

Hoosac Valley High School
"Hurricanes"



Student Handbook 2019-2020

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Dear Student:

Welcome back to another exciting year of Perseverance, Respect, Integrity, Diversity, and Empathy (P.R.I.D.E.) at Hoosac Valley High School. We are looking forward to a productive year where our focus will be on building relationships and connections. Most of our school's policies and procedures can be found in this revised Student Handbook. On behalf of the faculty and staff at Hoosac Valley High School, it is a great pleasure to welcome you to the 2019-2020 school year, and it is with great pride and enthusiasm that I welcome the Class of 2024 to the high school.

Please take a moment to review this handbook, as we have updated it by changing a couple policies (see the reference sheet that was sent home in your homeroom packets).

We are ready for another productive school year filled with opportunities for each of you to explore new class offerings, to get involved in activities, to nurture old and new friendships, and to develop skills that will prepare you to be college and career ready. The talented faculty, staff, and administration are ready to help you all succeed!

Sincerely,

Colleen Byrd,
Principal

Mission Statement

"STRIVE FOR ACADEMIC EXCELLENCE BY EMPHASIZING STUDENT RESPONSIBILITY IN A CLIMATE OF MUTUAL RESPECT."

Student Expectations

Learning and Innovation Expectations

I. Creativity & Innovation

Students will apply creative and technological knowledge and skills to create an original and thoughtful product.

II. Critical Thinking & Problem Solving

Students will think critically by researching, analyzing, evaluating, and synthesizing to demonstrate content knowledge to solve complex problems.

III. Communication & Collaboration

Students will communicate effectively, verbally and in writing, and demonstrate the ability to work independently as well as collaboratively.

IV. Information & Technology Literacy

Students will use multiple methods of technology to access, evaluate, and effectively apply information appropriate for authentic tasks.

Life & Career Expectations

V. Flexibility & Adaptability

Students will develop and maintain skills, strategies, competencies, and qualities to succeed personally, interpersonally, and professionally.

VI. Initiative & Self-direction

Students will exhibit self-initiative and self-advocacy to meet needs, make good decisions, and succeed academically for future success.

VII. Social & Cross-Cultural Skills

Students will demonstrate respect and understanding for individual differences.

VIII. Leadership & Civic Responsibility

Students will demonstrate leadership through social and civic responsibility through school and community involvement and service.

ACADEMICS

Academic Calendar – 8th – 12th Grade

2019-2020

End of 1st marking period	November 1, 2019
End of 2nd marking period	January 24, 2020
End of 3rd marking period	April 3, 2020
End of 4th marking period	Last Day of Classes

Progress Reports – 8th – 12th Grade

Progress Reports Due

September 27, 2019	March 6, 2020
December 13, 2019	May 1, 2020 (Seniors Only)
	May 8, 2020

Students in both middle and high school may but not necessarily be given progress reports at any time if a grade falls below 70 (or at any other time a teacher feels it might be helpful). Adjustments in the last marking period will be made to accommodate seniors whose graduation date may fluctuate. Teachers with seniors will take this into account and anticipate the need to finalize grades earlier than the normal marking period. Equally important are the parent-teacher conferences. Teachers or parents may request a conference at any time.

GPA and Letter Grade Conversion Tables

Hoosac Valley High School uses a numerical grading system based on the 100-point scale.

100-pt Scale → 4.0 Scale

100	4.3
99	4.3
98	4.2
97	4.2
96	4.1
95	4.0
94	4.0
93	3.9
92	3.8
91	3.7
90	3.6
89	3.4
88	3.3
87	3.2
86	3.1
85	3.0

100-pt Scale → 4.0 Scale

84	2.9
83	2.8
82	2.7
81	2.6
80	2.4
79	2.3
78	2.2
77	2.1
76	2.0
75	1.9
74	1.8
73	1.7
72	1.6
71	1.4
70	1.3
69	1.2

100-pt Scale → 4.0 Scale

68	1.1
67	0.9
66	0.8
65	0.7
64	0.0

Letter Grade Conversion

A+ = 99	B+ = 88	C+ = 78	D+ = 68
A = 96	B = 85	C = 75	D/- = 65
A- = 92	B- = 82	C- = 72	F = 0-64

Grade Weight Table

CP Classes receive +2 quality points
Honors Classes receive +4 quality points
AP Classes receive +6 quality points

Grading System

The following grading system is used at Hoosac Valley High School:

1. Term grades and the final grade shall be recorded as a numerical average unless otherwise specified.
2. For 8, 9, 10, 11, and 12 grade students, the final exam mark shall count as one-fifth of the final grade. In special cases, projects may be substituted for final exams (8th grade classes may or may not include a final exam).
3. The yearly average for each subject will be the numerical average of the four marking periods and the final exam or projects.
4. The passing grade shall be a mark of 65 or above.
5. The grading procedure may provide for a mark based upon effort, participation and attendance as well as upon the mathematical percentage obtained from test results. A marking period is approximately nine weeks long

While progress reports may be sent out at any time, halfway through each marking period progress reports are sent out for the following reasons:

1. Probable failure as indicated by grades.
2. Lack of effort.
3. Suggestions for improvement.
4. Marked improvement in a student's grades or effort.

Report cards will be distributed during the week following the end of each marking period. Final exams are scheduled during the last few days of school.

Quarterly Start and End Dates

Q1	8/28/2019-11/1/2019	Q2	11/4/2019-1/24/2020
Q3	1/27/2020-4/3/2020	Q4	4/6/2020-6/16/2020 (TBD)

Graduation Requirements

One credit will be granted for each class period per week, except in Physical Education where one credit is granted per course/semester.

Subject/Course	Total Credits
English 9, 10, 11 and 12	20
Social Studies*	15-20
Science*	15-20
Mathematics (Algebra II may be waived only if a student receives Proficient on MCAS Math)	20
Foreign Language	5
Technology	2.5
Visual and Performing Arts	5
Health	1-2.5
Physical Education (may be waived for seniors with a full schedule)	4
Electives	18.5-20+

* Must take 4 years of one and 3 years of the other or 3.5 years of both science and history.

Schedule

Every student is required to be enrolled in 5.5 classes per year. Along with the 5.5 classes, all must participate in Physical Education unless excused in writing by a doctor or waived by administration.

MCAS Graduation Requirements

- Participation in MCAS remedial program for students who failed the 8th grade math and/or language arts exam is also required sophomore year. If a student refuses MCAS remediation, no appeal can be filed on his/her behalf.
- Students must score at least 240 (Proficient) on both the math and ELA portions of the 10th grade MCAS or retake exams, or score at least 220 (Needs Improvement) on both exams and complete an Educational Proficiency Plan (EPP) to earn a high school diploma in Massachusetts.
- A score of 220 or better on the science portion of the MCAS exam.
- Certificates of Attainment will be granted to students who meet all other graduation requirements except passing scores on the MCAS.

AT RISK PROTOCOL- Seniors

Danger of failing to meet the Hoosac Valley Graduation Requirements

- Counselors run a failure report following each quarter. A Non-graduation Warning Letter will be sent home to students and their families for students failing 1 or more classes.
- Additionally, parents will receive a failure letter at the close of each quarter and midway through when progress reports and report cards are sent home.
- At the end of the second quarter, if progress has not been made, a counselor/student meeting will be scheduled. Moving forward, families will be invited to attend a team meeting at the close of the third quarter if progress is not made. At this time, the students, administration, school counselors and families should be present.

- Mid-way through quarter three, families will receive a phone call from administration regarding their student's graduation status. Opportunities to make up time will be presented.
- Students and their families are welcome to meet with the school counselor and administration, upon request, at any time throughout the school year. Parents/guardians concerned about a particular class are strongly encouraged to reach out to that teacher directly.

Homeroom

Each student is assigned to a homeroom. Students will be sent to homerooms prior to assemblies, for distribution of school materials including report cards and for other events as determined by the administration. **Students MUST be in homeroom by 7:30 a.m. to be considered "on time" for school.**

Honor Roll

8th, 9th, 10th, 11th and 12th Grade

1. Honor Roll is determined at the end of each marking period by averaging unweighted academic grades according to the point system below. High Honors and Honors are printed in the newspaper. Physical education is not calculated as part of the average. To determine qualifications for honor roll, multiply the grade for the course by the number of credits it is worth. The total number of grade points should then be divided by the total number of credits.

High Honors	90-100
Honors	85-89.9999

Averages for determining high honors and honors will not be rounded up. WF (withdrawal fail) are factored into the honor roll calculations.

2. Valedictorian(s) and Salutatorian(s) will be determined at the end of senior year when the final grades have been calculated, based on **weighted grades**.
3. Graduating with High Honors (90% unweighted); graduating with Honors (85% unweighted)

National Honor Society

1. Juniors and seniors who apply for membership in the National Honor Society must have a cumulative academic average of **88.00% (weighted)** and **85.00% (unweighted)** by the end of their sophomore or junior year.
2. Student applications will be evaluated by a five member Faculty Council on a combination of student qualities in the areas of Scholarship, Character, Service and Leadership, based on national guidelines. More specific criteria can be requested from the advisor prior to the application process.
3. Members who fail to maintain a cumulative average of **88.00% (weighted) & 85.00% (unweighted)** will be placed on probation and have until the end of the school year to raise their grades.
4. Members whose **final** cumulative average drops below **88.00% (weighted) or 85.00% (unweighted)** will lose their membership in the National Honor Society and will not graduate as National Honor Society members.
5. Other national guidelines will be followed regarding removal from NHS for reasons of character, service and leadership.
6. An appeals process will be followed for students who apply and are not selected who wish to continue the process.

Online Parent and Student Grade Portal

Parents and students can access student data, such as grades, daily attendance, and discipline records on-line through the Parent Portal on the Hoosac Valley website (hv.acrsd.net). Instructions for accessing the portal are on the website. Students can receive access codes for their accounts from their guidance counselor. It is important to note that grades may not always be immediately available for viewing or may not immediately appear in the parent portal. Teachers are given up to 2 weeks to enter grades.

Promotion and Retention Policy

It is the policy of Hoosac Valley High School to consider retention on an individual basis. Each student's potential for success through repeating a grade level will be determined by the principal, teachers, and family. When two of the three parties agree on retention the student will be recommended to repeat the school year. The principal makes all final recommendations for retention.

Promotion and retention are based strictly on a student's credit status and fulfillment of the graduation requirement.

- To grade 10: 26 credits including passing all major subjects
- To grade 11: 54.5 credits including passing all major subjects
- To grade 12: 83 credits including passing all major subjects

Credits required for graduation: 112.5 credits. Students must also pass the MCAS in Math, ELA and Science. Credits are earned with a combination of grades earned and attendance. Please refer to the attendance policy.

Study-Hall – Directed

All students are required to be involved in a minimum of 330 minutes of time per day in an activity that is directly related to the curriculum. To meet this requirement, all study halls will be structured to offer tutoring or other activities that will provide enrichment of the courses offered.

- Electronic devices are allowed during study hall and will be used appropriately as a way to access the curriculum.
- Passes will be permitted and required in order to leave study halls only to go to an area that will be providing an activity or resource directly related to the curriculum, such as the Resource Center, another study area, the computer room, or a teacher's room, and the senior lounge or courtyard – for seniors only.

Summer School

Summer School, at a cost to the student, will be made available to students who have failed courses. To be eligible for summer school, a student must have passed a minimum of two quarters during the year in a full year course and one quarter in a half-year course. Courses are offered in English, Math, Science and Social Studies.

ATTENDANCE

Absence Procedure

1. On the day of absence, the student's parents must call at 413-743-5200 to report the student will not be in school for the day. Later in the morning, parents will receive an automated call confirming that the student is not in school.
2. Any absence besides a documented medical or court appointment counts against the student's 20 allowable absences for course credit. DOCUMENTED MEDICAL OR COURT APPOINTMENTS ARE THE ONLY ALLOWABLE ABSENCES FOR DCF AND JUVENILE COURT REPORTING PURPOSES, AS PER MA STATE LAW.
3. Students are reminded that if they are **absent** from school, for any reason other than documented medical or court appointments, they cannot participate in any school events that day, or on Saturday, if absent on a Friday (including athletic practices).

Attendance Policy

Policy: Students can be absent from school up to 20 days per year (10 for semester courses), before losing credit for each course taken that year. A student shall not receive credit toward graduation for each course for which a student is absent without an approved excuse for more than 20 days per year (10 days for semester courses). Approved excuses are documented appointments when seen by medical staff or appointments within the court system. If a family anticipates that their son or daughter will exceed the 20 allowable absences due to unusual circumstances, with the prior written application and documentation signed by the parent, school administration

may, in very select and unusual circumstances, assign administrative absences. These 20 allowable absences should be used for illness, family emergencies, college visits, funerals, suspensions, etc. Credits for all courses will be granted at the end of the course based on a combination of grades earned and adherence to the attendance policy. Attendance will be calculated on a daily basis.

Absences from classes in excess of 20 days (10 for half year courses), regardless of excuses, will result in loss of credit, and will also automatically be referred for appeal.

Absences beyond the 20 days for which an excuse will be approved are the following:

- Notification of visits to health/medical professionals with specific dates indicated
- Court appointments with a note from the court clerk with specific dates indicated

** Notes from parents or guardians explaining that a student was absent due to illness, while understandable, and appreciated, are not considered excused absences; these absences are included in the 20 allowable per year.*

** Field trips and school- sanctioned attendance at special events are not considered absences, tardies or dismissals.*

Examples of Absences – which will not be approved:

1. Truancy from class or school
2. Family vacations and extended holidays

ALL students will be allowed to make up schoolwork within the prescribed timeline outlined in this handbook.

Early Dismissal

A student who wishes to be dismissed is encouraged to report to the office as soon as possible to sign and receive an early dismissal slip. Students will be allowed to report to the office during homeroom for dismissal slips but should not be released from class for dismissal slips. All dismissal requests must come in written/signed form from parents. All dismissal notifications need to be in written form, signed by the parents or guardian. NOTE: Even with a school-approved parent/guardian dismissal, students' absences from classes, for state reporting and credit purposes, will count against the 20 allowable absences. Every effort should be made to arrange doctor, dentist and other appointments after school hours.

- Medical dismissals approved by the nurse and administration will not count against the 20 allowable absences.
- **Students who are dismissed at any point prior to the end of the school day for any reason other than documented medical or court appointments, will not be allowed to participate in any after school functions that day or on the weekend for Friday dismissals.**
- Eighteen year olds who self-dismiss will not be allowed to return to school except with written confirmation of a medical or court appointment. While strongly discouraged by administration, eighteen year olds are legally allowed to sign their own dismissal note. Any resulting absences other than documented medical or court appointments will count against the 20 allowable absences per year. All rules listed above also apply to student dismissals by 18 year olds. Eighteen year olds who leave school grounds without properly dismissing themselves, will suffer the consequences outlined in the discipline matrix.
- Dismissed students are required to show their dismissal pass to the classroom teacher at the time of the dismissal before signing out in the office and leaving through the front doors.

Extended Absences – Planned

Some families may choose to remove their son or daughter from school for trips or activities while school is in session. When this happens it is incumbent upon the student and parent/guardian to notify (in writing) the Dean of Students and the student's teachers in advance of such trip. Work should be gathered and completed prior to returning to classes. All elements of the school's attendance policy remain in effect, including DCF and juvenile court reporting policies.

For Credit Purposes

The following procedures will be used to address absenteeism that becomes habitual and affects learning in the classroom.

