group of people

Five to ten days suspension; educational requirement at no cost to the student; parents notified; possible police notification; review by the principal for further suspension or expulsion. If the student does not meet the educational requirement, they will be assessed a \$100 fine.

Harassment, bullying, or cyber-bullying

One Saturday detention to a ten day suspension; possible police and parent notification

Dismissal Procedure (failure to follow)

Students who fail to follow dismissal procedures as outlined in the *Discipline* section of this handbook will receive:

1. Two detentions up to a Saturday detention
2. Class cut consequences
3. Grade of "0" for the work missed

Disruption and Disturbance

Disruption to specific class and teacher

One office detention to two Saturday detentions

Continued disruption to specific class and teacher

One Saturday detention to five-day suspension

Inciting other students to create a disturbance which disrupts the operation of the school

Possible suspension up to ten days; possible police and court action; use of electronic devices to record school-related disturbances, including fights, may be viewed as inciting and consequences will be applied

Disrupting school activities and/or the educational process, including school-sponsored activities off campus

Two days office detention to ten days suspension; possible police involvement

Dress Code Violations

Refer to the complete *Dress Code* section outlined in Part 3 of this handbook.

If a student's attire is in violation of this code, the student will be required to change attire and may be sent home to do so. In addition, the following consequences will apply:

1. First offense: One detention
2. Second offense: Two detentions
3. Third offense: Saturday detention

Each additional offense will result in a Saturday detention or suspension

Explosives

Possession or use of fireworks, explosives or incendiary devices that have potential to do bodily or physical damage

Five to ten days suspension and/or possible review by School Committee for suspension or expulsion; police notified; possible court action

Extortion

One to ten days suspension; possible police action

Falsifying Documentation

Falsifying or refusing to give identification to staff members

One or two Saturday detentions to three day suspension

Falsifying signatures and/or altering notes, excuses, or other school documents

One to two Saturday detentions

Inappropriate Physical Contact

Two detentions to a five day suspension

Fighting on School Property

1. Spontaneous incident - One Saturday detention to ten days suspension
2. Incident with evidence of prior motivation and/or ill feelings - One Saturday detention to ten days suspension
3. Incident with clear evidence of provocation - Up to ten days suspension. (*The student provoked may be, but does not have to be suspended*)
4. Prearranged fight incident - Up to ten days suspension; police notified
5. Fighting on school property, second offense – Possible three to ten days suspension; mandatory parental/ guidance/administration conference

Fire Alarm and Fire Extinguisher

Misuse of a fire alarm system or fire extinguisher

One Saturday detention up to ten days suspension; guidance, and possibly police notified

Setting off a false fire alarm

Possible ten days suspension; police, and guidance notified; possible review before School Committee for further suspension or expulsion

Fireworks

Possession, use, and/or distribution of fireworks

Possible ten days suspension

Forcing Entry

Forcing entry into any locked room or area on school grounds, including hall and gym lockers

Possible ten days suspension; restitution; possible police involvement

Harassment Policy

Willful and malicious engagement in an act directed at a person, which seriously alarms that person and would cause a reasonable person to suffer emotional distress

One Saturday detention to a ten day suspension; possible police and parent notification

Intimidation is to force into or deter from action by inducing fear, usually by threat

One Saturday detention to a ten day suspension; possible police and parent notification

Sexual Harassment

Refer to the *Types of Discriminatory Harassment* outlined in Part 1 of this handbook.

One Saturday detention to ten days suspension; parents notified; possible police notification; review by the principal, Superintendent and School Committee

Hazing

- Organizing: One to ten days suspension; police notified; dismissal from activity
- Participation: One to five days suspension; police notified; possible dismissal from activity

Massachusetts state law requires students and school officials who are present during hazing to notify law enforcement authorities.

Students who are victims of harassment or bullying may seek a Harassment Prevention Order through the courts. Information pertaining to this order is available from the APO, School Resource Officer, or the Wilbraham Police Department upon request. **Refer to the *Types of Discriminatory Harassment* outlined in Part 1 of this handbook.**

Illegal Substances (possession, use of)

Possession is defined when any testable or measurable amount is present. Dangerous drugs mean any medication, including over the counter, which is used improperly and for its unintended purpose

Possession, and or use of dangerous or illegal drugs (including products that contain THC) on school grounds, while representing the school or attending any function

Ten-day external suspension pending review by the principal for further suspension or expulsion; parents and police notified

Under the Influence of dangerous or illegal drugs (including products that contain THC) on school grounds, while representing the school or attending any function

1. First offense: Ten days suspension; police notified; referral to guidance
2. Second offense and beyond: Ten days suspension, police and guidance notified; possible review by principal and/or the School Committee for further suspension or expulsion
3. Third Offense: Ten Day Suspension and submission to random searches

Selling or supplying dangerous or illegal drugs (including products that contain THC) to other persons on HWRSD school grounds

Ten days external suspension pending review by the principal for further suspension or expulsion; parents and police notified

Possession of drug paraphernalia on HWRSD school grounds or at any school function

Suspension of up to ten days external suspension; possible police action

Possession, and/or misuse, of over the counter medications (including but not limited to allergy, cold medicine, etc.) while on school grounds

Possible ten days suspension, parents notified, referral to a counselor

Selling or supplying over the counter medication to other individuals on HWRSD school grounds

Up to a ten day suspension, parents and police notified, referral to a counselor

Additional consequences apply to all members of the athletic teams, student activities, NHS, class officers, and E-Board officers. Refer to each pertinent section in this handbook for complete details.

Internet Use Policy Violation

Refer to the *Responsible Technology Use Policy for Students* outlined in Part 1 of this handbook.

Violation of the HWRSD Responsible Technology Use Policy for Students

Two office detentions to a ten-day external suspension; possible police action; possible restitution

Motor Vehicle (Improper use of)

As stated in this handbook, improper use of a motor vehicle such as reckless driving, speeding, or violation of traffic signs, will result in one Saturday detention, revocation of parking permit, and possible police involvement

Parking Violations

Failure to follow the parking procedures and guidelines as outlined in this handbook include:

Any unsafe and/or non-compliant behavior involving driving/parking on school grounds including but not limited to:

- Improper parking in bus lanes, on lawns, and sideways
- Parking in faculty or Superintendent's parking lots
- Parking without a permit

First offense: One week suspension of parking privilege

Second offense: Two week suspension of the parking privilege

Third offense: Loss of parking privilege

Safety Violations

Unsafe behavior that may or did endanger members of the school community

Two detentions to ten day suspension

Pass (*misuse of*)

The loss of pass privilege and/or two office detentions to one Saturday detention

Plagiarism

Any failure to give credit to another person's original ideas, research, or wording when contained in one's own material. Change in the wording but still using another author's ideas is also plagiarism. Students are especially cautioned regarding the appropriate use of Internet sources. Students will receive a grade of zero on the material without opportunity to resubmit the assignment or make up the material; parents notified for the first offense. Second and subsequent offenses will result in Saturday detentions and possible suspensions of 1-10 days.

