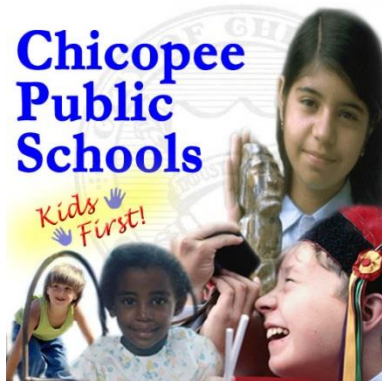

Students' Rights and Responsibilities

(formerly known as the Discipline Code)



All Chicopee Public Schools
Grades Pre K – 12

2020 - 2021

Throughout the 2020-2021 school year, please periodically check the District and school websites for new and updated policies pertaining to COVID-19

Disclaimer: This handbook isn't an irrevocable contractual commitment to the student, but only reflects the current status of District rules and policies put forth by the School Committee of the Chicopee Public Schools.

ALBANIAN

Nëse keni vështirësi për ta kuptuar këtë dokument,
lutemi kontaktoni drejtorin/shkollën e fëmijës suaj.

ARABIC

إن وجدت أية صعوبة في فهم هذه الوثيقة، يُرجى
الاتصال بمدرسة طفلك أو بمديرها.

CHINESE

如阁下理解本文件有困难，
请与阁下子女的学校 / 校长联络。

FRENCH

Si vous rencontrez des difficultés pour
comprendre ce
document, veuillez contacter le principal ou
l'école
de votre enfant.

JAPANESE

本文についてわかりにくい点がありましたら、お
子様の学校あるいは校長までご連絡ください。

KOREAN

이 문서를 이해하는데 힘든 점이 있으면
자녀의 학교나 학교장에게 문의해 주시기
바랍니다.

POLISH

Jeśli masz trudności ze zrozumieniem tego
dokumentu,
skontaktuj się ze szkołą Twojego dziecka lub
jej dyrektorem.

PORTUGUESE

Caso haja problemas na comprensao
deste documento, entre em contato com
a directoria da escola de seu/sau filho/a.

RUSSIAN

Если у вас возникают трудности с
пониманием данного документа,
пожалуйста,
обратитесь к директору школы,
в которой учится ваш ребенок.

SPANISH

Si tiene dificultad para entender este
documento,
contacte al director o a la escuela de su hijo.

UKRAINIAN

Якщо у вас виникають труднощі з
розумінням
цього документу, будь ласка, зверніться
до директора школи, в якій навчається
ваша дитина.

URDU

اگر آپ کو اس دستاویز کو سمجھنے میں دشواری ہے، تو
برائے
مہربانی اپنے بچے کے سکول/پرنسپل سے رابطہ کریں۔

VIETNAMESE

Nếu quý vị gặp khó khăn để hiểu văn bản
này, xin vui lòng
liên hệ với trường/hiệu trưởng của con quý vị.

English Translation, “If you have difficulty
understanding this document,
please contact your child’s school/principal.”

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NONDISCRIMINATION STATEMENT

"The School Committee's statement of nondiscrimination extends to students, staff, and the general public with whom it does business. The Chicopee Public Schools does not discriminate on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, gender identity, sexual orientation, pregnancy or pregnancy related conditions, age, or disability (hereinafter "membership in a protected class") in admission to, access to, employment in or treatment in its programs and activities."

STUDENT POLICIES GOALS

The student is the top priority of all operations of the Chicopee Public Schools.

Consequently, the School Committee can expect to spend much of its time in study, deliberation, and policy formulation on matters directly related to students.

The Committee and staff will work together to establish an environment conducive to the very best learning achievements for each student through meeting the following goals regarding students:

1. To individualize the learning program in order to provide appropriately for each student according to his specific background, capabilities, learning styles, interests, and aspirations.
2. To protect and observe the legal rights of students.
3. To enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement through frequent success.
4. To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens.
5. To deal with students in matters of discipline in a just and constructive manner.
6. To provide in every way possible for the safety, health, and welfare of students.
7. To promote faithful attendance and good work.

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee shall make every effort to protect the dignity of the students as individuals. It shall also offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, homeless status, physical and intellectual differences, pregnancy or pregnancy related condition.

To accomplish this, the Committee and its staff shall make every effort to comply with the letter and the spirit of the Massachusetts Equal Educational Opportunities statute, which prohibits discrimination in public schools admissions and programs.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law shall be followed.

EDUCATIONAL EQUITY

The School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity, the district will commit to:

1. Systematically, when appropriate, use districtwide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably practical, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the Committee the progress of the implementation of this policy.

ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution of the United States and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth.

BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

...shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and Constitution of the United States, the duties of citizenship, health education, physical education and good behavior ...

The law further states that American history and civics, including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government will be taught as required subjects in the public schools.

Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

Overarching Skills

The objective of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

The first claim of the community's resources will be made for the realization of these priorities. School dollars, school talent, school time, and whatever innovation in program is required must be concentrated on these top-ranking goals. No student should be bypassed or left out of the school's efforts to teach the fundamental skills. Schooling for basic literacy must reach all students, in all neighborhoods, and from all homes.

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the Commonwealth of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such situations occasionally have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use the religious aspect of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging art work that promotes religious aspects of such holidays. If, however, individual students choose to use a religious personage, event, or symbol as the vehicle for an artistic expression, they should be allowed to take this action.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

STUDENT RIGHTS AND RESPONSIBILITIES

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

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

5. The right to privacy, which includes privacy in respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the School Committee to make, and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community. Every attempt will be made to seek a satisfactory solution to any concerns in a friendly and informal manner.

The traditional "open door" policy in the public school system will be continued. Students and their parents and/or guardians who believe that a student has received unfair treatment may bring forward their grievance. Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee if a policy needs to be approved or changed.

RESIDENCY AND ENROLLMENT

In order to attend the Chicopee Public Schools, a student must actually reside in the City of Chicopee. "Residence" is defined as the primary place where the student lives permanently, not temporarily, and is the place that is the center of the student's domestic, social, and civic life. Residing temporarily in the City of Chicopee, solely for the purpose of attending a Chicopee public school, is not considered legal residency.

The Chicopee Public Schools reserves its right to request a variety of documentation to establish proof of residency and custody. Investigations may be made by school officials to assure that a student maintains a *bona fide* permanent residence in Chicopee. Parents/legal guardians are under a continuing obligation to inform the Chicopee Public Schools of any and all changes to a student's residential status.

Any student who is found not to reside in Chicopee while enrolled in the Chicopee Public Schools will be dismissed for non-residency. This dismissal may be appealed to the Superintendent and the student may be allowed to remain pending the outcome of the appeal.

Non-resident students may be allowed to enroll in the Chicopee Public Schools under the following circumstances:

1. If the student's parents/legal guardians plan to establish residency in Chicopee within 60 days, they must provide proof, such as a Purchase and Sales Agreement, a signed lease, or a rental agreement, to permit a student to enroll in Chicopee. The non-resident student's family is responsible for providing all transportation to and from school during the 60 day interim.
2. A family moving out of Chicopee may petition the Superintendent to permit a student to complete the school year only if the family's move will occur after January 1st of the school year. If the petition is approved, the family, not the school district, must provide all transportation to and from school subsequent to the move. In acting on the family's request, the Superintendent may consider such factors as the student's welfare, the student's educational needs, class sizes, and the resources available to educate the student.
3. If a student's family moves out of Chicopee during his/her senior year, particular consideration may be given by the Superintendent to the family's petition that the student be allowed to complete the school year. If the petition is approved, the family must provide all transportation to and from school subsequent to the move.
4. In the event that a special education program exists in Chicopee, but not in a student's home district, the student may be admitted, within the discretion of the school district, depending on class size and resources available to educate the student. In such a case, the sending district will pay tuition to the Chicopee Public Schools, as allowed by law, at a rate established by the Director of Budget and Human Resources.
5. If a student is selected for the School Choice program, consistent with School Committee approval, parents/guardians are responsible for transporting the School Choice student to and from school.

Non-Traditional Students

All non-traditional students between the ages 18 and 22 seeking to enroll at one of Chicopee's high schools will be asked to meet with the Assistant Superintendent for Students or his designee. All non-traditional students will be asked to provide a complete record of their schooling. The Assistant Superintendent for Students or his designee will discuss with the student and/or his parents or guardians the status of the non-traditional student's high school credits, MCAS requirements, options for completing and/or expediting completion of high school credits, and programming options available at one of the district's high schools, if appropriate. The non-traditional student will also be provided with information regarding completing a high school equivalency program.

SCHOOL CHOICE

It is the policy of this school district to admit non-resident students under the terms and conditions of the Inter-district School Choice Law (M.G.L. 76:12B) and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the district.
4. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain

- in the district until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy-related condition, academic performance or proficiency in the English language.

ATTENDANCE ZONES AND ASSIGNMENT OF STUDENTS TO SCHOOLS

Attendance zones for the various schools of the City will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the establishment of a school attendance zone are school capacity and transportation considerations.

In establishing an attendance zone, the Committee will take into consideration safe walking conditions consistent with the Committee's transportation policies. From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established attendance zones.

The Committee will confer with community representatives prior to setting new attendance zones. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.

Generally, students will be required to attend school in the attendance area in which they reside. The Superintendent is authorized to make exceptions to attendance zones for individual children.

A student may be assigned to attend a school out of his/her normal attendance zone for the following reasons:

- for disciplinary and administrative reasons;
- to receive special education or English Language Learner services, or to take courses not offered in their assigned schools;
- if the administration determines that it is in the best interests of the student and/or the school.

Transportation will be provided by the district when administration has assigned a student to a school out of his/her normal attendance zone.