- After 10 days absence from school (5 or more for semester courses), parents will receive a letter. Documentation of medical or court appointments can be submitted at any time. A warning letter is a time to consider collecting and submitting documentation.
- After 20 days absence from school (10 from a semester course), parents will receive another letter. The Dean of Students will review the student's attendance record and send a letter to the parents (copies to the teacher and guidance department) about the exact status of the student's attendance. After 20 days absence (10 from a semester course) administration reserves the right to deny credit for courses taken even if the student is passing the class. At this point it is the student's responsibility to begin exploring the credit recovery process through the guidance department.

For DCF (Department of Children and Families) Purposes – as required by Massachusetts General Law:

- Attendance is monitored throughout the year.
- Warning letters are sent home when a student appears to be at risk of accumulating 8 days in any 10 week period of time.
- A 51A will be filed with DCF if any student accumulates 8 days in any 10 week period of time.

For Juvenile Court Purposes:

- The school will begin delinquency proceedings when a student misses 7 or more day sessions or 14 or more ½ day sessions within a 6-month period. Documented medical and court appointments are excluded. The delinquency is filed against any and all custodial guardians for "failure to send."
- The school will begin CRA (Child Requesting Assistance) proceedings when a student misses 8 or more days per quarter. Documented medical and court appointments are excluded. The CRA is filed against the student for being "habitually truant."

Attendance is checked regularly. After 7 absences within a 10-week period (or sooner if warranted), parents will receive a warning letter with information regarding Massachusetts General Laws.

Guidelines for Makeup Work

1. All work missed due to absence during a marking period must be made up before a grade for the marking period can be given.
2. Make-up is allowed for all absences, including suspensions (within the parameters outlined below).
3. Students are given 1 school day for each day absent to make up work, not to include the day absent. In cases of long-term absences, longer periods for make-up may be granted with administrative approval.
4. A reminder that the school requires written verification of medical and court excuses to be filed in the student's temporary record to avoid having those absences count toward the 20 day maximum allowed to earn credit. (See attendance policy.)
5. Students given a grade of Incomplete (I) on a report card must complete the missing work before the end of the next report card. Incomplete marks may not be recorded for 2 quarters in a row for the same subject. If a student receives a grade of I for Quarter 4 or on a final exam (FEX), the student must complete the missing work and/or exam by August 1 or the first Monday of August of the upcoming school year. If the work and/or exam is not completed by this deadline, the student will not receive credit for the class and may need to repeat it.
6. This policy shall not in any way circumvent regulations set up under chapter 76.

School Withdrawal Policy

It is the goal of Hoosac Valley High School that all enrolled students will achieve their high school diploma. Regrettably, some students decide to drop out of school prior to reaching that goal for a variety of reasons, including: attendance problems, academic or financial difficulties, and/or personal circumstances. When it becomes evident that a student may be considering dropping out of school, the following course of action will be taken:

Students who identify themselves or are identified as possible dropouts will meet with their Guidance Counselor and the Principal. In this meeting the student's individual circumstances will be reviewed, and strategies will be developed to help make it possible for the student to stay in school. These strategies may include, but are not limited to:

- Realigning the school day as to its length;
- Revising the student's schedule;
- Developing an Individual Career Academic Plan;
- Arranging for counseling with the School Adjustment Counselor;
- Arranging for tutoring;
- Setting up a meeting with the student's family.

Students who make the decision to drop out will:

- Meet with their Guidance Counselor, who will review the student's situation to ensure that all possible measures which would allow the student to stay in school have been explored;
- Barring the discovery of any possible ways for the student to continue in school, receive a packet containing information on area programs to assist them in preparing to take the High School Equivalency Test (HiSET), as well as adult education programs which are offered locally;
- Complete the "Student Withdrawal from School" form, which involves returning all school-owned books and materials; or
- Reimbursing the school if any of those items are not returned.

Withdrawal from School Procedure (Transferring or Dropping Out)

1. A student officially leaving school is required to pick up a withdrawal form in the main office.
2. The student must turn in his books to each subject teacher. The teacher, upon receiving the book, will check it. If the book is in good condition and contains the proper number, the teacher will sign the withdrawal form. If the book is not in good condition, the teacher should indicate so and list approximate damage cost. If the book is lost, the teacher should indicate the replacement cost.
3. The resource center coordinator must sign the withdrawal form after all books are returned. If books from the resource center are lost or returned damaged the student will be charged accordingly.
4. The student must present the withdrawal form for signature at which time he/she shall be informed of alternative educational programs.
5. After having checked out with each teacher, the student will bring his completed form to the office to be signed by the principal. If the student owes money, he must pay the cost or the form will not be signed. This will withhold any information he may request in the future. The signature of the principal completes a student's responsibility to the school.
6. Students cannot withdraw from school prior to their 16th birthday.
7. Students ages 16 to 18 must have a parental signature to withdraw from school.
8. Students who do not attend school for 10 consecutive days will be sent a notice within 5 days of the 10th consecutive absence with TWO dates of an exit interview. If the student and his/her parent/guardian does not respond within 5 school days (excluding vacations), the school will begin the process of removing the student from the attendance roles. Notice will be sent to the last address on record for the student by First Class mail.

Tardiness

All students are to report to the office to sign in and receive a tardy slip if they are not **in homeroom by 7:30 a.m.** All tardies are unexcused unless they are due to a medical or court appointment and are accompanied by written/signed verification. If transportation provided by the school arrives late to school, students will not be marked tardy. If, however, a parent or guardian decides to drive a student to school and the student is late, he/she will be marked tardy.

Students will be assigned an office detention after the accumulation of three unexcused tardies within a two-week period. *Note: Students participating in social events (including dances), games, practices, rehearsals, clubs/organizations, any and all athletic and interscholastic events/clubs MUST be on time for Per. 1 and must remain in school until dismissal, unless such tardy or dismissal is accompanied by a doctor's note or a note from a court; otherwise, students MUST serve a detention before playing, practicing, rehearsing, etc.*

DISCIPLINE

Academic Integrity Policy

There has been a rise in academic dishonesty by high school students in recent years, both at Hoosac Valley and nationally. To address this issue, the Hoosac Valley faculty has devised the following policy in regard to academic integrity, which focuses around students doing their schoolwork honestly. The most common forms of academic dishonesty are cheating (gaining advantage dishonestly) and plagiarism (presenting someone else's words or ideas as if they were one's own). Since students are sometimes unsure about what is acceptable and what is not, teachers will clearly communicate their expectations to students and make every effort to avoid situations in which students are confused about how they are expected to meet assignment requirements.

There is often a great deal of pressure on students to cheat or plagiarize. The pressure to get good grades can be directly related to eligibility for school activities and athletics, acceptance to certain colleges, etc.. Students have to realize that once they take that step to cheat, whether it is on homework, a project, a quiz or a test, or to plagiarize, they are being dishonest to themselves. When a student receives his or her high school diploma or is accepted to the college of his or her choice, it should be because the student has earned it and not achieved these milestones dishonestly. Moreover, cheating has a way of demoralizing the students in a school and adversely affects the school culture and climate.

Offenses

The consequences of cheating are severe. They are school-wide and cumulative for all the years students attend Hoosac Valley High School. This means if students violate the policy in a math class in their freshman year, and a history class in their senior year, they have two offenses on their records. The professional judgment of teachers (and when appropriate, administrators) will determine whether cheating has occurred, and the level of the offense, based on solid evidence and careful review. **While cheating will not be tolerated in the 8th grade, the following levels of offense and consequences may or may not be applicable. Classroom teachers and administrators will assign consequences to 8th graders as deemed necessary and appropriate.**

Level One. Level One violations include, but are not limited to:

- Talking or communicating with another student during an exam, test, or quiz.
- Copying work (i.e. homework, class work, etc.) assigned to be done independently, or allowing someone else to copy their own or another's work, including computer-generated information and programs.
- Submitting translations from Internet translation programs in a world language class.
- Fabricating or altering laboratory data.
- Using on-line or hard copy book notes as a substitute for completion of reading assignments
- Forging a parent's signature on academic assignments

Note: Since individual teachers have different expectations for homework (for instance, some teachers encourage students to work together, while others may expect students to complete assignments independently at home), it is the responsibility of teachers to clarify their expectations to students.

Level Two. Level Two violations include, but are not limited to:

- Looking at, or allowing someone else to look at, his or her own or another's paper during an exam, test, or quiz.
- Using unauthorized "cheat" notes.
- Giving or receiving test information to or from students in other periods with the same teacher or of the same course (via conversation, written, and/or electronic, etc.).

- Using **unauthorized** electronic devices, such as phones and personal listening devices, during an exam, test or quiz (regardless of the reason). These devices can include: Apple Watches, Smart Watches, Fit Bit, etc.
- Submitting individual projects that are not wholly their own work.
- Copying or closely paraphrasing sentences, phrases, or passages from an un-cited source for a paper, or for research. *(In determining level two offenses in regards to plagiarism, teachers will take into account the individual student's intent and prior knowledge of how to cite and reference sources.)*

Level Three: Level three violations include, but are not limited to:

- Forging a teacher's signature
- Submitting papers taken from the Internet, other publications, or other students.

Level Four. Level Four violations include, but are not limited to:

- Stealing examinations/tests/quizzes (including capturing images of exams/tests/quizzes via electronic, etc.).
- Altering grades on a computer database or in a teacher's grade book.
- Accessing teacher files, either electronic or hard files.

Consequences

Any combination totaling four, either in the number of offenses, or in the level of offense, results in the maximum penalty.

Penalties are as follows:

National Honor Society: Any violation of the Academic Integrity Policy by a NHS member will be forwarded to the Faculty Council so that the student's membership can be reviewed. Any violation by a prospective member will be logged in his/her student file and will be reviewed during the application process. Consequences carry through from year to year (not applicable to middle-school students).

First Offense at Level One:

- *Academic penalties for Level One offenses are at the discretion of the individual teacher.*
- Teacher notifies parent and receives acknowledged response (via choice of email, phone call, or mail).
- Teacher notifies administrator and NHS advisor(s) via referral.
- Administrator logs first offense in discipline file and discusses academic integrity policy with student.

Second Offense at Level One; or, First Offense at Level Two:

- Student receives a zero for the assignment (with one exception, see below).
- Students who are found to have violated the policy in regards to plagiarism as a first offense at level two, will be allowed to resubmit the assignment for up to half the overall credit of the assignment.
- Teacher notifies parent and receives acknowledged response (via choice of email, phone call, or mail).
- Teacher notifies administrator and NHS advisor(s) via referral.
- Administrator logs offense in discipline file
- Student will receive a one-week Modified Social Suspension (including athletics) to commence immediately following determination of the violation.

Third Offense at Level One; or, a combination of a Level One and Level Two Offense; or, First Offense at Level Three:

- Student receives a zero for the assignment.
- Teacher notifies parent and receives acknowledged response (via choice of email, phone call, or mail).
- Teacher notifies administrator and NHS advisor(s) via referral.
- Administrator logs offense in discipline file and suspends student. Length of suspension and determination of internal or external are at the discretion of administration.
- Student will receive two-week Modified Social Suspension (includes athletics) to commence immediately following determination of the violation.

Fourth Offense at Level One; or any combination of offenses equaling four; or first offense at Level Four:

- Student receives a zero for the assignment.
- Teacher notifies parent and receives acknowledged response (via choice of email, phone call, or mail).
- Teacher notifies administrator and NHS advisor(s) via referral.

- Administrator logs offense in discipline file and suspends student. Length of suspension and determination of internal or external are at the discretion of administration.
- Student will receive four-week Social Suspension (not modified) (includes athletics)
- Student becomes ineligible for all internal school scholarships.

Note: Where appropriate, Level Four violations will also be referred to law enforcement.

Right of Appeal: All appeals of decisions under the Academic Integrity Policy will begin with the Principal.

Alcohol, Tobacco and Drug Use by Students – Prohibited

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function; this includes the use or possession of paraphernalia (pipes, lighters, wrapping papers etc.). Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action. This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Teachers will report violations of this policy immediately to administration. Student violations of this policy shall be subject to the following progressive discipline measures:

First Offense —Up to one-day internal suspension during which the student will complete an assignment to study the effects of smoking, written notification to parents.

Second Offense —Up to two-day internal suspension, parental conference with Dean of Students required

Third Offense (and all subsequent offenses) — Up to five-day internal or external suspension and/or referred to an outside agency. Parental conference with principal required before readmission.

A smoking offense at H.V.H.S. entails the possession or use of tobacco or tobacco products on school grounds, during school-sponsored events, on school-sponsored transportation, at bus stops, and in school buildings.

The use of tobacco/nicotine products includes:

- Actually using, smoking, chewing, etc. a tobacco product
- E-Cigarettes/Vapes/Juul
- Nicotine patches, nicotine gum
- Holding a lit cigarette, cigar or chewing tobacco for themselves or "somebody else".
- Smoke rising from a stall.
- Lit cigarette on ground in vicinity of student.
- Smoke coming out of mouth.
- Based on reasonable suspicion that a student has been smoking, a search for smoking related contraband may occur. If smoking contraband is found, the student will be considered "smoking" for disciplinary purposes.

Tobacco products, lighters, matches, vaporizers, juuls and e-juices are all contraband. Possession of any of these products is a violation of the H.V.H.S. policy.

Additional MIAA Policy for Student Athletes

During the season of practice or play, a student athlete shall not use tobacco products, including outside of school. The first violation results in ineligibility to play in 25% of athletic events. Please see the MIAA Handbook for specific penalties for student-athletes.

Alcohol, Tobacco, and Drug Education

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12. For more information, visit the following web page: <https://www.acrsd.net/Page/66>

Assembly Programs

Students are expected to use common courtesy toward any person or group presenting a program. Students may be assigned to general seating areas for assemblies. Assemblies may take place in the auditorium, gymnasium or cafeteria, depending on the program. Students who misbehave or show disrespectful behavior during assemblies are subject to removal from the assembly, detentions, and/or suspensions, depending on the severity of the behavior. No food or drinks are allowed in the auditorium.

Behavior in the Halls

During the passing of classes students should proceed immediately to the next class in an orderly manner. The passing time does not allow for any loitering or congregating in the halls. Students are requested to keep to the right in the halls and to keep moving. No running in the building.

Breathalyzer Policy

Upon reasonable suspicion that a student/attendee has been consuming alcohol at school or a school sponsored event, is under the influence of alcohol, or is in possession of alcohol, as determined by school officials, a breathalyzer may be administered by school officials. The student/attendees failure to comply with this process will be viewed as an acknowledgement of guilt and subsequent disciplinary action will be taken. The breathalyzer that will be utilized in this process is certified by the Office of Alcohol Testing in accordance with 501 C.M.R.22.39 and is certified for use in the performing of preliminary breath tests in the Commonwealth of Massachusetts.

Any student/attendee attending a school sponsored event may be required to take a breathalyzer test before entering, during the event, or leaving the event if sufficient reasonable suspicion that the student/attendee may be under the influence exists. The test will be administered in a private location to protect the privacy of the student/attendee.

If the result of the breathalyzer indicates an elevated blood alcohol content, or if a student/attendee refuses to take the breathalyzer test, the following actions will be taken:

1. The student/attendee will be closely monitored and accompanied by school representatives until a parent/guardian is contacted and assumes custody. If a parent/guardian cannot be reached within a reasonable period of time, the police will be contacted.
2. Emergency medical services will be called if the student/attendee appears to be in medical danger.
3. The police will be notified if the student/attendee becomes out of control.
4. The student will be subject to school disciplinary actions (see Policy Relating to Chemical Abuse in the HVHS student handbook).