Profanity, Vulgarity, Obscenity

Profanity, vulgarity, or offensive language not specifically directed toward another person

Two detentions to Saturday detention

Use of vulgar acts, gestures, or words directed toward another person

One Saturday detention to five days suspension

Possession, sale, and/or distribution of obscene books, magazines or other material

Possible ten days suspension; possible police and court action

School Bus Violations

School bus violations of conduct as outlined in this handbook will result in:

Two detentions to two Saturday detentions; possible loss of bus privileges; parent notification

Smoking and Tobacco Free Policy Violation

First violation:

1. Notify the violator's parent(s) or legal guardian(s) of the infraction.
2. Issue the violator a ticket for one hundred dollars (\$100) payable within twenty-one (21) calendar days to the Town of Wilbraham and a Saturday detention.
3. *Smoking Education Alternative:* The administration may, at its discretion, substitute completion of a Smoking Education class at the cost of \$50 per student in place of the \$100 fine. This option is for the first offense only and failure to successfully complete the program will result in the \$100 fine being imposed. The *Smoking Education Alternative*

may only be used on the first offense and may be used once during a student's career at Minnechaug.

Second violation:

1. Notify the violator's parent(s) or legal guardian(s) of the infraction.
2. Issue the violator a ticket for two hundred dollars (\$200) payable within twenty-one (21) calendar days to the Town of Wilbraham and two Saturday detentions.

Third and subsequent violations:

1. Notify the violator's parent(s) or legal guardian(s) of the infraction.
2. Issue the violator a ticket for two hundred dollars (\$200), payable within twenty-one (21) calendar days to the Town of Wilbraham, and two-day external suspensions.

Tampering with Security

Tampering with security/compromising security

Two office detentions to ten day suspension; possible police notification

Tardiness

Refer to the complete tardiness policy as outlined in this handbook.

Continued tardiness:

- The sixth (6th) through the tenth (10th) unexcused tardiness will result in the student being assigned one office detention for each additional tardy
- The eleventh (11th) unexcused tardy and beyond will result minimally in one Saturday detention, and could also lead to a parent meeting, suspension, loss of driving privileges, or possible court involvement
- **Failure to check in with the office tardy** will result in two detentions up to a Saturday detention

Theft

Petty theft

Two office detentions to two Saturday detentions, police notification, restitution

Larceny

Possession of stolen property and/or any theft of money or personal or public property of significant value and/or any theft involving breaking in and/or entering unauthorized areas, including lockers

One Saturday detention to a ten-day suspension; police notification; restitution

Threats

Verbal or written threats towards members of the school community

A one to ten day suspension; review by the principal for further possible action to include police and/or School Committee action

Throwing Objects

Throwing objects in school, including the cafeteria or on school grounds that are potentially dangerous to other people or causes a disturbance within the school

One Saturday detention to five days suspension; possible police and court action

Truancy

Truancy is defined as being out of school without prior parental permission and a reason acceptable to the administration. Class cutting action will also be taken.

Refer to the complete truancy guidelines in the handbook.

Vandalism

Cutting, defacing, or otherwise damaging in any way property belonging to the school district or members of the school community

One to ten days suspension; restitution for repair or replacement of damaged property; possible court action; possible review before School Committee for further suspension or expulsion

Weapons (possession of)

Possession or use of a dangerous or deadly weapon; the term "dangerous or deadly weapon" is used to include knives, chains, sections of pipe, tire irons, razor blades, guns, and any other object used by a student to intimidate or to inflict bodily harm to another person

Ten-day external suspension pending review by the principal for further suspension or expulsion; parents and police notified

LIST OF STUDENT ACTIVITIES AND CLUBS

Students interested in organizing a new club activity not included in the list below should contact the Assistant Principal. No "invitation" fraternities or sororities are included in the school activities.

ABOVE THE INFLUENCE: This group meets to learn about factors and influences of chemical-use and dependency. Guest speakers are often focal points of meetings. Students learn through one another how to remain substance free.

ART CLUB: This group meets throughout the year to complete projects designed by students. An emphasis on giving back to the community is illustrated within the club's mission.

AS SCHOOLS MATCH WITS: The team represents Minnechaug on the TV program "As Schools Match Wits." This team is prepared ahead of time by trying to answer the difficult questions put to them by their advisor during the regular team meeting.

BASKETBALL TOURNAMENT: This is an annual co-ed tournament that will take place between the winter and spring sports seasons

CANINE CLUB: This group participates in a number of activities throughout the school year centered around dogs, including educational activities about training and breeding as well as learning about service dogs and show dogs. Some fundraising is also done to help support local canine shelters and organizations in our immediate area. Club activities culminate with the planning and presenting of the annual MRHS Dog Show held at the school in May.

CELEBRATE LIFE: To spread awareness of a respect for life at its earliest stage and to provide resources to people in need. We are a non-denominational group who believes that the pro-life message is about celebrating family life and community values.

CHESS TEAM: Playing chess for enjoyment and in competition with each other. All levels of players, including beginners are welcome to join.

CLASS COUNCIL (Freshman, Sophomore, Junior Senior): Class Council is a student government body that is elected by the student body. Class council members plan the activities and help raise funds for their class. All students are encouraged to run for a class council position.

COLOR GUARD AND HONOR GUARD: The participants in the Color Guard and Honor Guard march and perform with the Minnechaug Regional High School Band in parades and field performances. Students are encouraged to join at the beginning of the year. This group practices after school on selected days throughout the school year.

DIVERSITY AND CULTURE CLUB: This club works with students of all ethnic and cultural backgrounds to celebrate diversity with our community.

DRAMA CLUB: The drama club performs at least one performance play a year. This is a great group to be involved in, whether you want the leading role or to be an extra cast member in the background.

DRAMA – TECH THEATER: The Tech Theater creates the stage sets, the lights, and the A/V needs for many of our school activities in the auditorium.

DRAMA PLAY: The drama play is the drama activity that performs a complete play during the first semester. These plays range from comedies to musicals. Auditions are held a of couple months before the show. All students are encouraged to participate in the play, and there is a need for back stage crew also.

DUNGEONS AND DRAGONS CLUB: This club meets to explore the game Dungeons and Dragons. All students are welcome to join.

EMERALDS MAGAZINE: This literary magazine is published annually by the EMERALDS staff and contains original, creative submissions of poetry, short stories, and art works by students. Fundraisers are held to support this publication. Emeralds have been awarded for achievement from various organizations: National Council for Teachers of English (NCTE) and Columbia Scholastic Press Association (CSPA).

FALCON FRIENDS: A club dedicated to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships throughout the school day and after school opportunities.

FALCON STUDENT STORE: The school store is an activity where students can assist in the daily running of the store. This occurs at lunch and at certain after-school activities.

FALCON YEARBOOK: This activity involves photography, copywriting, creating computer layouts and doing the “business” of the yearbook. After-school yearbook is part of a larger production team that produces a yearbook and supplement annually.

FASHION CLUB: The group celebrates fashion while also learning how to sew and create their own signature designs.

FRENCH CLUB: This club meets to celebrate and learn about French culture. All students are welcome to attend this club. Speaking French is not a prerequisite, only an open mind.

FUTURE BUSINESS LEADERS OF AMERICA: The FBLA meets throughout the year to develop business plans and to set them into motion. An FBLA competition is the capstone of the year for this group.

GSA – GAY STRAIGHT ALLIANCE: The GSA strives to bring together students from the diverse fabric of Minnechaug’s student body. This student-led group provides a safe zone for all students to meet and discuss the sensitive issues they face around sexual orientation and gender identity. Through such discussion, understanding can be fostered, and it is precisely this understanding of differences as well as our commonalities that GSA supports and celebrates.

IRCC – INFORMATION AND RESEARCH COMMONS COMMUNITY COMMITTEE: This group of students assists the IRC with creating an exciting learning place for all students.