Bullying/Civil Rights Policy

The Adams – Cheshire Regional School District prohibits all forms of harassment, discrimination, and hate crimes based on the following protected categories: race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age, or disability. The Adams – Cheshire Regional School District also prohibits bullying, as defined below. The schools will also not tolerate retaliation against persons who take action consistent with this disciplinary policy or the District's civil rights policies.

The prohibition against harassment, discrimination, hate crimes, bullying, and retaliation applies to all individuals:

- (a) On school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions, or programs whether on or off school grounds, at school bus stops, on school buses, or other vehicles owned, leased, or used by our district or school, or through the use of technology or electronic devices owned, leased, or used by our school district or school and
- (b) At locations, activities, functions, or programs that are not school-related, or through the use of technology or electronic devices that are not owned, leased, or used by our school district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of our school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Harassment, Discrimination, or Hate Crimes

Disciplinary sanctions and corrective actions will include, but are not limited to, one or more of the following, taking into consideration the frequency and severity of the incident(s):

Disciplinary Sanctions

- A verbal or written warning
- Parent conference
- Exclusion from participation in school-sponsored functions and school-sponsored after-school program/extracurricular activities
- Short-term or long-term suspension
- Expulsion from school
- Referral to police department for criminal action
- Any other action authorized by and consistent with the disciplinary code

Possible Corrective Actions

- Restorative Justice
- World of Difference Reflective Activity
- Awareness training (to help students understand the impact of their behavior)
- Participation in empathy development, cultural diversity, anti-harassment, anti-bullying, or intergroup relation programs
- Mandatory counseling
- Classroom or school transfer
- Limiting or denying student access to a part or area of a school
- Adult supervision of student on school premises

False Charges

Any student who knowingly makes false charges or brings a malicious complaint regarding bullying, harassment, discrimination or hate crimes may be subjected to any of the disciplinary and/or corrective action(s) detailed above.

Student Responsibilities

Each student is responsible for:

1. Complying with the District's civil rights policies;
2. Ensuring that (s)he does not bully, harass, discriminate or commit a hate crime because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age, or disability against another person on school grounds.
3. Damage to the victim's property; (b) conduct that places the target in reasonable fear of harm to school-related function, event, or activity;
4. Ensuring that (s)he does not retaliate against any other person for reporting or filing a bullying or civil rights complaint, for aiding or encouraging the filing of a bullying report or civil rights complaint, or for cooperating in an investigation of bullying, harassment, discrimination, or a hate crime; and
5. Cooperating in the investigation of reports or complaints of bullying, harassment, discrimination, hate crime, or retaliation.

Key Definitions

Bullying - 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 target that: (a) causes physical or emotional harm to the victim or to himself/herself or causes damage to the victim's property; (b) creates a hostile environment at school for the target; (c) infringes on the rights of the target at school; or (d) materially and substantially disrupts the education process or the orderly operation of a school. Deliberate acts of exclusion, which have the same effect, are also considered forms of bullying. For the purpose of this section, bullying shall include cyber-bullying.

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 (a) the creation of a web page or blog in which the creator assumes the identity of another person or (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation of another person as the author of posted content or messages creates any of the conditions enumerated in clauses (a) to (d), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of 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 (a) to (e), inclusive, of the definition of bullying.

Hostile environment - a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

School grounds - property on which a school building or facility is located or property that is owned, leased, or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction, or training.

Target - a person against whom bullying or retaliation has been perpetrated.

Perpetrator - a person who engages in bullying or retaliation.

Discrimination - treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges, or courses of study in a public school because of an individual's actual or perceived race, color, national ethnicity, religion, sex, sexual orientation, gender identity, age, or disability (i.e. protected status). A person may not be subjected to discipline or more severe punishment, nor denied the same rights as the other students, because of his/her membership in a protected class.

Harassment - the oral, written, graphic, electronic, or physical conduct on school property or at a school-related event, function, or activity related to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity, age, or disability (i.e. protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or offensive environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating, or offensive environment. A single incident, depending on its severity, may create a hostile environment.

Retaliation - any form of intimidation, reprisal, or harassment by a student directed against any student, staff, or other individuals for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the District's civil rights policies, or for taking action consistent with policy.

Hate Speech - any speech not protected by the First Amendment because it is intended to foster hatred against individuals or groups based on race, religion, gender, sexual preference, gender identity, place of national origin, or other improper classification.

Hate Crime - a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, gender identity, age, disability, or sex.

Citations

M.G.L. Chapter 71, Section 37 O

Attorney General's Safe School Initiative (2005). M.G.L. Chapter 76, Section 5.

Chemical Abuse Policy

Definition for all Students

Any student who is found **in possession of, under the influence of or consuming** alcohol or other chemical substances (or students in possession of paraphernalia, i.e. lighters, pipes, juul, e-cigs, etc.), which includes over the counter medications*, on school grounds or in connection with school-sponsored events will be subject to punishment under "Level One". Repeat offenders will be subject to punishment under "Level two". Students found selling or distributing alcohol or other chemical substances on school grounds or in connection with school-sponsored events are subject to punishment under "Level Two". *Over the counter medications must be administered/supervised by the school nurse.

Procedure for enforcing the rule for all students: Students found to be violating the policy relating to chemical abuse shall be dealt with at two levels.

"Level One"

- Counsel by administration.
- Custody of evidence.
- Parent and police notified, parent conference.
- Suspension: up to 5 days for first offense.
- Referral to social agency for help and counsel to be completed during suspension.
- Suspension from all school activities and school privileges for up to 4 weeks (28 school days) from the date of the infraction (social suspension) at the discretion of administration.
- Athletic consequences
- Possible suspension of school driving and parking privileges
- The administration reserves the right to immediately start an expulsion procedure if the first offense is severe enough in nature.
- End of year activities for seniors may be impacted

"Level Two"

- Counsel by administration.
- Custody of evidence.
- Parent and police notified, parent conference.
- Suspension for up to 10 school days.
- Referral to social agency mandatory if not previously accepted.
- Start expulsion procedure.
- Suspension from all school activities and school privileges for up to 12 weeks from the date of infraction (social suspension) at the discretion of the administration.
- Athletic consequences
- Possible suspension of school driving and parking privileges
- End of year activities for seniors may be impacted
- If the infraction occurs at the end of the school year, the remainder of the suspension will carry over to the next school year.
- Students will be subject to Modified Social Suspension: at the discretion of administration and coaches or advisors, a student may be allowed to continue to practice, rehearse, or attend meetings, including tryouts or auditions, but is not allowed to participate in any games or performances until suspension has ended. Under no circumstances will students be allowed to participate while suspended.

Appeal Process

Rules and regulations concerning major discipline infractions in relation to all chemical abuse violations including athletic and extracurricular programs are as follows:

1. All rules are published in the student manual. All advisors and coaches will make this known to their respective groups prior to each school year season. (Consent form.) Students are expected to accept their responsibility to the school, teacher or club. In all cases under this section, the student has the right to appeal the case to the

board of appeals. **The appeal is to be made on the infraction only, not the punishment.** The procedure will be as follows:

2. Within three school days of suspension, the advisor, administration or coach of the circumstances with regard to the incident and the appeal process, will notify the parents of the student involved.
3. To appeal, the parent must contact the school principal, in writing, within 10 school days.

Conduct of Teachers or Students; Student Handbook

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) 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.

(b) 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.

(c) Any student who is charged with a violation of either paragraph (a) or (b) 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 (a) or (b).

(d) 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.

[Paragraph (e) of the fourth paragraph effective until July 1, 2014. For text effective July 1, 2014, see below.]

(e) 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.

[Paragraph (e) of the fourth paragraph as amended by 2012, 222, Sec. 1 effective July 1, 2014. See 2012, 222, Sec. 12. For text effective until July 1, 2014, see above.]

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. 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 in an education service plan, under section 21 of chapter 76.

[Paragraphs (f) and (g) of the fourth paragraph added by 2012, 222, Sec. 1 effective July 1, 2014. See 2012, 222, Sec. 12.]

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine-readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Conduct on Buses

It shall be the policy of the district to transport students to and from school if the distance and/or safety of the child, in the opinion of the Superintendent of Schools, requires it. This transportation privilege is made available subject to the following rules:

- A. General Rules on Buses** - All pupils must behave appropriately as passengers of a school bus. Clearly understood and well-enforced rules are necessary for the successful management of pupils who ride school buses.
1. Pupils transported in a school bus are under the authority of, and directly responsible to the driver of the bus.
 2. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for a pupil to be denied transportation on a school bus.
 3. The driver of any school bus is responsible for the orderly conduct of the pupils transported.
 4. No bus driver can require any pupil to leave the bus before such pupil has reached his destination.
 5. Driver does have the authority to assign students to specific seats.
 6. No school bus can stop to leave or discharge pupils except at spots regularly designated by the school committee.
 7. No pupil can engage in unnecessary conversation with the driver while the bus is in motion.
 8. No intoxicating liquor, drugs, tobacco, tobacco products, paraphernalia of such, etc. can be transported at any time in a school bus.
 9. No animals can be transported on a school bus.
 10. No loaded weapons of any sort, except side arms carried by authorized police officers, can be transported on a school bus.
 11. No person should be allowed to occupy a position in a school bus that interferes with the vision of the driver to the front, to either side of him, or through the mirror to the rear, or with the operation of the bus.
 12. Nothing can be thrown within the bus or out of the windows.
 13. Pupils who are to leave the bus last can use seats in the rear of the bus.
 14. Students who disembark from the bus in the afternoon prior to arriving at morning pick-up point will not be allowed back on the bus again that day.
- B. Waiting for the Bus** - The student shall:
1. Be on time for the bus but should not arrive at the stop earlier than ten minutes before the time the bus usually arrives.
 2. Not allow younger children who are not yet attending school to accompany him/her to the bus stop.
 3. No intoxicating liquor, drugs, tobacco, tobacco products, paraphernalia of such, etc. at bus stops at any time.
 4. Observe all safety precautions while waiting for the bus:
 - Do not play in the roads.
 - If possible, avoid crossing streets.
 - Whenever you must cross a street, do so only if you are sure that no moving vehicles are approaching from either direction.
 - Do not push, pull, or chase any other pupil.
 - Avoid trespassing on private property and being noisy.
 5. As the bus approaches, line up at least six feet off the highway, and do not approach the bus until it has stopped and the driver has opened the door. Again, avoid pushing others in line.
- C. Loading the Bus** - The student shall:
1. Get on the bus and be seated at once.
 2. Listen carefully and obey any directions issued by the driver.
- D. Riding the Bus** - The student shall:

1. Not eat food on the bus.
2. Not throw anything on the bus.
3. Avoid extending arms or any other parts of the body out the windows.
4. Not change seats while the bus is moving.
5. Avoid shouting and other excessive noise that may distract the driver.
6. Help keep the bus clean and sanitary.
7. Be courteous to other pupils.
8. Listen carefully and obey any direction issued by the driver.
9. Upon boarding the bus in the morning, remain on the bus until arrival at school.
10. Not smoke or light matches on the bus

E. *Unloading the Bus* - The student shall:

1. Not leave the seat until the bus has come to a complete stop and the driver has opened the door.
2. Obey any directions issued by the driver.
3. Leave the bus quickly but in a courteous manner without pushing other pupils.
4. If he/she must cross a street in leaving the school bus, be sure to walk in front of the bus (never in back) at a distance of at least 12 feet away from the bus. Again, be sure to observe all safety precautions as you travel from the bus stop to the home or school.

F. *Procedure for Disciplinary Action*

1. If any student violates the rules identified above, the driver is to report the violation on the appropriate forms to the principal of the student's building. Administration will then meet with the student in question, discuss the event, and assign the appropriate disciplinary action: warning, office detention, 1 day bus suspension for morning and afternoon, 3 day suspension for morning and afternoon, and/or loss of bus privileges.

Office Detention Procedures

1. Office detentions are to be served after school (location will be communicated with students).
2. Students are to arrive in the detention room no later than 2:05 and are dismissed at 2:50.
3. No student will be permitted to leave the detention room for any reason other than for an unforeseen emergency. No bathroom passes will be issued.
4. Students in office detention are required to be silent, and awake, and will be allowed to do school work *All electronic devices will be collected at the beginning of detention.*
5. Repeated failure to comply with detention requirements will result in further detentions or in-school suspension.

Suspension: Suspensions will either be assigned as internal or external, based on the severity of the offense. Parents/guardians of students assigned external suspension will be contacted by school administration immediately and notice of the suspension will be sent home by mail.

Dress Code

When dressing for school, keep in mind that the HVHS Mission is to create a climate of mutual respect and learning. This means respect for yourself and others. Clothing or other apparel that does not promote a safe school environment, is potentially dangerous, or is potentially disruptive to the educational environment will not be allowed. In the event of a dress code violation, students will be asked to change their attire.

For example:

- Clothing with pictures or messages the staff, faculty or administration determines to be vulgar or inappropriate.
- Shoes must be worn at all times.
- NO Confederate flags or associated imagery of any kind is to be worn or displayed in any way.
- Clothing or jewelry that advertises or suggests substances or beverages that are illegal in the Commonwealth of Massachusetts for students of middle or high school age.

- Clothing that the faculty or administration determine to be disruptive to the learning environment, including but not limited to shorts or skirts that do not extend down the leg to at least fingertip length.
- Strapless or short shirts. The bottom of the shirt or blouse should overlap the top of the pants or bottoms.

Due Process – Suspension and Expulsions

Due Process shall be observed in virtually all disciplinary cases in the following manner: 1.) Student shall be given notice of charges, either orally or written. 2.) Evidence that was obtained shall be explained to the student. 3.) Students will be given the opportunity to present his/her side of the story. 4.) All efforts will be made to make sure that discipline is fundamentally fair and consistent. 5.) Intent to appeal must be in writing, and must be sent to the principal (email notification is acceptable).

Electronic Device Policy

Acceptable Use for Devices

- Prior to the beginning of homeroom period and during homeroom
- After the end of the day
- During the passing time between classes – providing this does not prevent the students from arriving on time to their class and providing students are using devices in a safe and respectful manner
- During lunch period
- During study hall as a means to access the curriculum
- During classes ONLY WHEN a teacher directly instructs you to use your device as part of the curriculum

Devices are not to be used

- During emergency situations
- During office detention or ALC
- In locker rooms or restrooms

Taking pictures or recording faculty, staff, or students is strictly prohibited.

If an adult observes a student with a prohibited device while class is in session, the device will be delivered to the office. A member of the administration will contact a parent/guardian and ask they pick up the device at their earliest convenience. If the student refuses to turn over the device, he/she will be sent to the office. At this point the student will be subject to consequences outlined in the discipline matrix. Administration will implement a 2-strike rule. After violating this policy twice, the student will be issued office detentions. In addition, students may lose the privilege to bring the device to school.

Students bring electronic equipment to school at their own risk, and they are encouraged to keep all such equipment in a secure place. No liability will be accepted by HVHS in the event of the loss, theft, or damage to any device.

External Suspension

Students under out of school suspension are not permitted to participate in any school activities. However, schoolwork can be made up. Parents will be notified and should take a special interest in this matter. Students suspended on Friday will also not be able to participate in any Friday or weekend school events. Short-term suspension ranges from 1 to 10 days, based on the infraction. Students assigned to ES WILL have their absences from classes counted toward the allowable 20 per class maximum to maintain credit (excluding middle-school students).

Internal Suspension – Alternative Learning Center (ALC)

The ALC program has been created to avoid out-of-school suspension. The Administration has the final say on whether a student is assigned alternative learning center and/or external suspension for any suspendable infractions. The following is a description of ALC procedures.

1. A student assigned to ALC will report to the main office by the 7:30 a.m. bell. (Unless otherwise instructed.)

2. The student's assignments for the day will be collected.
The students will be given credit for all completed assignments returned to their respective teachers by the end of the assigned day.
3. Lunch will be consumed in the ALC room.
4. Students assigned to the Alternative Learning Center will not have their absences from classes counted toward the allowable 20 per class maximum to maintain credit.
5. Students assigned alternative learning center will not be allowed to participate in school events the day of the ALC assignment. This includes assemblies and meetings, field trips, after-school practices, rehearsals, games, concerts, etc.
6. School administration may postpone the assignment of an Alternative Learning Center session; students, however, will not be allowed to reschedule an ALC session.

Hallway Passes and Behavior

Students are encouraged to avoid leaving class for any reason. If a student must leave the room during class, he/she needs to have the classroom pass. Failure or refusal to show an official pass will result in disciplinary action. Students will be required to sign in and out of classes. Class logs may be collected and reviewed by administration. Students who repeatedly leave classes during instruction will be questioned and counseled. Students are expected to behave courteously and respectfully in the halls, move appropriately in the direction of their next class, and minimize public displays of affection. Students who do not follow these social expectations may be disciplined accordingly.

Harassment Guidelines

The District prohibits all forms of general harassment which are defined as hate crimes, harassment and discrimination based on age, race, color, religion, national origin, ethnicity, sexual orientation, gender identity, or disability. The reporting and investigation of general harassment shall follow the guidelines for sexual harassment, the rules of conduct and discipline, including detention; internal suspension and external suspension shall apply where discipline is warranted.

Hazing Notice

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

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

Notwithstanding, any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Chapter 269, Section 17, Added by St. 1985, c.536; amended by St. 1987, c.665.

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime, shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Chapter 269, Section 18, Added by St. 1985, c.536; amended by St. 1987, c.665.

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is

recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issues copies of this section and section seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognitions or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applications for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full-time student enrolled by it to the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communication the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations. Governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Chapter 269, Section 19

Internet Use Policy

Internet access is available to students and teachers in Adams Cheshire Regional School District. We are very pleased to have Internet access, as we believe it offers valuable, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in the district by facilitating resource sharing, innovation, and communication.

Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with users throughout the globe. In addition, the system will be used to increase school and District communication, enhance productivity, and assist employees in upgrading their skills through greater exchange of information with their peers. The system will also assist us in sharing information with the local community, including parents, social service agencies, government agencies and businesses.

With access to computers and people from around the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Families should be warned that some material obtained via the Net may contain items that are illegal, defamatory, inaccurate, or potentially offensive. We have taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information, either by accident or deliberately. We firmly believe, however, that the benefits to students from online access far outweigh the possibility that users may procure material that is not consistent with our educational goals. The purpose of this policy is to ensure that use of Internet resources is consistent with our stated mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of the students and faculty who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. If a user violates any of these provisions, his or her account will be terminated and future access could be denied in accordance with the rules and regulations discussed with each user during Internet training sessions.

Internet – Terms and Conditions

1. Students are responsible for good behavior on school computer networks, just as they are in a classroom, or a school hallway. General school rules for behavior and communications apply.
2. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. That access entails responsibility. Inappropriate use will result in a suspension or cancellation of Internet privileges. The system administrators will deem what is inappropriate use and their decision is final. Also, the administrators may close an account at any time as required. The administration, faculty and staff may request the system administrator to deny, revoke, or suspend specific user accounts.
3. Users are expected to abide by their generally accepted rules of network etiquette and conduct themselves in a responsible, ethical, and polite manner while online.
4. Users are not permitted to use the computing resources for commercial purposes, product advertising, political lobbying, or political campaigning.
5. Users are not permitted to transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material.
6. Physical or electronic tampering with computer resources is not permitted. Damaging computers, computer systems, or computer networks intentionally will result in cancellation of privileges.
7. Users must respect all copyright laws that protect software owners, artists and writers. Plagiarism in any form will not be tolerated.
8. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem in the school's computers, network, or Internet connection, you must notify a system administrator. Do not demonstrate the problem to others. Using someone else's password or trespassing in another's folders, work, or files without written permission is prohibited. Attempts to logon to the Internet as anyone but yourself may result in cancellations of user privileges and discipline consequences.
9. The Adams Cheshire Regional School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. We assume no responsibility or liability for any phone charges, line costs or usage fees, nor for any damages a user may suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. We specifically deny any responsibility for the accuracy or quality of information obtained through its services.
10. All communication and information accessible via the computer resources shall be regarded as private property. However, people who operate the system may review files and messages to maintain system integrity and insure that users are using the system responsibly. Messages relating to or in support of illegal activities may be reported to the authorities.
11. Playing games on school computers may result in disciplinary measures, such as loss of computer privileges, detention, etc. Any violations may result in a loss of computer access, as well as other disciplinary or legal action. Users are considered subject to all local, state, and federal laws.

Due Process will be observed in all disciplinary cases in the following manner:

1. Student shall be given notice of the charges in writing or orally.
2. Evidence that was obtained shall be explained to the student.
3. Student will be given the opportunity to present his side of the story.

A student may appeal charges in the following manner:

1. Within three school days of loss of privilege, the parents of the student involved will be notified by the teacher or administration of the circumstances with regard to the incident.
2. To appeal, the parent must contact the school principal in writing within ten school days.
3. The principal will act within five school days upon receipt of request.

Physical Restraint

The Commonwealth of Massachusetts Department of Education has issued specific regulations concerning the use of physical restraint on students (603 CMR 46.00). The Adams-Cheshire Regional School District is committed to ensuring that the use of any physical restraint strictly adheres to these regulations. Physical restraint will be used with two goals in mind, and only after other less intrusive methods have been attempted or considered:

- To administer a physical restraint only when needed to protect a student or member of the school community from imminent, serious harm; and
- To present or minimize any harm to the student as a result of the use of physical restraint.

Nothing in the regulations precludes a teacher or other staff member from using reasonable force to protect students, themselves, or other persons from assault or imminent, serious physical harm.

Physical restraint regulations do not prohibit any individual from reporting a crime committed by a student to local enforcement or to other state agencies. Law enforcement officers are not prohibited by physical restraint regulation from the exercise of their responsibility, which may include the physical detainment of a student or other person alleged to have committed a crime or who poses a security risk.

An individual who is a mandated reporter is not constrained by this policy from complying with the responsibility to report neglect or abuse to the appropriate state agency. Nothing contained herein shall relieve staff reporting requirements when a personal injury occurs within the scope of employment.

Preparedness: The district shall have two designated individuals at each building who have received in-depth training in physical restraint. In the event of the need for physical restraint intervention, one or both of these individuals should be called upon. The designated staff members shall assist the building principal in providing annual training to respective staff members regarding this policy. Training will include:

1. Appropriate procedures for preventing the need for physical restraint.
2. Interventions for de-escalation of problem behaviors.
3. Alternatives to restraints.
4. Relationship building
5. Consultation as needed.

Use of Restraint

1. Physical restraint is used when non-physical interventions have been attempted without success or when it is apparent that they would not be effective.
2. Physical restraint is limited to the use of such reasonable force as may be necessary to protect a student or other persons from assault or imminent, serious physical harm, or others.
3. In a regular education environment, physical restraint may not be used as a response to property destruction, disruption of school order, a refusal to comply with a school rule or staff directive, or verbal threats which do not constitute a threat of imminent serious physical harm. Physical restraint may never be used as punishment.
4. A school staff member who uses a physical restraint on a student must use the safest method available, which is most appropriate to the situation, and the method for which the staff member has been trained. Staff shall review and consider the known medical and psychological limitations regarding the use of physical restraint upon an individual student.
5. No physical restraint shall be used which prevents a student from speaking or breathing, and must be used in such a way as to prevent or minimize physical harm. If, at any time during the restraint, the student demonstrates significant physical distress, the restraint shall be removed immediately.
6. A physical restraint must be discontinued as soon as possible when it has been determined that a student no longer poses a risk of harm to self or others.
7. Following the use of a physical restraint, the building principal or designated program staff member will meet with the student to address the behavior which prompted the restraint, and will also review the incident with

the staff members who were involved and determine whether follow-up is needed for students who may have witnessed the incident.

Reporting Requirements

1. A staff member who administers a restraint of a duration longer than five minutes shall verbally inform the building principal or designee as soon as practical that day and by written report no later than the next full school day.
2. The building principal or designee shall verbally inform the student's parent/guardian of the use of the physical restraint as soon as practical and by written report no later than three (3) school days following such use.
3. The report must include:
 - a. The names and job titles of staff who administered the restraint and the person who observed it;
 - b. The date and time the restraint was used, the time it began and ended, and the name of the administrator who was verbally informed;
 - c. A description of the activity of the restrained student and the other students and staff in the vicinity immediately preceding the use of the restraint; the behavior which prompted it; the efforts made to de-escalate; alternatives which were attempted first; and the justification for resorting to physical restraint;
 - d. A description of the restraint used and why; the student's behavior and reactions during the restraint; how it ended; and documentation of injury, if any, to the student or staff and any medical care provided;
 - e. For extended restraints, a description of the alternatives which were attempted first; the outcome of those efforts; and the justification for administering an extended restraint;
 - f. Information regarding any further action taken by the staff, including any disciplinary action taken toward the student;
 - g. Information regarding opportunities for the parent/guardian to discuss the restraint and related matters with the principal or designee, as well as the right to file a grievance.

The building principal shall maintain an ongoing record of all reported instances of the use of physical restraint. The Director of Special Services shall receive copies of the ongoing record from each principal by January 31 and June 30 or each school year for Department of Education availability.

When a restraint has resulted in serious injury to the student or program staff member involved, or when an extended restraint has been administered, a written report must be filed with the Department of Education within five (5) school days of the date of the restraint. Principals must provide at this time for the Department of Education a copy of the ongoing record of restraints for the thirty (30) day period preceding the date of the reported restraint. The Department of Education shall notify the school district of any required actions, if warranted, within thirty (30) calendar days of the receipt of the report. Copies of all correspondence in this reporting shall be maintained in the office of the Director of Special Services. Legal Ref: 603 CMR 46.00

Progressive Discipline Matrix

School Behavior and Safety Warning

In some cases, students may receive written notice of consequences regarding behavior/safety and actions the student(s) are expected to follow.

Teacher Detention

As a first step, any behavior deemed improper by a teacher (minor infractions) such as: insubordination, tardiness, verbal abuse, lack of respect, lack of cooperation, lack of following teacher direction, etc. follows the procedure below.

1. To be served after school with the teacher in a room designated by that teacher, scheduled at the teacher's convenience, and the teacher determines the length.
2. **If a student is assigned a teacher detention and an office detention on the same day, the teacher detention takes priority.** The office will reassign the office detention(s) for the next school day.
3. Students cannot be kept later than the late bus.

4. If a student fails to report for a teacher detention, the teacher **MUST** refer the matter to the Dean of Students, who, as a consequence, will assign two office detentions. This is designed to deter students from skipping teacher detentions.

Progressive Discipline Matrix: Guideline; each incident is unique. Specific incidents may merit consequences greater than the minimum listed.

Warning/Behavior Safety Contract	Detention (Parent contact preferred)	1-Day Suspension (In or out of school) Parental Contact	1-2 Day Suspension (In or out of school) Parental Contact	1-5 Day Suspension (Mostly out of school) Parental Meeting	5-10 Day Suspension (Mostly out of school) Parental Meeting
1st Bullying Complaint**	Cut Teacher Detention (2 office detentions)	Tobacco infraction 1 st offense	Profanity to staff	Weapon possession**	Drugs**
1 st Harassment Complaint**	Cut Office Detention (ALC for the day)	Truancy	Picture or recording staff/students without permission*	Fighting**	Alcohol Use 2 nd Offense
1 st Bus complaint**	Cut Class	Leave school grounds	Theft**	Bullying (4 th step) **	
Dress Code Violation	Profanity	Threatening behavior*	Tobacco infraction – 2 nd offense	Possession of controlled substance	Bullying (4 th complaint – may be expulsion)
Insubordination*	Pass Policy Violation (no pass list customized)	Violence**	Impersonating school personnel (incl. electronically)**	Threatening staff	Fighting**
Electronic Device Violations***	Excessive tardies	Destruction of property*		Refusal of search	Assault and Battery**
	Disruptive or disrespectful behavior	Horseplay/Unsafe behavior**	Bullying (3 rd step)	Assault and Battery**	Possession of controlled substance with intent to distribute**
	Harassment (2 nd step)**	Outside without permission	ASSAULT**	Harassment (4 th step) **	Direct physical contact with staff**
	Bullying (2 nd step)**	Sexting**	Harassment ** (3 rd step)	Alcohol use (1 st offense)	
	Dress code violation (2 nd offense) Change of clothes REQUIRED	Failure to cooperate during an emergency drill		Tobacco infraction (3 rd offense)	Bomb threat**
	Horseplay/Unsafe behavior	Forging Parent/Guardian Signature(s)**			False fire alarm**
	Bus complaint – 2 nd offense **	Offensive Language			Weapon possession**
✱ Further incidents increase in severity per handbook/policy		✱✱ Minimum may be exceeded due to facts/structure. Authorities, police or court officials may be notified.		*** Review electronic device policy	

** The following protocol will be used in determining court filings:

- The severity or dangerousness of the offense
- Chronic violations (2nd offense, 3rd offense, etc.)
- Prior court involvement (and/or students already on probation or following court-ordered conditions)
- Premeditated instances (intentional, deliberate, calculated offenses preplanned and announce ahead of the act)
- Administrators will use discretion and make official decisions about court filing, using reason and judgment to choose from among acceptable alternatives, if any.

FAMILIES WILL BE NOTIFIED OF THE SCHOOL'S INTENT TO FILE BOTH VERBALLY AND IN WRITING. NOTICE OF INTENT IS ALSO EXPLAINED IN SUSPENSION NOTICES THAT ARE MAILED HOME TO FAMILIES.

BULLYING: repeated use by one or more students of a written, verbal, or electronic expression (cyber-bullying), or a physical act or gesture, or any combination thereof

HARASSMENT: oral, written, graphic, electronic, or physical conduct on school property or at a school-related event, function, or activity related to an individual's actual or perceived race, color, national origin, ethnicity, religion, sexual orientation, age, or disability, that is severe, pervasive, or persistent so as to interfere with or limit students' abilities

HORSEPLAY: running in the halls, tripping, pushing, poking, etc.

UNSAFE BEHAVIOR: performance of a task or other activity that may threaten the health and/or safety of another

PROFANITY: language deemed inappropriate by the administration, faculty, and/or staff

THREATENING BEHAVIOR: intentionally knowing or putting another person in fear of injury

OFFENSIVE LANGUAGE: Derogatory language directed at another student or staff member (victim)

ASSAULT: attempting to use physical force against someone or showing an intention to use immediate force against someone.

ASSAULT AND BATTERY: deliberately making contact with someone without consent or in a way that's likely to cause physical harm.

FIGHTING: two or more people deliberately making contact with someone without consent and in a way that's likely to cause physical harm (including "fighting back")

SEXTING: sending sexually explicit messages or photographs via electronic devices

SELF DEFENSE: Force used must be "reasonably necessary" under the circumstances: first, you are obligated to take reasonable steps to avoid physical combat before resorting to force, and if deadly force is used, the person must have "reasonably and actually believe that they were in 'immediate danger of great bodily harm or death.'"