INTERNATIONAL CLUB: This club meets to learn about different languages and cultures throughout the world. All students are encouraged to join.

JAZZ BANDS AND JR. JAZZ ENSEMBLES: The early and late jazz bands meet as an activity once a week in the evenings and more often when preparing a show. Students must audition for these groups.

KEY CLUB: A junior extension of the Kiwanis Club, a non-profit organization, the club meets every three weeks. In addition to attending meetings, Key Club members provide services that benefit Minnechaug and the community. Students put in a minimum of fifty hours of annual community service per year.

KNACK FOR KNITTING: Want to learn how to knit? This is the group for you! All levels are welcome.

LUMBERJACK CLUB: The Lumberjack Club is a service club that incorporates community service along with providing the students with a sense of responsibility and moral standing. The club does a variety of activities such as working at Lorraine’s Soup Kitchen, tutoring students at local elementary schools, helping with the landscaping at Minnechaug, and fundraising for a variety of charities.

MATHLETES: The team practices regularly and represents Minnechaug in math problem-solving competition with other schools at five western Mass. meets. The top three schools compete in the state meet.

MOCK LAW: The mock law team participates in a series of trials sponsored by the Massachusetts Bar Association. The team prepares for prosecution and defense and supplies all witnesses. The season is from December to April. The team also competes in the Harvard Moot Court.

MODEL CONGRESS: During the year, members research and propose bills which are then debated by the club. The highlight of Model Congress is the annual meeting at A.I.C. for three days to debate bills with delegates from throughout New England.

MODEL UNITED NATIONS: This club allows students to represent various countries at the Model U.N. in March. Students learn about a country, write legislation that concerns the interests of that country, and represent that country at a model U.N. at an area college. Club activities include an optional trip to the U.N. in New York City.

NATIONAL HONOR SOCIETY (*selection procedure*):

The Faculty Council is the governing body of the National Honor Society (NHS) and is composed of five members appointed by the Dean of Students. The NHS advisor(s) and Dean of Students serve as ex-officio members.

The Faculty Council:

1. Determines the selection procedure for chapter membership.
2. Selects students for NHS membership.
3. Hears disciplinary and dismissal cases. No member may be dismissed without the opportunity of a hearing and if requested, an appeal by the principal. The principal is the only appeal in the dismissal process.

To be eligible for membership, the candidate must be a member of the junior or senior class with a GPA of 3.7 or better to demonstrate the scholarship criteria for NHS. The student must also have been a student in good standing at Minnechaug for at least a full semester.

Students may have no more than one office detention and no Saturday detentions or suspensions the four terms preceding application. Students who do not meet this requirement will submit an essay explaining what they believe to be extenuating circumstances. The NHS portfolio packet contains the required documentation materials to demonstrate that the standards for scholarship, leadership, service, and character have been met. All membership decisions are made by the Faculty Council and the student may appeal their decision to the principal.

Membership in the NHS is a privilege and not a right. Students selected for membership are expected to maintain all criteria for induction and continue to demonstrate the qualities of scholarship, leadership, service, and character. Students who fail to maintain any of the criteria for induction are subject to disciplinary action or dismissal from the NHS. Once dismissed, a

student may not reapply for membership. Members who fall below the required minimum GPA of 3.7, shall be notified in writing by the advisor and given 1 semester to correct the deficiency. The Faculty Council shall make the determination regarding warnings and when to initiate a dismissal hearing. This policy applies to student behavior on and off campus, during school-sponsored events, and to behavior in the community.

The following guidelines will help to define the accepted standards of leadership, service, and character for the Minnechaug NHS:

Leadership

The student who exercises leadership:

1. Resourceful in proposing new problems, applying principles, making suggestions.
2. Exercises influence on peers in upholding school ideals.
3. Contributes ideas that improve the civic life of the school.
4. Able to delegate responsibilities.
5. Exemplifies positive attitudes.
6. Inspires positive behavior in others.
7. Demonstrates academic initiative.
8. Successfully holds school offices or responsibilities, conducts business efficiently and effectively, and is reliable and dependable without prodding.
9. Demonstrates leadership in the classroom, at work, and in school activities.
10. Thoroughly dependable in any responsibility accepted.

Service

The student who serves:

1. Willing to uphold scholarship and maintain a positive school attitude.
2. Participates in community activities such as: scouts, church groups, volunteer services, family duties, non-profit groups, and town government.
3. Is a member of one or more school service groups
4. Volunteer's dependable and well organized assistance, is gladly available, and is willing to sacrifice to offer assistance.
5. Works well with others and is willing to take on difficult or inconspicuous responsibilities.
6. Cheerfully and enthusiastically renders any requested service to the school.
7. Represents the school in academic and/or interscholastic athletic competition.
8. Do committee and group work uncomplainingly?
9. Shows courtesy and school pride by assisting visitors, teachers, and students.
10. Demonstrate random acts of kindness and civic responsibility.

Character

The student of character:

1. Takes criticism willingly and accepts recommendations graciously.
2. Constantly exemplifies desirable qualities of personality such as: cheerfulness, friendliness, poise, and stability
3. Upholds principles of morality, and ethics.
4. Cooperates by complying with school and classroom regulations regarding programs, policies, and procedures.
5. Demonstrates the highest standards of honesty and integrity.
6. Shows courtesy, concern, and respect for others.
7. Have powers of concentration and sustained attention as shown by perseverance and application to studies and activities.
8. Manifests truthfulness by acknowledging obedience to rules, avoiding cheating and preserving academic integrity, and showing unwillingness to profit by the mistakes of others.
9. Actively helps to limit the effects of inappropriate behaviors and/or actions in the school and community.

ONE ACT PLAYS: Each fall, plays chosen, directed, and acted by students compete for awards in the annual Fall Festival of One-Act Plays. The winning play may go to the State Competition.

PEER MENTORS: This activity is available to sophomores, juniors, and seniors. These students work with the freshmen and transfer students to help ensure all students feel welcome and connected to the school. All members must attend and complete the necessary training to become a Peer Mentor.

PEP BAND: Pep Band is an activity that has student band members participating at home football games, one half-time show, and many fundraisers throughout the school year.

PERFORMING AND VISUAL ARTS SOCIETY

(P.A.V.A.S.): This is a service organization where students who display some talent or are merely interested in "the arts" gather together to showcase local talent and promote the arts in our community. The group puts on an annual Talent Show and donates time, materials and money to school and community groups and organizations.

ROBOTICS: Create a robot with your team and bring it to competition.

SMOKE SIGNAL (Newspaper): Under the direction of the *Smoke Signal* faculty advisor, students publish the

school newspaper through interviewing, researching, photographing, writing all types of articles, laying out, and distributing it. All members will learn the "PageMaker" program on the P.C.'s. Any questions or suggestions should be directed to the editor-in-chief or the advisor. The *Smoke Signal* business department sells ads, produces copies, and handles all financial aspects of the paper.

SNOWBOARDING CLUB: The snowboard club consists of twenty students who travel to a local ski area once a week for eight weeks during January through February. The club gives students a chance to meet riders of various ability levels and to spend an evening of recreational riding with their peers. Lessons and rentals are available from the resort at an additional, discounted price.

STUDENT AMBASSADORS: This volunteer organization, open to all students, serves the school community. Club members usher at plays and concerts, guide at open house and freshman orientation, and assist at sports events and graduation ceremonies.