Disciplinary Consequences are subject to but not limited to the matrix. Detention (Please refer to Discipline Matrix). Certain incidents may require school authorities to notify authorities (for example, incidents related to weapons, drugs, assaults, etc.). The MINIMUM may be exceeded due to facts/structure.

Search and Seizure

Students have a reasonable right of privacy; however, school officials have the right to search a student and/or his/her belongings if they have reasonable suspicion to believe that a school rule or law has been violated. These searches include, but are not limited to: a student's person, clothing, bag, locker, car, or other objects in their possession that the administration deemed necessary to search, based on the suspicion. School retains joint custody of desks and lockers; these can be searched at any time without probable cause or reasonable suspicion. School computers and other technology can be searched at anytime without knowledge or warning. There is an agreement between the school and local police that allows the school to contact them about material from a search and that material obtained in a school search will be turned over to the police.

Please note that all Search and Seizure policies are in effect at all school-sponsored events, including dances and athletic events whether on or off-campus. Parents/guardians will be notified.

Sexual Harassment Guidelines

Definition: Sexual Harassment is UNWANTED sexual attention from peers, subordinates or supervisors, customers, clients, or anyone the victim may interact with in order to fulfill job or school duties where the victim's responses may be restrained by fear of reprisals. The range of behaviors includes: written or verbal comments, subtle pressure for sexual activity, leering, pinching, patting and other forms of unwanted touching, as well as more extreme behavior such as . . . rape and attempted rape.

Dimensions of the Problem: The extent of this problem has been well documented by many studies. In some cases it is deliberately contrived behavior, while often it is a case of thoughtless custom or habit. Changing this type of behavior requires conscious awareness of the problem and becomes everyone's responsibility. Sexual harassment is a problem in school as well as in the work place. Students experience it from other students and occasionally from other faculty members.

Effects on the Victim: The victim may be in school or work less than normal in order to avoid the harassment (more sick days taken). The victim's enjoyment of and pride in work is often undermined or destroyed because the victim is forced to spend time and energy fending off humiliating sexual advances. There can also be physical and psychological effects similar to those experienced by rape victims. Professional counseling may be necessary.

Legal Aspects: Court cases have found sexual harassment in the work place to be a violation of Title VII of the Civil Rights Act of 1964. This is the law, which protects workers in a school. Students are protected from sexual harassment under the provisions of Title IX since courts have found sexual harassment to be a form of sex discrimination. If sexual harassment involves a minor student in a school setting, it can also be considered a criminal offense under laws relating to child abuse.

Grievance Procedures: Title IX requires that specific grievance procedures be published. These relate to the manner in which suspected violations of the law are handled. Because of the sensitive nature of complaints relating to sexual harassment, certain special provisions need to be made for these procedures. The grievance procedures are as follows:

1. Any complaints relating to sexual harassment should be referred to Mrs. Colleen Byrd, Mrs. Molly Meczywor, or their superior.
2. When the complaint has come from a female student or faculty member, a female counselor or a female member of the Title IX/622 Committee should be present at all discussions and meetings involving the case. When the complaint has come from a male student or faculty member, a male counselor or a male member of the Title IX/622 Committee should be present at all discussions or meetings involving the case.
3. It is particularly important when a complaint has been brought by a student to have a supportive Title IX representative or counselor present during the investigation to make it easier for the student to discuss such a delicate issue and to be sure that the elements of the complaint are properly represented and fair to both parties.
4. The investigating group should be kept as small as possible to protect the confidentiality of the information and to keep the investigation from becoming an inquisition.
5. Consequences for students involved in sexual or other forms of harassment will be subject to progressive discipline starting with a warning and parental notification, up to and including suspension and expulsion, depending on the severity and number of occurrences of the harassment. If the first occurrence is severe enough in nature, suspension may be necessary.

Retaliation: Retaliation in any form against a person who has filed a complaint relating to sexual harassment 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.

Confidentiality: It is expected that those involved with sexual harassment investigations will protect the confidentiality of all information relating to the case.

Specific Acts Leading to Long Term Suspension and/or Expulsion

Under provisions of the Educational Reform Act of 1993, four areas of student misconduct come under special scrutiny and calls for expulsion from school by the principal if the acts occur . . . "on school premises or at school-sponsored or school-related events, including athletic games."

- Possession of a dangerous weapon, including but not limited to a gun or knife.
- Possession of a controlled substance including but not limited to marijuana, cocaine, and heroin.
- Assault on a school administrator, teacher, teacher's aide or other educational staff.
- In addition, a student who has been charged with a felony or is the subject of a felony delinquency complaint, on or off school property, may be subject to expulsion.

Students charged with any of these violations 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 the said hearing before the principal. Students who are expelled are not allowed on school property and are not allowed to be present during school events.

Suspensions and Expulsions Procedures

Note: All discipline procedures are informed by what is contained in M.G.L. Chapter 71, Sections 37H, 37 H ½, and 37 H ¾. In some cases, students may be suspended out of school or in school for a maximum of ten consecutive days. This is an administrative decision. In more severe situations, expulsion (exclusion from school) may be recommended. Due process will be observed before a final decision is made to determine a student's status and the following steps shall be taken by the administration.

1. An attempt to make parental contact by phone at the time of suspension, informing the parent/guardian of the nature of the problem, the length of the suspension, any special condition, and an appointment for a parental conference prior to the student's re-admission to school. Notwithstanding our best efforts, parental contact is

sometimes impossible for various reasons. In those cases, the student will be provided with a message to the parent/guardian to contact the school regarding the matter.

2. Contact with social agencies, court officials, or other schools.
3. A formal letter to follow within 24 hours restating the same facts as cited in No. 1 above. The letter should also indicate, in some manner, that the parent/guardian has an avenue of appeal. (Letter, naturally, to be in their native language.) All appeals are to go to the principal. The superintendent only will review secondary appeals. His/her decision is final and the appeals process in the schools can go no further.
4. By parental request, textbooks and homework will be provided to each pupil for the duration of the suspension period. **Days out of school due to external suspension DO count as absences toward a lack of academic credit (excluding middle-school students).**

Suspended students may be referred to a guidance/adjustment counselor. Any subsequent offenses, which are serious and obstruct the educational process, may be referred to the school committee.

A suspension shall be recorded as an absence from school for the attendance policy, but work can be made up. Furthermore, as called for by M.G.L. Chapter 71 Section 37 H, the school will provide access to educational services to students who are suspended or expelled for the duration of the suspension or expulsion.

Student Discipline – Special Education

Building administrators and special education teams will follow the guidelines outlined and the discipline of special education students under IDEA 2004 flowchart, issued by the Massachusetts Department of Elementary and Secondary Education (DESE) in December 2007. This flowchart shall be read in conjunction with discipline procedures and state law, MGL c. 71§ § 7H and 37H ½, and district wide and school wide student codes of conduct.

All students are expected to meet the requirements for behavior set forth in this handbook. IDEA 2004 requires that additional provisions be made for students who have been found eligible for special education and students for whom the district is deemed to have knowledge that the students might have a disability (students who have not been found eligible, but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluations).

At any point, the parent and district can agree to change a student's placement for disciplinary reasons. Agreements shall be in writing and signed by the director of Special education and parent.

Disciplinary Removal Procedures

1. When a student with a disability has a disciplinary removal for less than 10 consecutive school days and there have been less than 10 cumulative school days of disciplinary removal in the school year, the district may exclude the student from the current placement without obligation to provide FAPE (Free Appropriate Public Education) unless the district provides services without disabilities who are similarly removed.
2. When a student with a disability has had disciplinary removal for less than 10 consecutive days, but more than 10 cumulative days, the IEP team will meet to determine if the removal is a pattern constituting a change of placement by the 10th day.
 - a. If it is determined that the removal is not a pattern of behavior that constitutes a change in placement, the district may apply relevant disciplinary procedures in the same manner and duration as to students without disabilities.
 - b. If it is determined that the removal is a pattern of behavior that constitutes a change in placement, the district will:
 - i. Notify parents and guardians immediately of the decision to change placement for disciplinary reasons and of procedural safeguards.
 - ii. Conduct a manifestation determination meeting by the tenth day of removal.
3. When a student with a disability has disciplinary removal for eleven or more consecutive days, the removal constitutes a change in placement. The district will:
 - Notify parents and guardians immediately the decision to change placement for disciplinary reasons and of procedural safeguards.
 - Conduct a manifestation determination by the tenth day of removal.

Manifestation Determination

When determining if the conduct is a manifestation of the student's behavior is the result of his/her disability, the team must consider:

- Is the conduct a direct result of the district's failure to implement the IEP?
 - Does the conduct have a direct and substantial relationship to the student's disability?
1. If it is determined that the conduct is not a manifestation of the student's disability, the district may apply relevant disciplinary procedures in the same manner and duration as to students without disabilities.
 - The IEP team will determine the extent to which FAPE services are needed to enable the student to continue to participate in the general education curriculum and progress toward meeting IEP goals.
 - The IEP team may provide, as appropriate, a Functional Behavioral Assessment (FBA) and behavioral services and modifications.
 - The student will return to the placement when the disciplinary period expires unless parent or guardian and school agree otherwise or student lawfully expelled.
 2. If it is determined that the conduct is a manifestation of the student's disability, the district:
 - Must take immediate steps to remedy the deficiencies and review the IEP **IF** the conduct was a direct result of failure to implement the IEP
 - Conduct a Functional Behavioral Assessment and develop a Behavioral Intervention Plan (BIP) **OR** review and modify an existing plan as needed
 - Must return the student to placement unless (1) parent and district agree to a different placement, (2) a hearing officer orders a new placement, or (3) removal is for "special circumstance" under 34 CFR § 300.530(g)

Disciplinary Removal for "Special Circumstances" Under 34 CFR § 300.530(g)

When a student with a disciplinary removal for "special circumstance" (weapons, illegal drugs, controlled substances, or serious bodily injury), school personnel may remove the student to an Interim Alternative Education Setting (IAES) for up to 45 school days, regardless of the manifestation determination. The IAES shall be determined by the student's IEP team. In the IAES, the students shall:

- Receive educational services to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the IEP, and
- Receive, as appropriate, a Functional Behavioral Assessment, behavioral intervention services, and modification, that are designed to address the behavior violation so that it does not recur.

Prior Knowledge of a Disability

The district is deemed to have prior knowledge of a disability when one of the following criteria has been met.

1. The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student, that the student is in need of special education and related services.
2. The parent of the child requested an evaluation of the child.
3. The Building Based Team (BBT) expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special Education.

The district is not deemed to have prior knowledge of a disability when one of the following criteria has been met.

- a. The parent has not allowed an evaluation or has refused services.
- b. The student has been evaluated and found not to have a disability.

When the district has prior knowledge of a disability, the district shall follow the disciplinary procedures outlined in this section.

Students with Section 504 Accommodation Plan

Students are expected to meet the expectations for behavior identified in this Handbook.

The district shall follow the disciplinary procedures outlined in this section.

Appeals Process for Disciplinary Placement Decisions for Students with Disabilities

A parent of students with a disability, who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the students removal to an interim alternative education setting, disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the students receives during the period of removal, and disagreement regarding the functional behavior assessment and/or implementation of a behavioral intervention plan.

If the district believes that maintaining the students current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.

GENERAL SCHOOL INFORMATION

Auditorium

Student groups using the auditorium will be restricted to this area. No food or drink is allowed in the auditorium.

BELL SCHEDULE

Doors Open

7:00 a.m.

Warning Bell

7:25 a.m.

Homeroom

7:30--7:42 a.m.*

**Students are considered tardy if they are not seated in homeroom by 7:30 a.m.*

Grades 8 through 12

Monday through Friday

Periods 1 through 7

Period 1	7:45-- 8:32
Period 2	8:35-- 9:22
Period 3	9:25 -- 10:12
HS 1st lunch (8, 9, some 10th)	10:12 – 10:40
Period 4	10:43 – 11:30
HS 2nd lunch (rest of 10th, 11, 12)	11:02 – 11:30
Period 4	10:15 -- 11:02
Period 5	11:33 -- 12:20
Period 6	12:23 -- 1:10
Period 7	1:13 -- 2:00
Detention	2:05 -- 2:50
Late Bus	3:00

EVENT SCHEDULE

Grades 8 through 12

Homeroom 7:30 --7:38

7:41 -- 8:22

8:25 -- 9:06

9:09 -- 9:50

HS 1st Lunch 9:50 – 10:18

10:21 – 11:02

HS 2nd Lunch 10:34 – 11:02

9:53 – 10:34

11:05 – 11:46

11:49 – 12:30

12:33 – 1:14

1:17 -- 2:00

The Event Schedule is an 8-Period Day with the event taking up one period.

Schedules will be determined per event and emailed to faculty.

Cafeteria, Food and Drink

During the 2019-2020 school year, **all breakfasts and lunches are free**. Each student receives 1 free breakfast and 1 free lunch per day. Students wishing to purchase a second or third lunch can do so at the rate of \$2.75 each.

Students are not to remain in the cafeteria during lunch for more than one lunch period. Students are expected to exercise self-control throughout lunch. **NO STUDENT WILL BE PERMITTED TO LEAVE SCHOOL GROUNDS DURING LUNCH**. In addition, no student may purchase food from the cafeteria at any time other than breakfast or his/her scheduled lunch period. The **ONLY** exception to this rule is when a student is sent from the nurse's office with a pass to purchase food. Students using the school cafeteria are expected to:

1. Form single lines.
2. Avoid pushing or any other improper conduct in line or in the cafeteria area. Throwing food is highly offensive behavior and is unacceptable. Students will be required to clean area and will receive a consequence.
3. Return trays, dishes and garbage to the clean-up table area.
4. Breakfast is served from 7:00 a.m. – 7:25 a.m.
5. Popcorn FRIDAY: students will be allowed to purchase popcorn during their scheduled lunch period and eat in the cafeteria, only. Popcorn should not be brought back to class.
6. Follow directions given by the cafeteria supervisors at all times.
7. There is no charging allowed.
8. Students must remain in the cafeteria until the bell.

Care of Books and Equipment

Students are responsible for the care of all books and equipment issued to them by the school. At the beginning of the year, the student's name must be written in ink on the property slip in each book. Every student must fill out and sign a book slip indicating that he/she accepts the responsibility of caring for each book. The teacher carefully records the number of the book and each student must return the book, which is charged, to him/her at the end of the school year. Books must be covered, kept clean of scribbling, and free of unnecessary papers. A student lacking a book for several days must pay for the book, which he/she lost. The money will be refunded if the book is later found in an acceptable condition.

— One year (new)	100% of the original cost
— Two years	75% of the original cost
— Three years	50% of the original cost

In addition, no senior will be allowed to participate in graduation ceremonies unless all financial obligations, including book fees, have been paid.

Car Rules

The ability to use a car by a pupil to and from school is a privilege.

1. Student parking is on a first-come, first-served basis.
2. Students are to use the designated student parking area, only.
3. Students are responsible for securing his/her vehicle and shall not grant access, overtly or tacitly, to other students during school hours.
4. Cars entering and leaving school grounds are not to be driven over ten miles per hour. **Cars will not exit the student parking lot at the end of the day until all buses have departed.** Student cars will exit only the west exit of the lot and will exit only via the Cheshire exit. Cars will exit single file.
5. Pupils who do not obey the rules and regulations regarding cars at school and do not use common sense and courtesy may have their permission to drive to school revoked.
6. Students who display excessive tardiness with car may lose their driving privileges at the discretion of the administration.
7. Students park cars in the school parking lot at their own risk.
8. Students who drive to school will be held accountable for any and all contraband discovered in their car.
9. Students need to be sure to gather all their belongings from their car at the beginning of the day. Students **WILL NOT** be allowed to leave the building to access their vehicles.