STUDENT COUNCIL: The Student Council is an elected group of representatives. Student Council members must maintain a cumulative and term GPA of 2.3 or better while serving on Student Council.

Each spring each class elects four class officers and eight class representatives. The entire student body elects two non-voting members of the School Committee, five members of the Advisory Board to the School Committee, two members of the Regional Advisory Committee to the State Board of Education, two Sports Booster representatives, and four School Council representatives. Students elected to School Council in the ninth grade will be expected to remain on the Council for four years.

These elected representatives, along with the president, vice president, secretary, treasurer, webmaster/historian, MASC delegate, class council members, and members appointed by the council advisor constitute the Student Council. See your Class Council advisor or the Student Council advisor if you wish to file nomination papers in the spring for any of these elected offices. Ninth grade elections are held in the fall.

This organization provides a forum for students to discuss issues of school-wide importance and to make recommendations to the administration. Any students who have concerns or issues for consideration by this group should contact a council representative. All

students, faculty, and staff are welcome and encouraged to attend Student Council meetings.

Student Council members shall not, regardless of quantity, use or consume, possess, buy/sell or give away any alcoholic beverage, tobacco product, including vapor/E-cigarettes, marijuana, steroid, or any controlled substance. This policy includes products such as “non-alcoholic or near beer.” It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

Violation of this policy will result in penalties outlined in this handbook.

STUDENT STORE: Students sell merchandise while promoting Minnechaug school spirit.

TABLE TENNIS: Students will have the opportunity to learn how to play the game of table tennis. They will have the option of playing competitively or leisurely.

TEENS HELPING TEENS: Members meet and discuss topics of common interest in a relaxed, congenial atmosphere. Meetings are held once a month. THOTS sponsors drunken driving awareness programs, hold numerous fundraisers/drives for the less fortunate, and raises funds for Ultimate Party.

VIDEO GAME CLUB: Students learn about gaming while having fun playing the games with school friends.

VOCAL VIBE: A student-driven acapella group that practices different songs throughout the year. This group also performs at various events.

VOLLEYBALL TOURNAMENT (ANNUAL): This program is open to all students, faculty and staff. This tournament is held between the winter and spring seasons and we encourage teams to sign up for a fun and challenging event. This event promotes teamwork and school spirit.

WRITING CLUB: Join a low-stress writer’s club, where many different writing genres are explored.

YEARBOOK: Want to create a piece of history? Then join the yearbook!

Mandatory Forms

Hampden-Wilbraham Regional School District

Albert G. Ganem, Jr.
Superintendent of Schools



621 Main Street
Wilbraham, MA 01095
Phone: (413) 596-3884
Fax: (413) 599-1328

PARENT AND STUDENT AGREEMENTS

In accordance with environmental conservation priorities, the Hampden-Wilbraham Regional School District will use an electronic format of the 2020 – 2021 *HWRSD Handbook for Students and Families* which is available online at <http://www.hwrsd.org>.

Each parent/guardian and student must sign the acknowledgement form below, indicating that he/she has accessed and read a copy of the handbook. Please complete the SIGN OFF section below. If you require a paper copy, please contact your child's principal.

HANDBOOK SIGN OFF PROCEDURE

☐ We have accessed and read a copy of the 2020 – 2021 *HWRSD Handbook for Students and Families* available online at <http://www.hwrsd.org>.

Name of Parent/Guardian (*please print*): _____

Name of Student (*please print*): _____

School: _____ Grade: _____ Teacher: _____

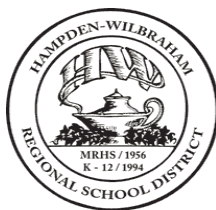
Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Please return this form to your child's school.

Hampden-Wilbraham Regional School District

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Superintendent of Schools



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DECLARATION OF RESIDENCY IN HAMPDEN OR WILBRAHAM

I, the parent or legal guardian of _____, declare that he/she is:

Check one:

☐ Resident of Hampden or Wilbraham

☐ Student in the METCO program

☐ School Choice student

☐ Other _____

Parent Signature: _____ Date: _____

ACKNOWLEDGEMENT OF AVAILABILITY OF OPTIONAL FORMS

I, the parent or legal guardian of the student named below, am aware that the optional forms listed below are available online and in the principal's office. The forms, should I choose to complete them, must be submitted annually by October 1st.

☐ Form for withholding permission to release student directory information, photos.

☐ Form to exempt students from lessons concerning sexual education issues.

Student's Name: _____ Grade: _____

Parent Signature: _____ Date: _____

Hampden-Wilbraham Regional School District

**BULLYING, CYBERBULLYING, DISCRIMINATORY HARASSMENT AND RETALIATION
INCIDENT REPORTING FORM**

1. Name of reporter/person filing this report: _____

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

2. Check whether you are: ☐ Target of the behavior ☐ Reporter (not the target)

3. Check whether you are: ☐ Student ☐ Staff member (specify role) _____

☐ Parent ☐ Administrator ☐ Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

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

6. Information about the incident:

Name of Target (of behavior): _____

Name of Aggressor (*Person who engaged in the behavior*): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (*Be as specific as possible*): _____

7. Witnesses (*List people who saw the incident or have information about it*):

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

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

FOR ADMINISTRATIVE USE ONLY:

9. Signature of person filing this report: _____ Date: _____

Note: Reports may be filed anonymously.

10. Form given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

INVESTIGATION:

1. Investigator(s): _____ Position(s): _____

2. Interviews:

Interviewed aggressor Name: _____ Date: _____

Interviewed target Name: _____ Date: _____

Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Are there any previous incidents with findings of bullying or retaliation? ☐ Yes ☐ No

Summary of Investigation: *(Please use additional paper and attach to this document as needed)*

CONCLUSIONS FROM THE INVESTIGATION:

1. Finding of bullying, cyberbullying, discriminatory harassment, sexual harassment and/or retaliation: ☐ Yes ☐ No

☐ Bullying ☐ Cyberbullying ☐ Retaliation ☐ Incident documented as _____

☐ Discriminatory Harassment ☐ Sexual Harassment ☐ Discipline referral only _____

2. Contacts:

☐ Target's parent/guardian Date: _____ ☐ Aggressor's parent/guardian Date: _____

☐ District Equity Coordinator (DEC) Date: _____ ☐ Law Enforcement Date: _____

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ Suspension

☐ Community Service ☐ Education ☐ Other _____

4. Describe Safety Planning: _____

Follow-up with Target: Scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: Scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal *(If principal was not the investigator)*: _____

Date

Report forwarded to Superintendent: _____

Date

Signature and Title: _____ Date: _____

**HAMPDEN-WILBRAHAM REGIONAL SCHOOL DISTRICT
EMPOWERED DIGITAL USE POLICIES**

Acceptable Use Policy (AUP) and Responsible Use Agreement (RUA)

The Hampden-Wilbraham Regional School District (HWRSD) maintains a wide variety of electronic devices and operates a full-time internal and external network (*hereafter "HWRSD network"*) to allow such devices to connect to each other and to the Internet. This network is designed for teachers, staff, students, administrators and elected officials for the purpose of advancing learning and providing a reliable means of digital communication.

Students enrolled in an HWRSD school, will agree to the District **Acceptable Use Policy (AUP)** as applies to any device owned by the HWRSD, or any use of the HWRSD networks, whether that use is on school grounds or in another location. Each student will electronically sign the HWRSD AUP agreement.