Emergency Drills

Student Protocol

- If an alarm goes off exit the building with your class and teacher at the nearest exit. Gather with your class in the student or faculty parking lot.
 - If you are located in classrooms 100's, 200's or 300's please meet in the student parking lot.
 - If you are in the 400's, 500's, café, auditorium or PE please meet in the faculty parking lot.
- Once teacher is located, report for attendance. It is important that you keep quiet, orderly and do not intermingle with other classes.
- Remain with your teacher until an Administrator announces that it is safe to return to the building.

If your teacher is not within eyesight, please do not attempt to find him/her. Instead report to a flag holder stationed in the parking lot where you are located. The flag holder will record your presence.

- In the student parking lot the flagger is Mrs. Moro
- In the faculty parking lot the flagger is Mrs. Lane.
- Remain with the flagger for the duration of the event. It is important that you remain quiet and stay in this location.

If an alarm sounds between periods, during an assembly or at lunch, exit the building at the nearest exit and report back to your previous classroom teacher.

- For example, if the bell rings between 2nd and 3rd period, exit the building at the nearest exit and locate your 2nd period teacher.

Additional Information

- Cell phone and electronic device use and accessing vehicles are not permitted.
- Please make sure that you comply with all staff directives. It is important that you remain quiet and calm. Any student who misbehaves during a drill or emergency will be referred to the office for disciplinary action.

Field Trips

Field trips conducted under the auspices of the high school are for educational purposes only. At least 24 hours in advance of any such trip, a student must submit to the teacher in charge, permission from the parent to attend such a trip. Students may attend field trips at the discretion of all their academic teachers. Students are required to make up all work missed during a field trip. Approval of all field trips is at the discretion of the administration. All students will be charged \$2.00 for field trips within Berkshire County and \$5.00 outside of the county to help defray costs for buses. Trips outside of Berkshire County may be required to pay a higher fee.

Gymnasium

Students participating in after school athletic activities are not allowed in the school building beyond the gym area unless supervised by faculty, staff, administration or a coach. After athletic activities students will leave the building from the gymnasium area.

Lockers

Lockers, which are the property of the school, will be available to the student at the beginning of the year through the home room teachers and Physical Education teachers.

1. Every student is responsible for anything left in his/her locker as well as his/her gym locker.
2. Students are encouraged to lock their lockers.
3. *The school is not responsible for any lost or stolen articles.* Articles of significant value should be brought to the main office and turned over to the principal or assistant principal for safe keeping in the school vault.
4. Lockers may not contain weapons, illegal drugs, stolen property, or materials considered to be a hazard to the school population. The school retains the right to inspect lockers or desks periodically for compliance with school rules.
5. Each student is assigned his/her own locker.
6. Lockers are the property of the school and are subject to random searches. When necessary locks will be removed.

Lost and Found

The lost and found area is located in the Alternative Learning Center (ALC). Any personal or school property found in or near the immediate area of the school can be turned in to the office. The school is not responsible for lost or stolen articles. Articles will be kept in ALC for a reasonable time after which they will be discarded.

Posters

Anything hung outside a classroom needs to have an identifier on it so that if it's in question in any way, administration can contact the author. Anything that is unidentifiable and questionable will be removed. Reminder: the state fire code limits how much flammable material can be posted on walls. Personal items may be posted on individual lockers to decorate for a special occasion and will be monitored accordingly. Groups who put up posters are responsible for taking them down.

School Closing

Children and parents will be notified of cancellation of classes because of inclement weather by the school's all call system, by logging on to http://hv.acrsd.net/pages/Hoosac_Valley or by using Radio Stations WNAW 1230 - WBRK 1340. Parents are urged not to call the station or the Superintendent of Schools.

School Hours/Use of Building

High school hours are 7:00 a.m. to 2:00 p.m., and the high-school "closes" at 3 p.m. All students, upon completion of their school day, should leave the school building immediately and quietly. Any student remaining for after-school activities must be under the supervision of a faculty/staff member. Students are not permitted in the building before 7 a.m., after regular school hours, in the evening or on the weekends without scheduled and approved supervision. Students will be asked to wait outside after school hours. There is a late bus at 3:05 p.m.

School Insurance

The school insurance is made available to all students only at the beginning of each year. Anyone wishing insurance but failing to secure it during the sign-up period cannot obtain school insurance for the remainder of the year. All pupils are urged to purchase school insurance, especially those involved in sports, school trips, and other school activities. This insurance covers all accidents occurring in school, during school-related activities or on the way to and from school.

All accidents involving injury to a student must be reported immediately to the teacher in charge of the class or activity where the accident occurs or to the main office if no teacher was present.

ACCIDENT INSURANCE: Students are offered the opportunity to purchase group accident insurance. Typically, there are two plans offered, one that covers "School Time" and a second that covers "24 hour and 52 weeks" of coverage. The cost of these plans may vary from year to year. The school's responsibilities are limited to:

1. Collecting the premiums.
2. Completing a portion of the claim form for accidents which are reported to the main office.

The family is responsible for:

1. Having the student fill out a portion of the form, noting carefully any other form of family accident insurance.
2. Having the doctor complete the form.
3. Submitting and collecting the claim.

All students participating in interscholastic sports (other than football which has a separate form of insurance) or intramural sports are expected to carry accident insurance.

NOTE: Above insurance is of non-duplicating type and requires the parent to file a claim with their other insurance policy before purchase.

Football Insurance: For varsity and junior varsity football the school district purchases, at no cost to the parent, a special plan for the team members' protection.

Susan B. Anthony Resource Center

The Susan B. Anthony Resource Center houses our collection of books, periodicals, audio-visual software, and other educational material for student and faculty use. The resource center is automated with an electronic catalogue. Students may use the Resource Center on the following terms:

1. Students must have a dated pass from the subject teacher and must remain in the Resource Center, for the entire period. Bring all books and materials, since students are required to remain in the library for the entire period. All students must sign the attendance sheet on the circulation desk at the beginning of the period and leave their passes on the desk. Coats are to be left in the lockers.
2. **NO food or drink** is allowed in the Resource Center. The Resource Center is for **quiet** study only.
3. Students should enter and leave the Resource Center via the south entrance. The side door is for emergency use **only** (i.e. fire) and the offices and conference room should not be used as a shortcut.
4. Books may be borrowed for two weeks and renewed if no one has reserved them. Periodicals may be borrowed for one week and may be renewed. Subject teachers may place selected materials on a reserve or limited-use list. These materials will be restricted in use by the teacher who reserved them. Fines for overdue library materials are 5 cents per day per item.
5. Circulating reference books may be taken out for one night. All other reference materials must be used in the library.
6. Reserve books (overnight books) may be taken out at 2:00 p.m. and must be returned prior to 7:30 a.m. the following school day. Failure to return these items prior to that time will result in a fine of 5 cents per period or 35 cents per day.
7. Books must be returned, or paid for if lost. The term "books" includes **all** library materials. Failure to comply will result in restriction of library borrowing privileges.
8. Audio-visual materials are not available for loan outside the school.
9. Computers are available for research to all students who have signed the Internet use policy in the Resource Center. Playing games on school computers may result in disciplinary measures, such as loss of computer privileges, detention, etc.

Telephone

Students are to receive a pass from their teacher to go to the office to use the phone. Students will use the office phone at the discretion of the administration.

Yearbook

Hoosac Valley High School yearbooks have a long tradition of exhibiting high standards of workmanship and content. Each annual edition is produced with the intention of continuing that tradition. Accordingly, the yearbook faculty, together with the school administration, reserves the right to edit any content which is deemed to be inappropriate or inconsistent with standards of good taste or the overall character and quality befitting the school's permanent, public record of the students, events, and activities of the school for a particular year.

HEALTH SERVICES

The Health Office is to be accessed for illness and health related issues only. Students will not be permitted in the Health Office for study hall or other non-health issues.

Illness of Students in School

Students should request a pass to the Health Office from the classroom teacher. Students who are ill may never leave the building without permission. If the nurse deems it necessary, she will call the parents to take the student home. No student will be sent home without the consent of the parent.

Administering Medicines to Students

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). When the school nurse is not present, a student who needs medication during the school day should report to the office. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions

- The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.
- The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.
- If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol, which complies with medical directives and regulations from the Dept. of Public Health.
- Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:
 - Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
 - Students with cystic fibrosis may possess and administer prescription enzyme supplements.
 - Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

First Aid Treatment

When deemed necessary this may include a trip to the doctor's office or hospital for emergency treatment. When hospital care is required, a parent or guardian must be present. Hospitals require the signature of the parent or the guardian for any treatment other than life saving measures. Resetting a fracture is one of the more frequent examples where a parent's signature is required.

Immunizations

All students must meet the requirements of the Massachusetts Immunization Law. The law now mandates that all students K through 12 are to be immunized for Measles, Mumps, and Rubella regardless of whether they have had the diseases.

Tetanus-Diphtheria boosters are mandatory every 10 years. These can be given at school with parental permission. Notices of students' needs will be sent to parents. Verification of any immunizations received outside of school should be sent to the Health Office for the student's record. All transfer students must present their immunization records within 15 days of registration as demanded by law. Hepatitis B series are also offered through the school system.

Physical Examinations

The state mandates physicals be done in 10th grade - these physicals can be done by your own physician at your own discretion. Notices will be sent home during the school year regarding these physicals. Copies of physicals and/or immunizations completed by your private physician must be sent to the Health Office so that your child's health record can be updated.

New students who have not had a school record forwarded are required to have a physical examination regardless of grade.

Each student who participates in interscholastic sports must have a physical examination before beginning practice for the first sport in which he/she is a participant. Sports physicals are administered in school before fall, winter and spring (however, a physical completed in the spring does not carry over to the fall of the next school year. A new physical will be required) sports. Only one physical is required in the course of a school year regardless of the number of sports the student participates in. These physicals may be completed by your private physician or the school physician. Parents must sign a medical questionnaire before the first scheduled contest.

Testing

Vision and hearing are checked annually with proper equipment in all grades and notices of failures are sent to parents. Postural screening is mandated yearly for grades 8 and 9 and is completed in the physical education classes. Re-checks are administered by the school nurse and parents are notified if any problems are noted.

STUDENT ACTIVITIES

Activities, Clubs and Organization

The following activities, clubs, and school organizations allow students to extend their interests and participation in school activities. Students should see advisors for criteria for participation and are encouraged to get involved.

Activity

Athletic Leadership Council	Musical
Band	Music Club
Chorus	National Honor Society
Cheerleading	Outing Club
Gardening Club	Ski Club
Gay & Straight Alliance	Student Council
Link Crew (Grades 11-12)	World of Difference (Grades 10-11)
Leo Club (Community Service)	Yearbook

Athletics – Interscholastic Sports

Sports include football, basketball, baseball, softball, track, soccer, golf, alpine skiing, tennis, cross country running and skiing, swimming, hockey, and wrestling. Varsity and junior varsity sports are open to any student at Hoosac Valley High School providing he/she meets the requirements set up by the Massachusetts Secondary School Principals' Association (MSSPA) and as outlined elsewhere in this manual. All sports here are governed by the rules of the MSSPA in addition to local policies, which are left to the discretion of the school.

Activity Fee

All students are required to pay an annual Student Activity Fee in order to participate in any sports, clubs, or activities sponsored by Hoosac Valley High School during the school year. Please adhere to the following guidelines:

1. The annual fee is \$100.00 per Student.
2. There is a family cap of \$200.00 in the event a family has more than two children in the school during one year.
3. *The fee is due to the district office before the start of school.*
4. Students will not be able to fully participate in sports or activities until the fee has been paid.

Athletic and Extracurricular Chemical Abuse Policy

- Any student found in violation of this rule on school grounds, in connection with school sponsored events, or **outside of school** (confirmed and documented illegal use), will be subject to punishment as listed below. Repeat offenders will proceed immediately to the second level listed below.

- The season of practice or play for varsity and JV players is defined as from the first practice day to the final day of play for the varsity team, which includes tournament play.
- See school policy on chemical abuse for additional consequences for alcohol and/or chemical abuse during school and at school sponsored events.
- **In addition, all athletes are subject to MIAA rules and regulations.**
 - During the season of practice or play, a student shall not, regardless of quantity, use, 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 “Near Beer or NA”. 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 rule represents only a minimum standard upon which schools may develop more stringent requirements.
 - The MIAA statewide minimum standard is not intended to render “guilt by association”, e.g. many student athletes might be present at a party where only a few violate this standard.
 - If a student in violation of this rule is unable to participate in interscholastic sports due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again.

Minimum Penalties

First violation: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next interscholastic contest totaling 25% of all interscholastic contests in the sport. For the student, these penalties will be determined by the season in which 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. All decimal part of an event will be truncated, i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season in which the violation occurs. All fractional part of an event will be dropped when calculating 60% of the season.

If, after the second or subsequent violations, the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or counselor of a chemical dependence center must issue such certification. All fractional part of an event will be dropped when calculating the 40% of the season.

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.

Athletic and Extracurricular Code of Conduct

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

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

Athletic and Extracurricular Eligibility

Eligibility requirements for student participation in any school activity shall be based upon good school citizenship and satisfactory academic standing.

Eligibility applies equally to interscholastic and extracurricular activities. In summary, if a student is determined ineligible by reason of failure, he/she is restricted from participation in interscholastic and extracurricular competition, but may participate in tryouts and/or practices/meetings at the discretion of the school administration. The eligibility requirements shall apply to all students participating in activities although activities, including athletic participation, do not carry academic credit toward graduation. They provide the opportunity for students to appear publicly before student or community groups as representatives of Hoosac Valley High School.

1. A student will not be allowed to participate in any interscholastic or extracurricular events when suspended.

If a student is absent or dismissed, he/she will only be allowed to participate after providing documentation of a medical or court appointment on that day (in the case of a Saturday or weekend event, this rule applies to the last school day). **As per the school's tardy policy, a student will serve a detention after 3 tardies in a 2-week period.** *Note: Students participating in social events (including dances), games, practices, rehearsals, clubs/organizations, any and all athletic and interscholastic events/clubs MUST be on time for Per. 1 and must remain in school until dismissal, unless such tardy or dismissal is accompanied by a doctor's note or a note from a court; otherwise, students MUST serve a detention before playing, practicing, rehearsing, etc.*

2. All detentions must also be served in order to participate in meetings, practices and games on any given day.
3. **If a student is dismissed by the school nurse for illness or injury, he or she must present documentation of clearance from a medical provider in order to participate in any interscholastic or extracurricular events.**
4. Failure at the end of quarter one determines eligibility for winter sports. Students must have passing grades reflecting 20 credits, including Math and English. Students may become eligible during the season, at the coach's and principal's discretion, when quarter two report cards come out, as long as the student is passing 20 credits, including Math and English.
5. Failure at the end of quarter three determines eligibility for spring sports. Grades in Math and English must be passing for quarter two (see 2 above).
6. Failure of second semester courses and yearlong courses determines eligibility for fall sports. Students must have passing final grades for a minimum of 20 credits, including English and Math. Students attending and passing school sanctioned summer courses designed to recover credits for failed classes, may become eligible prior to the fall season.
7. Academic eligibility in relation to athletics is determined by the MIAA rules of eligibility on the day that report cards are issued.
8. Students participating in clubs can become eligible as soon as report cards come out, as they are not based on seasons.
9. Students who are involved in a sport, extracurricular activity, and/or class office will be allowed to participate in tryouts, practices, meetings, etc., but will not be allowed to perform or compete as an active member of the group if they become ineligible when report cards are published any time during the year.

Massachusetts Interscholastic Athletic Association (MIAA) Eligibility Rule Waivers

An Advisory

- I. In the general interest of 365 Massachusetts Interscholastic Athletic Association (MIAA) member schools and for the general well being of the 160,000 student-athletes who participate in more than 90,000 athletic contests annually, a number of statewide student eligibility requirements (rules) exist.

- II. The MIAA has established a due process procedure, which provides a full and multi-faceted review of all requests to set aside an eligibility requirement for an individual high school student.
- III. Initially, a student or his/her parent should notify the high school principal of the student's desire to participate in the school's interscholastic program in spite of being ineligible by virtue of a rule. The principal may then initiate the MIAA "waiver request" process as outlined in the Rules and Regulations Governing Athletics (Blue Book) established by the MIAA.
- IV.
 - A. The MIAA waiver process begins with a review of the written record by the Association's Eligibility Review Board (ERB), which then votes to grant or deny the request for a waiver of the rule. Your high school principal should endorse (by signature) the original request to the ERB.
 - B. An adverse decision by the ERB may be personally appealed to the three-member eligibility committee of the Board of Control provided that your superintendent of schools and school committee formally endorses this appeal.
 - C. An adverse decision of the Board of Control may be personally appealed to three member eligibility committee of the Massachusetts Interscholastic Athletic Council provided the appeal is formally endorsed by your superintendent of schools and school committee.
- V. Each board and committee that considers a waiver request weighs the following standards. (E applies additionally to age rule waiver requests.)
 - A. The rule works an undue hardship on the student.
 - B. Granting the waiver will not result in an unfair competitive advantage over other students.
 - C. The waiver approval would not cause displacement of another student-athlete from the appellant's own team.
 - D. The waiver would not be in conflict with the general well being of interscholastic athletics in the State.
 - E. In all cases involving age rule waivers, total body and physical maturation will be considered.

Middle School Student Participation in Athletics

Non-contact sports: Seventh and eighth grade students will be allowed to participate on teams that are not considered to be contact sports: Cross-County running, Golf, Nordic skiing, and Track and Field. In some sports, specifically swimming, the coach may determine that a student is not physically ready to participate at the high school level.

Semi-contact sports: Seventh grade students will be allowed to participate in semi-contact sports (soccer, girls' lacrosse, baseball and softball) under the following conditions:

- No high school student will be displaced from a team to make room available to a 7th grade student.
- 7th grade students will only be allowed to participate at the Junior Varsity level.

Class Dues (9th, 10th, 11th and 12th Grade)

To help the expenses of their class, Hoosac Valley students are required to pay class dues. Class dues are \$200 for four years, based on the needs of the class, and students are encouraged to pay a portion of the dues each year. Hoosac Valley class dues are used to pay for a student's cap and gown, yearbook, and senior banquet during their senior year. Each senior class is required to contribute approximately \$10,000 toward the yearbook. Students in each class will also be asked to fundraise to defray other expenses for the class. Seniors who have not paid their class dues will be charged separately for the yearbook, cap and gown, and senior banquet, if they wish to receive these. Dues may be collected from 8th grade students.

School Dance Policy

The following rules apply to all HVHS dances:

1. Students must be in school by the start of Per. 1 and remain in school until dismissal (see Tardy Policy).
2. Students will not be allowed in one-half hour after the dance begins unless they have prior approval of the administration.
3. Guests must be signed up in advance (see Student Social Events).

4. Students will have access to the courtyard, weather permitting and as long as the area is supervised. Backpacks will not be allowed into the dance. They must be kept in a designated area.
5. When a student leaves the dance, he or she will not be able to return.
6. No student who has failed to serve a detention or is in the process of serving a suspension, will be able to attend the dance.
7. Any student who is believed to be under the influence of alcohol or a controlled substance will be subject to a breathalyzer test and parental notification. (see Search and Seizure)
8. It is our hope that students will behave appropriately at all school dances. Any objectionable dancing or other activities deemed offensive by faculty or administration will result in dismissal from the event.

Student Elections (8th, 9th, 10th, 11th and 12th Grade)

Student elections shall be held annually at designated times to fill offices for class officers, Student Council, student representatives to the school committee and various other positions that may from time to time require selection by popular vote of the student body. Any student meeting qualifications for office may stand for election provided they meet all other participation criteria. All student elections will be governed by the Student Council. A student in good standing, i.e. one who meets the above stated criteria, and is eligible for sports and extracurricular participation, may be a candidate for any office for which he/she is eligible.

All qualifications for office shall be posted at the time elections are announced as well as those qualified to vote. Elections shall be held on school premises and supervised by the Advisor. Time and location of elections shall be well publicized at least one week before balloting takes place. Ballots shall be counted by the Student Council under supervision of Advisor. Each candidate or a designated representative may be present during the ballot count.

A candidate may challenge a ballot that appears irregular or does not make clear for whom the vote was cast. If, in the judgment of the Advisor, the challenge is valid, he shall discount the ballot from the total ballots cast.

The election shall be declared valid if a simple majority of those eligible to vote cast ballots, the winner being determined by the majority of those voting. If a majority vote is not received by any eligible candidate, another election shall be held between the two candidates who received the most votes in the first election. The same rules apply for all subsequent elections.

The Advisor may declare void the candidacy or election of any candidate in which there are verified claims of fraud perpetrated by himself/herself or by those working in his/her behalf. If that candidate holds the apparent majority vote, a new election shall be declared in which that candidate is ineligible to run.

In all cases of disputed elections, the Student Council shall be the deciding body.

Student Social Events (8th, 9th, 10th, 11th and 12th Grade)

The following are allowed to attend HVHS social events, i.e. Freshman Reception, Homecoming, Sno-Ball, Prom, etc. All HVHS students and their guests, provided participants:

1. Have not been permanently expelled from HVHS or any other school.
2. Are registered in advance of the event and approved by the administration.

No graduates are allowed at school dances, outside the Homecoming, Sno-Ball or Prom. Guests ages 21 and over are not allowed at any of these events. All guests must abide by HVHS rules regardless of whether the event takes place at Hoosac Valley or off site.

Reminder: Students must be in attendance ALL DAY (start of first period...see tardy policy) at school the last school day prior to the event (for example, if the dance is held on a Saturday night, the student must be on time for Per. 1 on Friday and remain in school until regular dismissal).

If an event occurs during a student's suspension, he/she is ineligible from attending said event. All detentions must have been served in order to attend.

SCHOOL COUNSELING

Mission Statement

To provide a comprehensive and developmental school counseling program of service that promote the academic, social/emotional, and career potential of all students. Through counseling, advocacy, advising, collaboration, leadership, and systematic change, counselors assist students to achieve personal excellence, to become life-long learners and to be responsible community members.

Services

1. Fosters relationships with students that encourage the development of trust and open communication.
2. Utilizes the appropriate techniques to help students define their issues and concerns, develop strategies to resolve them, and assists in the implementation of these strategies.
3. Communicates and consults effectively with referral sources within the school and community on behalf of students.
4. Assists students in understanding the relationship between school and the world of work.
5. Assists students in career exploration using a variety of college and other post-secondary resource materials (printed, Internet, computer-generated and other).
6. Assists students in applying to college and understands the college application and financial aid process.
7. Write clear and concise letters of recommendation.
8. Explains academic requirements and scheduling procedures.
9. Participates in and/or coordinates school group counseling activities such as college fairs, financial aid seminars, SAT and other testing opportunities.
10. Develops educational proficiency plans (EPP).
11. Provides individual and group counseling.
12. Leads developmental school counseling programs and activities such as college and career readiness, stress management and study skills.
13. Uses research data to improve the effectiveness of the school counseling program.

School adjustment counselors (SAC) in both M.S. and H.S. are available to meet with students to discuss matters at any level of urgency. SAC offices are not located in the guidance suite and are instead located among the classrooms. Students may contact the school adjustment counselors directly or through the school counseling secretary in the guidance suite.

Course Changes

1. School Committee rules require that all students carry five major subjects or four in combination with courses in Work Study.
2. A student carrying more than five major subjects may drop one course upon recommendation of the guidance office, parental permission, and approval of the principal.
3. A student carrying a normal five-course program may not drop a course without the permission of the principal. Only in special cases may a course be dropped.
4. For a period of up to two weeks after the beginning of a course, students may request course changes with parental permission. Thereafter, any additional changes are to be initiated only at the direction of the guidance counselor, with the input of the teacher, and final approval by the Principal.
5. Students may not request a change in teacher assignment unless there is an outstanding circumstance. Approval will be determined by the Principal.
6. No course may be dropped after the second marking period in the case of full year courses or after the first marking period in the case of semester classes. All drops within the first marking term will result in a transfer of grade and attendance to the new course. All drops after quarter 1 and all drops into study halls at any time

may result in a Withdraw Fail (WF), listed on the student's report card(s) and transcript, and must be approved by the administration.

7. Students are scheduled in intensive courses through progress report #3 teacher recommendations. Students recommended for intensive courses must remain in the intensive course provided it fits in the students' schedule. Likewise, students that are not recommended for an intensive course will be excluded from these courses. Exceptions to this policy are available only under special circumstances and with Principal recommendation.

Level Changes

A student must receive a recommendation from her/his teacher for placement in a College Preparatory, Honors or AP courses (once scheduled). A student who is not recommended for a specific course level may request an override of the teacher recommendation by completing the override process using the appropriate Course Change Form (<https://www.acrsd.net/domain/139>). The Course Change Form requires guidance counselor recommendation, parental approval, and principal approval.

Level changes include but may not be limited to:

H → AP	AP → H
CP → H	H → CP
(I) → CP	

Dual Enrollment

If funding becomes reinstated, juniors and seniors, who have at least an 85% average, applying for Dual Enrollment courses at Berkshire Community College, Massachusetts College of Liberal Arts, or any other approved post secondary institution, must follow the guidelines below:

1. If your Dual Enrollment plan is intended to satisfy a graduation requirement, prior approval from the administration is required.
Example: Senior English requirements for HVHS would require 2 appropriate Courses at BCC or M.C.L.A. equaling or exceeding the 5.0 credits required.
2. Dual Enrollment courses do count toward the student's G.P.A. and Class Rank. College letter grades will be converted according to the established procedure in the program of studies.
3. Juniors can apply for one course and seniors can apply for two courses.
4. Juniors must earn a B or better in a dual enrollment course in order to continue with dual enrollment courses their senior year.

Guidance Passes

1. Counselors are available before, during and after the school day for student appointments.
2. Other than emergencies, the counselor gives passes in advance. Students wishing to see their counselor may obtain a pass in the guidance office prior to home room.
3. Upon arrival in the guidance suite, students are required to sign in and out, except in cases of emergency.
4. Students may contact the School Adjustment Counselor (SAC) directly or ask the school counseling secretary to make an appointment. If the student has an emergency and is with the SAC, the student will return to class with a pass.
 - a. High School SAC Office: located across from the C313 Mac lab

Guidelines for School Tours and Shadowing

Hoosac Valley welcomes students who are considering enrolling to spend a day visiting and observing our school. The purpose of these days is for prospective students to meet teachers, observe classes in their areas of interest, and to obtain a general sense of our schools academic program, culture, and climate. The following guidelines will be followed for all school visits and shadowing:

- Students are not required to shadow before enrolling.

- Visits will not be scheduled on Mondays, Fridays, half days, the day before a vacation week, the last day of the marking period.
- Visits will not be scheduled prior to October 1st and after May 31st unless the student is transferring to Hoosac immediately.
- Only perspective students will be allowed to visit. School visits and shadows are not intended for friends or relatives who are simply visiting a Hoosac students and his/her family.
- Visiting students must present written permission from the parent(s) or guardian and their school Principal and/or official.
- All visits will be scheduled through the Guidance office and approved by the Principal or the Assistant Principal.
- Visiting students and a parent or guardian will meet with a guidance counselor at the start of the day. A student guide will be assigned based on the guest's academic interests. If the visiting student knows a student here at Hoosac and would like to shadow that student for the day, the request must be made to the Guidance office and approved in advance.
- Hoosac hosts students will be in good standing both academically and an overall school performance.
- Both the Hoosac student and his/her guests will follow all school rules, be on time for classes, and social interactions will not take precedence over academics.
- Visiting students will not be allowed to shadow unless an appointment has been made and has been approved in advance.
- Hoosac Valley will schedule and announce (shadow days) for sending schools.

Letters of Recommendation

Students must request a copy of their letter of recommendation directly from the recommendation writer.

Students may not obtain a copy from the guidance department unless the recommendation writer provides written permission to guidance for that student.

In the event that a recommendation writer withdraws the letter of recommendation, it is their responsibility to inform the student directly before asking guidance to pull the letter from their college file.

Online Courses

Hoosac Valley students may take on-line courses for Hoosac Valley credit under these conditions:

1. An equivalent course is not offered at HVHS.
2. Due to a scheduling conflict, a student is unable to take a required course for graduation.
3. To make up a failed course, providing the summer school criteria of passing two academic quarters of the original course has been met (in special circumstances this may be waived by the principal).
4. All on-line courses must be approved prior to student enrollment by the principal in order to receive credit for the course(s).

Scholarships

To aid in financing higher education, schools and colleges offer many opportunities to receive financial help. These grants are based on scholastic standing, participation in outside activities and need. Many scholarships of varying amounts are awarded annually at class night to members of the senior class. Scholarships are made available by business firms, clubs, associations and other interested groups.

- Scholarship aid information is available through Hoosac Valley High School, the attending college, and other resources such as the Internet.
- The HVHS Guidance Office posts, announces and hands out scholarship bulletins throughout the course of the year listing available scholarships.
- The bulletin specifies the various applications that are available, due dates, and eligibility information.
- It is the student's responsibility to complete and file all applications for scholarship aid by the deadline in order to be considered.

STUDENT SERVICES

Equal Rights Statement

The Adams-Cheshire Regional School District wishes to make known to the residents of the district that no child shall be excluded from or discriminated against in admission to the public schools of the region or in obtaining the advantages, privileges, and courses of study of such public school on the basis of age, race, color, sex, religion, sexual orientation, national origin, or gender identity, nor do such factors affect the district's employment practices. Inquiries regarding the application of Title IX in the Adams-Cheshire Regional School District should be addressed to Mrs. Colleen Byrd, Title IX Coordinator, or the Director of the Regional Office for Civil Rights.

The Adams-Cheshire Regional School District will make every effort to comply with provisions of Title IX of the Education Act of 1972. If problems cannot be resolved informally at the program level the following grievance procedure may be followed:

Level One: The grievance will be presented in writing to the building principal to whom the program is attached.

Level Two: If the grievance is not resolved to the satisfaction of the grievant within six days after submission at Level One, the grievant may present the grievance in writing to the Superintendent.

Level Three: If the grievance is not resolved to the satisfaction of the grievant within six days after submission to Level Two, the grievant may present the grievance in writing to the Regional School Committee.

Level Four: If the grievance is not resolved to the satisfaction of the grievant within twenty days after submission at Level Three, the grievant may submit the grievance to the courts.

If any individual chooses not to use this procedure he may report his grievance to the Director of the Regional Office for Civil Rights:

Mr. John G. Bynoe, Director
Office of Civil Rights Region I
RKO Building Government Center
Boston, Massachusetts 02114

TITLE IX COORDINATOR:

Colleen Byrd, Principal
HVHS
125 Savoy Road
Cheshire, MA 01225
Telephone: 413-743-5200

Nondiscrimination on the Basis of Gender Identity

Definitions- Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms appear in this document and are defined to assist in understanding the guidance presented. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior. The term "gender identity" is specifically defined in the Mass. General Laws, as amended by *An Act Relative to Gender Identity* (the gender identity law).