HWRSD defines electronic devices as, but not limited to, the following:

- Laptop and desktop computers, including like-devices
- Tablets
- Wireless email and text-messaging devices, i.e., iPod
- Smartphones
- Donated devices

Students enrolled in an HWRSD school will agree to follow the **Responsible Use Agreement (RUA)** when performing tasks associated with any HWRSD technology including all hardware, software and networks. This agreement is intended to help students advance learning, enhance communication, and make their work more effective and efficient.

Students will use an electronic online form for all technology required documents. All required agreements and policies can be found on the district website and on each student's portal account. It is the expectation for all HWRSD students to agree to use all HWRSD technology resources in a safe, ethical, and legal fashion.

SCHOOL VOLUNTEER AGREEMENT

Volunteers in our schools are required by law to maintain confidentiality of all information about students in the class. As volunteers, you will have the opportunity to see students in a variety of interactions. By signing this statement, you are acknowledging your understanding of this confidentiality requirement.

I agree that I will not disclose any information about a student to a third party without prior written consent of the student's parent(s)/legal guardian(s).

I understand that students may not be photographed or videotaped at school sponsored events that are not open to the public.

I also agree to maintain strict confidentiality regarding information or observations about any student or teacher in the school where I am volunteering.

I further agree that volunteering on behalf of a student(s) is in no way an evaluation of teacher performance.

Volunteer Signature

Print Name

Student Name

Teacher Name

Date

Optional Forms

Hampden-Wilbraham Regional School District

Albert G. Ganem, Jr.
Superintendent of Schools



621 Main Street
Wilbraham, MA 01095
Phone: (413) 596-3884
Fax: (413) 599-1328

The information below should be completed by those who wish to withhold permission for these activities.

DIRECTORY INFORMATION

The Hampden-Wilbraham Regional School District may release student directory information. Such information may include the following: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent.

Please sign and return this form to the school district if you do NOT want this information to be released. If the signed form is not received by October 1 of the current school year, then the school district will nonetheless presume that the parent, guardian or student him/herself (if over 18 years of age) has read and agrees to have such directory information released.

I hereby notify the Hampden-Wilbraham Regional School District that for the school year 2020 – 2021 I **withhold permission to release** the following information on my child:

- ☐ Directory information to military recruiters
- ☐ Directory information to higher education recruiters
- ☐ Directory information to any source
- ☐ Publication of an identifiable picture of my child by print, web, or broadcast media
- ☐ Regular school/classroom based activities posted on district social media accounts

Name of Parent/Guardian (please print): _____

Name of Student (please print): _____

School: _____ Grade: _____ Homeroom: _____

Parent or Eligible Student Signature: _____ Date: _____

HUMAN SEXUAL EDUCATION

The Hampden-Wilbraham Regional School District provides a developmentally appropriate curriculum, beginning in Grade 5, which covers various aspects of growth and development including human sexual education. Parents have the right to exempt their child from lessons covering sexual education issues. All materials are available to parents for inspection and review upon request.

I hereby notify the Hampden-Wilbraham Regional School District that for the school year 2020 – 2021 I **wish to exempt** my child from human sexual education.

Name of Parent/Guardian (please print): _____

Name of Student (please print): _____

School: _____ Grade: _____ Homeroom: _____

Parent or Eligible Student Signature: _____ Date: _____

SCHOOL CANCELLATIONS, DELAYS, AND EARLY DISMISSALS

The School Committee previously approved the use of either a 90-minute or two-hour delay as necessary. For school cancellation, delay and early dismissal announcements, we will be using our new Blackboard Connect Notification. Therefore, on days when school is cancelled or delayed, expect a call between 5:30 a.m. and 6:00 a.m. In addition, you may check our website and watch local television stations.

SCHOOL HOURS WHEN SCHOOL IS DELAYED

School	Normal School Hours	<i>90 Minute Delay</i> School Hours**	<i>2 Hour Delay</i> School Hours**
Minnechaug High	7:35 a.m. to 2:05 p.m.	9:05 a.m. to 2:05 p.m.	9:35 a.m. to 2:05 p.m.
Wilbraham Middle	7:40 a.m. to 2:00 p.m.	9:10 a.m. to 2:00 p.m.	9:40 a.m. to 2:00 p.m.
Soule Road	8:30 a.m. to 2:45 p.m.	10:00 a.m. to 2:45 p.m.	10:30 a.m. to 2:45 p.m.
Stony Hill	8:30 a.m. to 2:45 p.m.	10:00 a.m. to 2:45 p.m.	10:30 a.m. to 2:45 p.m.
Green Meadows	8:30 a.m. to 2:40 p.m.	10:00 a.m. to 2:40 p.m.	10:30 a.m. to 2:40 p.m.
Mile Tree	8:30 a.m. to 2:40 p.m.	10:00 a.m. to 2:40 p.m.	10:30 a.m. to 2:40 p.m.

****NO A.M. PRESCHOOL PROGRAM FOR STUDENTS IN THE PARTIAL DAY PROGRAM.**

IMPORTANT:
IF SCHOOL IS CANCELED OR CLOSES EARLY,
ALL EVENTS SCHEDULED AT THE SCHOOLS ARE CANCELED.

ADDENDUM TO STUDENT HANDBOOK 2020 – 2021

HEALTH AND MEDICAL PROTOCOLS AND PROCEDURES

SCHOOL ATTENDANCE GUIDELINES

These are guidelines only and may change as public health guidelines are altered or amended.

COVID-19 Protocol Summary for Students

Check for these COVID-19 Symptoms every morning before school:

- Fever of 100.0° F or greater, chills or shaking chills
- Cough (not due to other known cause such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache, when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies), when in combination with other symptoms

If a student has these symptoms at home – keep your child home and report symptoms to the school nurse.

In order for your child to return to school, you must do one of the following:

1. Consult your PCP and get a **test*** for COVID-19 and present a negative result to the school nurse; your child's symptoms must have significantly improved and they must have been without fever for 24 hours without the use of fever-reducing medications. Testing is the default action and strongly encouraged. Link to [MA test sites](#)
2. Visit the doctor for evaluation and if the provider makes an alternate diagnosis and approves return to school, provide documentation to the school nurse prior to your child's return.
3. Isolate at home for 10 days from symptom onset. Before returning, your child's symptoms must have significantly improved and they must have had no fever for at least 3 days without the use of fever-reducing medication.

***Required Type of Test is the PCR** – Although newer diagnostic antigen tests are faster to run, they are less sensitive and less specific and antigen test results must be confirmed by a molecular test (PCR). Please be sure to get the PCR test.

If a student is sent home from school with COVID suspect symptoms – follow the same protocol as above.

If a student has traveled outside of Massachusetts – check the Massachusetts Travel Order page for low-risk states here: <https://www.mass.gov/info-details/covid-19-travel-order>

If a student visited a low-risk state they may return to all activities, including school, without restriction. If a student visited a high-risk state, they must quarantine at home for 14 days or take a COVID test and present negative results to the school nurse. Please notify the school nurse if your student has traveled to a high-risk state.

If a student has been identified as a Close Contact of a person who is positive for COVID-19 – the student MUST quarantine at home for 14 days after their last exposure to the positive person, as that is the incubation period for COVID. Massachusetts DPH recommends Close Contacts have a COVID test

4-5 days after the last exposure. Please inform the school nurse of that test result. Regardless of the COVID test result, all persons identified as Close Contact MUST quarantine at home the full 14 days.

If a student has a COVID test for any reason and has a POSITIVE result – you must isolate your child at home and you will be contacted by the Local Board of Health and instructed on what steps must be taken. Please inform the school nurse and your child's primary care doctor of these results. Your school nurse or the doctor can answer questions you may have.

Prior to your child's return to school – you must contact the school nurse and provide the required doctor's note or COVID test results. The nurse will let you know if your child is cleared for return.

COMMUNICABLE DISEASES

School Health, Safety, and District Adopted Protocols Relative to Responding to COVID-19 Scenarios

Protocols are subject to change as new DESE and Massachusetts Department of Public Health (MDPH) guidance is released and best practice strategies are identified according to updated scientific and medical information. These guidelines have been developed according to the DESE return to school guidance issued to date and have been carefully considered to address the safety, health, and well-being of our students, staff, and communities. Integral to our approach is to continue communication with local and state public health authorities to stay abreast of directives and recommendations relative to COVID-19 data trends and remain flexible to incorporate the most up to date and best practice strategies.

A combination of incorporating and ensuring fidelity to ALL of the following mitigation strategies will lead to the safest school environment possible and substantially reduce, but not eliminate, the risk of COVID-19 transmission.

Staff and Students Wear a Mask Every Day

As the main route of transmission of COVID-19 is primarily exposure to infective respiratory droplets, the expectation is that every student and staff member in each school building wears a mask which covers both the nose and mouth **at all times**. This requirement applies to students in **grades K-12**. For Pre-K a mask is strongly encouraged but not mandatory. Accommodations may be made for staff and students with documented medical, behavioral, or other related reasons that support why they are unable to wear a mask. **A note from a medical provider** is required to grant an accommodation. Mask breaks under controlled conditions and with at least 6 feet or more of physical distancing will be scheduled for staff and students.

Mask/face coverings for students will be provided by the student/family. Disposable or reusable cloth face coverings are acceptable. After use, cloth face masks should be laundered each day. We encourage families to pack an extra reusable face mask for each student daily. Staff should provide and wear a disposable or cloth face mask each day. The district will provide a disposable or cloth face mask for staff and students when situations arise where a mask is soiled or unwearable.

Maintain Physical Distancing Throughout the School Day

Physical distancing is considered an important practice and can greatly reduce the risk of transmission of the COVID-19 virus. Physical distancing must be maintained for all students and staff and requires 6 feet or greater of separation between individuals.

Perform Frequent Hand Hygiene

Increased frequency of handwashing and/or hand sanitizing during the day for both staff and students is a priority. Handwashing with the use of soap and water for at least 20 seconds will be performed upon arrival to school, upon entering or leaving a classroom, before eating, after bathroom use, when hands are visibly soiled, before putting on or taking off masks, and before dismissal. If a handwashing station is not readily accessible, hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol content) will be available for use. **If necessary, due to a health concern, a parent/guardian may opt a student out of using alcohol based**

hand sanitizer in the school setting by submitting a written request with a signature to their school nurse. In this instance, the student will need to perform appropriate hand hygiene with soap and water.

Daily Screening and Symptom Checks at Home for Students before Coming to School

Families will be required to check their students each morning for illness symptoms before arrival to school or before getting on the bus. A parent/guardian must faithfully complete the **daily** screening and symptom check for each of their students.

Symptoms of concern include:

- Fever of 100.0 degrees F or greater, chills or shaking chills.
- Cough (not due to other known cause such as chronic cough).
- Difficulty breathing or shortness of breath.
- New loss of taste or smell.
- Sore throat.
- Headache, when in combination with other symptoms.
- Muscle aches or body aches.
- Nausea, vomiting, or diarrhea.
- Fatigue, when in combination with other symptoms.
- Nasal congestion or runny nose (not due to other known causes, such as allergies), when in combination with other symptoms.

Additionally, parents must be sure that their student(s):

- Have not knowingly had "close contact" with an individual diagnosed with COVID-19 within the last 14 days. "Close contact" means living in the same household as a person who has tested positive for COVID-19, caring for a person who has tested positive for COVID-19, being within 6 feet of a person who has tested positive for COVID-19 for about 15 minutes or greater, or coming in direct contact with secretions (e.g., sharing utensils, being coughed on) from a person who has tested positive for COVID-19, while that person was symptomatic.
- Have not been asked to self-isolate or quarantine by their doctor or a local public health official.

If a student has any of these potential COVID-19 related symptoms, they must stay home and should not attend school. The family should notify their school nurse that the child will be absent and the reason for the absence. If the school nurse is not available at the time of the call, the nurse will follow-up with the family regarding the child's symptoms. **To protect all students and staff, any symptoms of COVID-19 will be treated as a suspected case and the student must get a test for active COVID-19 with a negative result, have significant improvement in illness symptoms and have been without fever for at least 24 hours without the use of fever reducing medications. Prior to return, the documented test results should be shared with the school nurse.** Additionally, families should consult with their primary care provider (PCP) for further evaluation and instructions. The student should isolate at home until test results are available and the results are negative. **If a health care provider makes an alternative diagnosis the student may return to school based on the recommendations for that alternative diagnosis.** Prior to returning to school, a physician note must be submitted to the school nurse.

If the student does not get tested and there is no documented alternate diagnosis from a health care provider they must stay home and isolate for 10 days from symptom onset. Before returning their symptoms must have significantly improved and have no fever for at least 3 days without the use of fever reducing medication. This link to the MDPH web page includes a listing of Massachusetts test sites and features an interactive map:

[Massachusetts test sites.](#)

***Required Type of Test is the PCR – Although newer diagnostic antigen tests are faster to run, they are less sensitive and less specific and antigen test results must be confirmed by a molecular test (PCR). Please be sure to get the PCR test.**

Daily Screening and Symptom Checks at Home for Staff before Reporting to Work

All Hampden-Wilbraham RSD staff members are expected to follow the same self-screening process as described for students before arriving at work. If a staff member has any illness symptoms of concern, they should notify their direct supervisor, utilize the AESOP district attendance tracking system, and stay home from school. Each

employee will sign a one-time agreement at the start of school to certify that they have read, understand and will adhere to these instructions while working for the Hampden-Wilbraham Regional School District.

By swiping in at an entry door with a HWRSD badge each day, the employee is stating that they have none of the symptoms above and that they have:

- Not knowingly had "close contact" with an individual diagnosed with COVID-19 within the last 14 days. "Close contact" means living in the same household as a person who has tested positive for COVID-19, caring for a person who has tested positive for COVID-19, being within 6 feet of a person who has tested positive for COVID-19 for about 15 minutes or greater, or coming in direct contact with secretions (e.g., sharing utensils, being coughed on) from a person who has tested positive for COVID-19, while that person was symptomatic.
- Not been asked to self-isolate or quarantine by their doctor or a local public health official.

In the event that the badge is temporarily lost the employee must sign in and check the self-certification box.

If a staff member is absent due to illness with any of the symptoms in the COVID-19 symptom list they must call their school nurse to report this information. Staff must comply with the district's standard operating procedure to self-certify prior to reporting to work. To protect all students and staff, any COVID-19 like symptoms will be treated as a suspected case. **The staff member may return to work if they get a test for active COVID-19 infection, with a negative result, have significant improvement in illness symptoms and have been without fever for at least 24 hours without the use of fever reducing medications.**

The test result should be shared with the school nurse.

Additionally, staff should follow up with their health care provider for further evaluation and instructions. If a health care provider makes an alternative diagnosis the individual may return to work based on the recommendations for that alternative diagnosis.