- *Gender expression:* the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- *Gender identity:* as defined in part at G.L. c. 4, § 7, is "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..."

- *Gender nonconforming*: a term used to describe people whose gender expression differs from stereotypic expectations. The terms “gender variant” or “gender atypical” are also used.
- *Transgender*: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Privacy, Confidentiality, and Student Records

Under state law, information about a student’s assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity or any other information of similar nature, regardless of its form, is part of the individual’s student record (see Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.8 One circumstance is when authorized school personnel require the information to provide administrative, teaching, counseling, or other services to the student in the performance of their official duties. For transgender students authorized school personnel could include individuals such as principal, school nurse, classroom teacher(s), or guidance or adjustment counselor.

When a student new to a school is using a chosen name, the birth name is considered private information and may be disclosed only with authorization under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the principal should direct school personnel to use the student’s chosen name. Every effort should be made to update student records (for example, Individualized Education Programs) with the student’s chosen name and not circulate records with the student’s assigned birth name. Records with the student’s assigned birth name should be kept separate, in a confidential file.

When determining which, if any, staff or students should be informed that a student’s gender identity is different from the assigned birth sex, decisions should be made in consultation with the student, or in the case of a young student, the student’s parent or guardian. The key question is whether and how sharing the information will benefit the student.

Gender Markers on Student Records

A gender marker is the designation on school and other records that indicates a student’s gender. For most students, records that include an indication of a student’s gender will reflect a student’s assigned birth sex. For transgender students, however, a documented gender marker (for example, “male” or “female” on a permanent record) should reflect the student’s gender identity, not the student’s assigned sex.

In addition, transgender students who transition after having completed high school, may as their previous schools to amend school records or a diploma or transcript that include the student’s birth name and gender. When requested, and when satisfied with the gender identity information provided, schools should amend the student’s record, including reissuing a high school diploma or transcript, to reflect the student’s current name and gender.

Names and Pronouns

Transgender students often choose to change the name assigned to them at birth to a name that is associated with their gender identity. School personnel should use the student’s chosen name and pronouns appropriate to a student’s gender identity, regardless of the students assigned birth sex.

Restrooms, Locker Rooms, and Changing Facilities

The information below is taken directly from the Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment – a document published by the Massachusetts Department of Elementary and Secondary Public Education.

“All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. In meeting with the transgender student (and parent) to discuss the issues set forth in this memorandum, it is essential that the principal and student address the student’s access to the restrooms, locker room, and changing facility. Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school

facilities. In all cases the principal should be clear with the student and parent that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some transgender students will want that arrangement, others will not be comfortable with it. Transgender students who are uncomfortable using a sex-segregated restroom should be provided with a safe and adequate alternative such as a single unisex restroom or the nurse's restroom. Similarly some transgender students may not be comfortable undressing in the changing facilities that correspond to the student's gender identity. Some students may feel uncomfortable with a transgender student using the same sex-segregated restroom, locker room, or changing facility. This discomfort is not a reason to deny access to the transgender student. School administrators and counseling staff should work with students to address the discomfort and foster understanding of gender identity to create a school culture that respects and values all students." There are multiple unisex bathrooms that can be used at Hoosac Valley.

Nondiscrimination on the Basis of Handicap

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

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

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

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

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

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

Notice: The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American With Disabilities Act (ADA) and its applicability to

the services, programs, or activities of the district. The information shall be made available in such a manner as the School Committee and superintendent find necessary to apprise such person of the protections against discrimination.

Compliance coordinator: The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals, the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that

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

Legal Refs:

Rehabilitation Act of 1973, Section 504

Education for all Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972):

Title II, Americans with Disabilities Act of 1992

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

Cross Ref:

IGB, Special Instruction Programs and Accommodations

IGBA Program for Handicapped Students

Teen Dating Violence Policy

Alarming statistics indicate that dating violence affects at least 1 in 10 teen relationships. This policy statement is intended to increase awareness of the issues for both students and staff, and to give a clear message to students, staff and the community, that violence will not be tolerated.

Teen dating violence is a pattern of coercive control one-person exercises over another. It mirrors adult domestic violence in terms of it existing on a continuum of controlling behaviors. Such behaviors include the actual or threatened psychological, physical, sexual, or economic abuse of an individual by someone with whom they have had an intimate relationship; and it occurs in both heterosexual and homosexual relationships.

A victim, student, faculty/staff member, parent, etc., may file a complaint of teen dating violence. The complaint may be done verbally or in writing and should be filed with an administrator.

When a complaint is received, the administrator will initiate a prompt investigation of the allegations in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent consistent with a fair and full investigation and practicable under the circumstances.

If it is determined that inappropriate behavior(s) have been committed, the administrator will decide on the disciplinary action that is appropriate and warranted under the circumstances. The consequences will vary from verbal warning/education to suspension/expulsion depending on the frequency and severity of the behavior(s). Discipline will also be progressive in nature for multiple offenses. In all cases, parents will be notified and a recommendation for counseling will be considered.

An administrator, in collaboration with support staff members, will be responsible for the development and implementation of an appropriate safety plan for the victim within the school environment, appropriate referrals for support/counseling services for the victim and the offender, both within the school and community.

Restraining Orders: Once the school is notified of a student's restraining order, an administrator may hold separate meetings with each student and his/her parents to review the order and the implications. A safety plan will be

created and implemented to address the victim's needs and concerns. If the named defendant is also a student, the administrator may hold a similar meeting with the focus on review of the order, expectations of appropriate behavior and consequences for violation of the order. Violation of restraining orders is a criminal offense and must be reported to the proper authorities.

Building Based Team (BBT)

The BBT process is a regular education initiative and component of Response to Intervention, which acts as the gateway between Tier One (accommodations afforded to all students in general) and other levels of intervention.

The Building-Based Assessment Team is called upon when a student is displaying weaknesses in their academic/behavioral/social skills to the extent that these weaknesses are compromising their ability to access grade-level curriculum and make satisfactory academic progress. The team follows a problem-solving model, and each member of the team has a specific and valuable role in the process. Representatives from administration, guidance, regular education and special education participate in BBT meetings; the coordinator and point of contact for such meetings is the school adjustment counselor. If the team determines additional accommodations may assist the student in making grade-level progress, a timeline will be set for review to determine if the accommodations are successful.

***As applicable and appropriate, additional personnel, both within the district and outside of it, may be asked to attend the BBT in order to provide information and insight specific to their specialty. Unless a parent makes a referral to the BBT team, attendance by the parent will not take place until a second BBT Review Meeting is held.*

Section 504 Nondiscrimination

The Adams-Cheshire Regional School District wishes to make known to the students and residents of the district that no otherwise qualified handicapped individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity within the district. Inquiries regarding the application of this section at Hoosac Valley High School should be addressed to Megan Sooke at the high school level.

The Adams-Cheshire Regional School District shall make every effort to comply with provisions of Section 504 of the Rehabilitation Act of 1973. If problems cannot be resolved informally at the program level the following grievance procedure may be followed:

Level One: The grievance will be presented in writing to the building principal.

Level Two: If the grievance is not resolved to the satisfaction of the grievant within six days after submission at Level One, the grievant may present the grievance in writing to the Superintendent.

Level Three: If the grievance is not resolved to the satisfaction of the grievant within six days after submission to Level Two, the grievant may present the grievance in writing to the Regional School Committee.

Level Four: If the grievance is not resolved to the satisfaction of the grievant within twenty days after submission at Level Three, the grievant may submit the grievance to the courts.

Section 504 of the Rehabilitation Act of 1973 (the precursor of ADA) protects the rights of individuals with disabilities in programs and activities, including schools that receive federal funds. Section 504 provides that: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ." The meaning of this protection as regards students with disabilities is summarized in the U.S. Department of Education's Office for Civil Right's publication: "

The following is the identification and evaluation criteria for a student to receive accommodations or services under Section 504:

1. Does the student qualify as an individual with a disability under Section 504?
 - a. Does the student have a physical or mental impairment?
 - i. *A physical or mental impairment is any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.*
 - b. Has the student's impairment been documented in writing by an appropriately licensed educational, medical and/or mental health professional?
 - i. While a "record of" an impairment of being "regarded as having" an impairment by the recipient gives rise to anti-discrimination protection under §504, this factor alone does not trigger the school's obligation to provide a Free Appropriate Public Education (FAPE).
2. Does the impairment substantially limit one or more major life activities?

These include but are not limited to: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Other functions can be major life activities for purposes of Section 504. In the amendments act, congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Congress also provided a non-exhaustive list of examples of "major bodily functions" that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

3. Are services or accommodations necessary to provide the student a free appropriate public education (FAPE)?

Does the student require accommodations and/or services to meet his or her individual education needs as adequately as students without disabilities meet their needs?

Temporary Impairments

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case by case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

Accommodation

An accommodation does not alter what the student is expected to learn such as content of assignments or what a test measures. Accommodations are alterations in the way tasks are presented that allow students with a disability to complete the same assignments as other students. An accommodation makes learning accessible to the student and allows the student to demonstrate what they know.

Quasi-Administration Team

The 504 Team may include but is not limited to the following: School Principal or administrator, 504 Coordinator, referring and/or general education classroom teacher, school counselor, parent/guardian and support staff (i.e. school nurse, paraprofessionals, speech therapist, etc.)

General Overview of Section 504 Process or Protocol

General Overview of Section 504 Eligibility Process		
Referral to 504 Team	Parent or Teacher suspects a disability →	Parent or Teacher completes the Referral Form and gives to 504 Coordinator * Parent must include any documentation of a disability
Notice and Consent for Evaluation	504 Coordinator sends Notice and Consent for 504 Evaluation to Parent/Guardian(s)	.
504 Evaluation	Parent Consent →	504 Evaluation completed with teacher, administration input
504 Meeting Invitation	504 Coordinator sends Notice of 504 Evaluation Review and Eligibility Meeting to Parents	
504 Eligibility Meeting	504 Team (which includes parents) meets to determine eligibility for Section 504 services	
Section 504 Eligibility Determination	<p>Yes: The student is eligible for a Section 504 Plan.</p> <p>→ Develop a Section 504 Accommodation Plan. Obtain parent signature for consent.</p> <p>Give Parents, teachers, support staff, and administration a copy of the 504 Accommodation Plan</p> <p>No: The student is not eligible for a Section 504 Plan.</p> <p>Student is not eligible for accommodations. Parents and school staff will continue to monitor student.</p>	

Special Education

Under State and Federal law, handicapped students are entitled to a free and appropriate education. All efforts are made to meet a student's needs within the regular education program. However, any student who is failing to make progress may be referred to the Special Education Department. Once a referral is made, the Special Education Department is obligated to follow certain guidelines and timelines to determine if physical, sensory, intellectual, or

emotional problems are the cause of the student's failure. Should such a determination be made, an Individualized Education Plan (IEP) is developed to meet the needs of the student.

It is important to note that among those who can refer a student are the parents and the student him/herself. Students 14-21 years of age are entitled to participate in the determination of handicap and the development of the IEP. Parents have the right to accept or reject the school's findings and/or IEP. A student 18 years of age or older has the same right. Referrals should be made to the building principal.

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as 34 CFR 300.530 (34 CFR 104.35) requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose programs are described in an IEP. The following additional requirements apply to the discipline of special needs students:

1. The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP. When students are in the regular ed. setting, they are required to follow the regular ed. rules and expectations in order to remain in that setting.
2. The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.
3. When it is known that the suspension of a special needs student will accumulate to ten days in a school year, a review of the IEP as provided in 34 CFR 300.530 (34 CFR 104.35) will be held to determine the appropriateness of the student's placement or program. The TEAM will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either: a) design a modified program for the student, or b) write an amendment to provide for the delivery of special education services during the suspension and any needed modification of the IEP relative to discipline code expectations.

In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

Student Records

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

23.01: Application of Rights

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

(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.

(2) If a student is from 14 through 17 years of age or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, section 34E, the parent of a

student may inspect the student record regardless of the student's age.

(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

23.02: Definition of Terms

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

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

Authorized school personnel shall consist of three groups:

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

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

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

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

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

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

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

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

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

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

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

The transcript shall contain administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. These data shall be limited to the name, address, and phone number of the student; his/ her birthdate; name, address, and phone number of the parent or guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed.

23.03: Collection of Data: Limitations and Requirements

All information and data contained in or added to the student record shall be limited to information relevant to the educational needs of the student. Information and data added to the temporary record shall include the name, signature, and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the temporary record need only include the name of the test and/or publisher, and date of testing.

23.04: Personal Files of School Employees

The term student record does not include notes, memory aids and other similar information that is maintained in the personal files of a school employee and is not accessible or revealed to authorized school personnel or any third party. Such information may be shared with the student, parent or a temporary substitute of the maker of the record, but if it is released to authorized school personnel it becomes part of the student record subject to all the provisions of 603 CMR 23.00.

23.05: Privacy and Security of Student Records

(1) The school principal or his/her designee shall be responsible for the privacy and security of all student records maintained in the school.

(2) The superintendent of schools or his/her designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school principal, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.

(3) The principal and superintendent of schools shall insure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H and are educated as to the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

23.06: Destruction of Student Records

(1) The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

(2) During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and his/her parent are notified in writing and are given the opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.

(3) The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

(4) In accordance with M.G.L. c 71, section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was so administered.

23.07: Access to Student Records

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

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

(2) **Access of Eligible Students and Parents.** The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

- (a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.
- (b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.
- (c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
- (d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

(3) **Access of Authorized School Personnel.** Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

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

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

makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

- (c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.
 - (d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.
 - (e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.
 - (f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.
 - (g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.
 - (h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.
- (5) Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.
- (a) A non-custodial parent is eligible to obtain access to the student record unless:
 - 1 The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - 2 The parent has been denied visitation, or
 - 3 The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - 4 There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
 - (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
 - (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
 - (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
 - (e) The school must delete all electronic and postal address and telephone number information relating to either

work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

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

23.08: Amending the Student Record

(1) The eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record.

(2) The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan 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:

(a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or 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.

(b) 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 student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

23.09: Appeals

(1) In the event that any decision of a principal or his/her designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent, they shall have the right of appeal to the superintendent of schools. Request for such appeal shall be in writing to the superintendent of schools.

(2) The superintendent of schools or his/her designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

(3) In the event that the decision of the superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Request for such appeal shall be in writing to the chairperson of the school committee.

(4) The school committee shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.

(a) School officials shall have the burden of proof on issues presented by the appellant.

(b) The appellant shall have the right to be represented by an advocate of his/her choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks after the hearing.

(c) If the appeal concerns statements by an employee of the school committee, such person(s) shall have the right to be present and to have an advocate of his/her own choosing.

(5) Nothing in 603 CMR 23.00 shall abridge or limit any right of an eligible student or parent to seek enforcement of 603 CMR 23.00 or the statutes regarding student records, in any court or administrative agency of competent jurisdiction.

23.10: Notification

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

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

(2) In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.

23.11: Monitoring

The Department of Elementary and Secondary Education may, pursuant to a request by an eligible student or parent or on its own initiative, conduct reviews to insure compliance with 603 CMR 23.00. The school committee and the specific school(s) involved shall cooperate to the fullest extent with such review.

23.12: Severance Clause

The provisions of 603 CMR 23.00 are severable and should any section be found upon judicial review to exceed the authority of the State Board of Education, the remaining sections shall not be affected.