If the staff member does not get tested and there is no documented alternate diagnosis from a health care provider they must stay home and isolate for 10 days from symptom onset. Before returning their symptoms must have significantly improved and have no fever for at least 3 days without the use of fever reducing medication. Further details regarding the daily self-screening/certification process for staff and students will be communicated before the start of school.

Signage

Signs that incorporate symbols will serve as reminders and reinforce adherence to the core mitigation strategies of hand hygiene, physical distancing, and mask wearing. Signage will be prominently displayed in several locations throughout each school building.

Personal Protective Equipment (PPE)

The District is engaged in the ongoing acquisition process for key safety supplies. The following equipment and supplies have been acquired for the first several weeks of school. Reordering, according to supply needs, will be evaluated at regular intervals:

- Reserve supply of disposable and fabric masks for staff and students if their personal mask becomes wet, soiled, or unwearable for any reason during the school day.
- Nitrile and vinyl gloves.
- KN95 masks for health services and custodial staff for certain tasks/work.
- Lab coats for school nurses.
- Disposable gowns (or substitute), and face shields for direct service providers and teachers delivering service and care assistance that requires unavoidable close contact with a student when there is a risk of body fluid splash and for health services staff caring for a suspect COVID-19 case.
- Alcohol based hand sanitizer supply.
- Infrared non-contact thermometers for health offices and medical waiting rooms.
- Electrostatic disinfection sprayer devices.
- Cleaning, sanitizing, and disinfectant products.

Staff and Student Safety Training

Staff and students/families will be provided information on the following topics:

- How to safely put on and remove a mask/face covering.
- Hand hygiene/hand sanitizing.
- Maintaining physical distancing.
- Use of additional PPE for those staff performing services and assistance that requires close contact.

Health Office Protocols

Students who become ill at school will be assessed by the school nurse and if they have suspect symptoms for COVID-19, they will isolate in the designated medical waiting room under adult supervision and will be dismissed to a parent/guardian or identified emergency contact ASAP. **To protect all students and staff, any symptoms of COVID-19 will be treated as a suspected case until determined otherwise.** The student will wear a disposable surgical style mask while waiting for dismissal and maintain 6 feet of separation from any other student in the medical waiting room and the adult monitor. The student's personal cloth mask will be placed in a Ziploc bag and sent home with the student.

It is of utmost importance for school nurses to have a completed emergency medical form for each student at the start of the school year with a minimum of four adult emergency contacts and any changes in contact information need to be updated with the school nurse.

Illness of Students/Staff during the School Day

Individual arrives in the Health Office and is assessed for illness. Teachers must call ahead to the nurse prior to sending a student to the Health Office. If no COVID suspect symptoms, assess and treat for presenting symptoms and return to class.

If an individual has illness symptoms of concern:

- Isolate them from well children/staff.
- Obtain history: onset of symptoms, type of symptoms, anyone sick at home, any recent exposure to anyone with COVID-19, any recent travel? If so, where and when?
- Assessment: temperature by no contact thermometer.
- If there are respiratory symptoms: respiratory rate, physical appearance, pulse oximeter reading, mental status.
- If temperature is 100.0 degrees Fahrenheit or greater and/or pulse oximetry is below 96%, or COVID-19 suspect symptoms, dismiss the individual ASAP and refer to their PCP.
- If it is a student, the child will be provided a disposable surgical style mask and their personal mask will be placed in a Ziploc bag to take home. If it is a staff member, they should keep their mask on and notify their supervisor immediately so they may go home.
- Assess if the individual needs further medical evaluation and guide the family of the student or the staff member on how to proceed.
- If the person is having any life-threatening symptoms such as difficulty breathing, any chest discomfort, mental status changes, lethargy/unable to stay awake, and/or is cyanotic – the nurse will call 911. This is not a comprehensive list of symptoms; call 911 for any other symptoms that are severe or concerning to you. Inform the dispatcher that the person has symptoms consistent with COVID-19.

The school nurse will follow up with family/staff members to see how they are feeling, if they were tested for COVID-19 and the outcome of their evaluation by a healthcare provider. If the individual is tested and has a positive COVID-19 test result that is reported to the school nurse, the nurse will notify the School Nurse Leader. The Nurse Leader will communicate with the Local Board of Health (LBOH) to verify a positive test result. In many instances it will be the LBOH notifying the school nurse of a positive test result with a student or staff in the district population. The Nurse Leader will immediately inform the Superintendent of a positive case. The school nurses will work with the appropriate Board of Health to investigate the case and assist the Local Board of Health to determine close contacts for contact tracing purposes and to receive guidance for the specific situation.

Procedures for the Health Office will include hand hygiene protocol upon entering and leaving the office, mandated mask or face coverings, maintaining physical distancing, visits kept to a brief time period, no outside

visitors, and visits limited to medically indicated reasons only. **Teachers should call the school nurse prior to sending a student to the health office for evaluation.**

Minor First Aid situations, to the degree possible, should be handled by the student and in the classroom to prevent health office congregation and possible cross exposure. To the extent possible, students will provide self-care with staff direction and physical distancing. Students are triaged over the phone and only those with valid health concerns are sent for additional treatment to the office. The school nurse may request a brief delay before the student visits the health office if the office is already full, for safe physical distancing. As usual, the nurse will attend to all true emergency situations immediately.

In some instances, students may need to take medication at school. To the degree possible, make every effort to identify ways that medications may be taken at home, instead of during school hours. Nebulizer medication delivery must be converted to an inhaler with a spacer at school. Families will be asked to obtain an updated asthma plan and orders that do not include nebulizer treatments at school. Prior to the start of school, communication will be sent home to parents explaining how to make an appointment to bring medication and the health care provider's medication order to the school building. Medication drop-off procedures will need to occur with staggered appointment times, with the school nurse and parents masked and remaining socially distanced, and no medication may be dropped off by anyone who is ill.

The requirement for compliant immunizations for school and updated physical exam requirements for admission to school remain unchanged for the 2020-2021 school year. Updated physical exams and immunization records are required for preschool, kindergarten, grade 4, grade 7, and grade 10.

Communicable Disease Monitoring

- Monitor daily attendance and collaborate with building secretaries to record reported illness. symptoms when parents/guardians call in absences; calls will be referred to the school nurse when possible.
- School nurses will follow up with families of students with COVID-19 symptoms.
- School nurses will monitor trends and rates of absences. Nurses will give a weekly report to the Nurse Leader regarding absence numbers. Sharp upticks in illness will be reported to the Nurse Leader immediately.
- Nurse Leader will remain in regular communication with the Local Boards of Health to remain informed of local and regional trends and related advisories. **The Nurse Leader will monitor the MDPH weekly COVID-19 dashboard/Public Health Report to remain informed of the local and regional metrics and color rating assignment to guide action steps and decision making in conjunction with the Local Boards of Health.** The MDPH School Health Unit will also issue updates and advisories directly to the Nurse Leader via email.
- Many HWRSD school nurses have received training and are registered users of the Massachusetts Virtual Epidemiologic Network (MAVEN) facilitating access to isolation and quarantine tracking under the direction of the Local Boards of Health. These school nurses have assisted the LBOH with COVID-19 investigations and contact tracing during this pandemic.

In accordance with state and local laws and regulations, school nurses or the School Nurse Leader will notify the respective Local Board of Health immediately of any case of COVID-19 that they are notified of. To assist in the process, parents/guardians of students and staff members are asked to reach out to their personal contacts and notify the school nurse if they have had a positive test result. The State of Massachusetts has a rigorous contact tracing system in place. The COVID-19 Community Tracing Collaborative (CTC) program helps support Boards of Health from every community in their contact tracing work. The program focuses on reaching out to people who have tested positive for COVID-19 and the identified close contacts to make sure they get the proper instructions and have the support they need to isolate (case) or quarantine (close contacts). The HWRSD Nursing Team will work collaboratively with the respective Local Boards of Health to assist in this process of identifying individuals who have tested positive, and/or who had close contact with a person diagnosed with COVID-19.

When there is suspected in-school transmission beyond one cohort or a small number of cohorts, identification of prudent action steps will be determined through consultation with the Local Boards of Health and by seeking guidance from the MDPH Epidemiologist on call. The Superintendent will be notified of all circumstances of

concern. If it becomes necessary to close an individual school, multiple schools, or the entire District, proper notifications will be made to families to protect public safety and provide details of the remote learning plan.

Specific Protocols for Additional Possible COVID-19 Scenarios

Student or staff tests positive for COVID-19

- If a student or staff member tests positive they must isolate at home, **notify the school nurse**, assist the school nurse with contact tracing to identify close contacts, and answer the call that they will receive from the Local Board of Health or the CTC. The individual will need to stay in isolation at home for at least 10 days from the onset of symptoms and until at least 3 days have passed with no fever, without the aid of fever reducing medications, and significant improvement in all symptoms. The 3 day fever free period begins no earlier than the last 3 days of the 10 day period. The isolation period duration may be longer than 10 days if a fever persists or symptoms do not improve. For asymptomatic individuals, they must isolate at home for 10 days starting with the date of their COVID-19 test.
- The school nurse will determine if the student or staff member **was in school during the time period starting two days prior to symptom onset; or if the individual is asymptomatic, two days prior to the positive test up until the time the individual was last at school.**
- If so, promptly close off areas visited by the COVID-19 positive individual to include classrooms and any other areas until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already.
- If the student or staff member rode a bus while infectious, notify the bus company so that additional cleaning and disinfection may be performed.

DESE Reporting Requirements for Positive COVID-19 Cases

- Effective Monday, September 14, 2020, whenever a positive COVID-19 case occurs, districts and schools must call the Rapid Response Help Center at 781-338-3500 to report all student and staff cases.
- The Nurse Leader will be responsible for making these reports to DESE.

Identification of close contacts and notifications

The school nurse will contact the Local Board of Health to identify close contacts in the school environment.

Close contacts include individuals who were within 6 feet of the individual with a positive test for 15 minutes or more of cumulative time over a 24 hour period.

- Notification of close contacts will be made; privacy and confidentiality must be maintained.
- Steps will be taken to identify any other close contacts of the individual with the positive test.
- Student close contacts will be identified based on the assigned seating charts.
- Consider other settings where the student may have had sustained contact with others, such as the school bus, and any extra-curricular activities to identify any additional close contacts.

Instructions for close contacts

- Individuals identified as close contacts will be instructed by a local public health official or a member of the MA Community Tracing Collaborative to isolate at home and remain in **quarantine for a full 14 days** after the last exposure to the person who tested positive of COVID-19.
- If the exposure is ongoing, for example exposure to a COVID-19 household member, then the student or staff member should stay home in self quarantine until the infected individual is no longer considered infectious per MDPH guidance, at which time the student or staff member should continue to quarantine for a full 14 days. MDPH guidance is that all close contacts should be tested, but remain in quarantine, regardless of the test result as the virus can cause illness from 2-14 days after exposure and even asymptomatic individuals can transmit the virus.
- If the **close contact tests positive** they will remain at home in isolation, notify the school nurse, assist the school nurse and Local Board of Health or CTC with contact tracing efforts. The isolation period is a minimum of 10 days and until at least 3 days fever free without the use of fever reducing medication, and improvement in all symptoms. The 3 day fever free period begins no earlier than the last 3 days of the 10 day period. The isolation period duration may be longer than 10 days if a fever persists or symptoms do not improve.
- If a close contact chooses not to be tested, the student or staff member should remain home in self quarantine for 14 days and monitor for symptoms. Contact PCP if any COVID-19 symptoms develop.

Special situations

If the nurse is notified about a positive test result during the school day:

- Verify that all students in the affected classroom(s) are wearing masks.
- Identify the close contacts and make notifications.
- Close contacts should be dismissed as soon as possible and they should not ride the bus home.
- Families will be given additional health instructions.
- Identified close contacts should follow the instructions for close contacts, detailed above.
- Any area of the school visited by the COVID-19 positive individual must be closed off and cleaned and disinfected. The area can be used 12 hours after cleaning and disinfection have been performed.
- Transportation (bus) protocols will be developed by the contracted LPVEC bus company in collaboration with HWRSD and in accordance with DESE guidelines. If a student presents with illness symptoms on the bus, the driver will call ahead and notify the school so that the school nurse may meet the bus as it arrives. As practical, the student with possible symptoms should exit the bus first.
- The school nurse will evaluate and assess the student and follow the protocol for caring for a student who becomes ill at school. In the event that the nurse's assessment determines the student does not have symptoms consistent with COVID-19 the student may go to class.

Presence of multiple cases of COVID-19 in the school or district

- If there is more than one confirmed COVID-19 case with students or staff in the school at one time, or if there is a series of single cases in a short time span, the School Nurse Leader and Administration will consult with the Local Board of Health and the MDPH Epidemiologist on call to determine the appropriate immediate next steps and continued follow up.
- If a situation arises where there are multiple cases in multiple schools within the district, the School Nurse Leader and Administration will also consult with the Local Board of Health and the MDPH Epidemiologist on call to make a decision regarding next steps in the best interest of the health and safety of the school community.
- The Superintendent will consult with DESE when making any individual school or district closure decision. For this purpose, DESE contacts include Russell Johnson, Senior Associate Commissioner, and Erin McMahon, Senior Advisor to the Commissioner.
- In the event a decision is made to close an individual school, multiple schools, or the entire District, notification will be made by the Superintendent to families and staff to include the general details of the situation, health related safety instructions, and details of the plan to implement remote learning.
- Before a school, schools, or the District reopens the following will be completed:
 - Inventory assessment for infection control supplies will be evaluated and necessary restocking and reordering will be done.
 - Communicate reminders about the importance of adhering to mitigation strategies being used such as proper mask wearing, physical distancing, hand hygiene, and cleaning/disinfection.
 - Utilize CDC, DESE, and MDPH web pages, infographics, and videos to provide opportunities for refresher training.

Presence of a significant number of new cases in Hampden and/or Wilbraham

- If the Local Board of Health and/or MDPH identify an outbreak in one or both communities, the School Nurse Leader and Superintendent will consult with them to make a determination about a school, schools, or District closure.
- The Superintendent will consult with DESE when making any individual school or District closure decision. For this purpose, DESE contacts include Russell Johnson, Senior Associate Commissioner, and Erin McMahon, Senior Advisor to the Commissioner.

State wide regression to a previous reopening phase

- The District will stay informed of Governor Baker's and public health officials' directives, orders, and advisories.
- If Massachusetts moves back into a prior phase within the Governor's reopening plan, DESE, in consultation with the MA COVID-19 Command Center, will communicate with school districts and schools to determine whether in-person school should continue.