In addition, parents/guardians may request assignment to a school out of their normal attendance zone by applying for an out of attendance zone transfer on an annual basis. Such requests will only be granted if space is available in the receiving school. Consideration for approving these requests may include the following:

- unusual circumstance, a hardship case, or medical consideration;
- childcare responsibilities;
- if the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school (in which case permission will not extend beyond the current school year).

The ultimate decision granting or denying a parent/guardian request rests with the principal of the receiving school.

Transportation will not be provided for a student attending schools outside of his/her attendance zone at parent request.

ENTRANCE AGE

In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:

1. Children who will be five years of age as of September 1 of the school year during which they wish to enroll will be eligible to enter kindergarten for that school year.
2. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to the work of those grades.

SCHOOL ADMISSIONS

All persons of school age who reside in the city will be entitled to attend the public schools, as will certain persons who do not reside in the city but who are admitted under School Committee policies relating to nonresident students.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age and proof of vaccination and immunization as required by state law and the Chicopee School Committee. Proof of residency, legal guardianship/custody, and a current physical may also be required by the District.

A student transferring into the district, or his/her parent or guardian, is responsible to provide the principal or designee with a complete school record.

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or for diversion to an appropriate alternative program:

- Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;
- Failure to meet the requirements of age by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;
- Not being a resident of the District and the District has opted not to participate in the School Choice Law;
- Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, mandated health screening tests (including vision and hearing, height, weight, Body Mass Index (BMI), scoliosis, and SBIRT screenings, communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parents/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

a. Student Illness or Injury

In case of illness or injury, the parent/guardian will be contacted. Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District. Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

b. Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents/guardians shall supply information including contact information for parents/guardians, as well as two additional emergency contacts in case the parent/guardian is not available, contact information for physician, specialist, and dentist, health and dental insurance information, where the student is to be taken in case of an emergency, and any allergies, medical conditions or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Manual, which shall be utilized by District personnel for handling emergencies.

c. Physical Examinations of Students

Students will be examined for screening in vision, hearing, BMI, scoliosis, SBIRT and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse. Every student entering the District for the first time for enrollment must submit a current physical examination. In addition, updated physical examinations are required by state law for students entering grade 4, 7, and 10 (or by a student's 7th, 10th, 13th, and 16th birthdays in ungraded classrooms).

d. Height, Weight and Body Mass Index (BMI)

Screenings are conducted with students in grades 1, 4, 7, and 10 annually for height and weight in the Chicopee Public Schools Body Mass Index (BMI) Screening Program. In accordance with the law, M.G.L. c.71, §57, the Chicopee Public Schools will notify families in advance of these screenings; and if the results of these screenings are requested by the parents or guardians of the students, they will be mailed home by the school nurse.

e. Vision and Hearing Information

Screenings are conducted with students each year in grades kindergarten through 3 for hearing, kindergarten through 5 for vision, and grades 8 and 10 for both hearing and vision in the Chicopee Public Schools as mandated by M.G.L. c.71, §57. Parents/guardians of students who are found to need further evaluation by their own health care provider will be notified in writing.

f. Scoliosis Information

Screenings are conducted with students in grades 5 through 9 annually for scoliosis in the Chicopee Public Schools. In accordance with the law, M.G.L. c.71, §57, the Chicopee Public Schools will notify families in advance of these screenings and referral notices will be mailed home when follow-up by a physician is indicated.

A parent/guardian may, by written request, ask that any of their child's screenings not be completed in school.

g. Physical Examinations of Student Athletes

Every candidate for a school athletic team will present the signed consent of a parent or guardian in order to participate on a squad and will be examined by a physician to determine physical fitness. A written report stating the fitness of the student to participate signed by the physician will be sent to the school nurse and/or athletic trainer.

h. School Physician

The school physician will make a prompt examination of all children referred to him/her by the school nurse. Except in an emergency, the school physician will not prescribe for or treat any student.

IMMUNIZATIONS OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school district, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child or from the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian. These written statements must be submitted at the beginning of each school year.

Under the guidance of the Massachusetts Department of Public Health, 105 CMR 220.000, the District will allow a student who has not submitted a complete immunization record to enroll in school if there is no medical emergency or epidemic and as long as the student obtains the mandated immunizations within 30 calendar days from the date enrollment is granted. The 30 calendar days' time-period does not apply to those parents/guardians that present written documentation that their child/children meet the standards for medical or religious exemptions. The District reserves the right to exclude any student from school if he/she has not been completely immunized within the allotted 30 calendar days from the date of enrollment.

COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to students with disabilities under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases. Management of common communicable diseases shall be in accordance with Massachusetts Department of Public Health guidelines and state law. A student who exhibits symptoms of a

communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The Educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a student with a disability or disabilities under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

Recommendations for Sick Children

There are times when your child should remain at home for his/her own welfare. The following guidelines are used to dismiss children from school, and may be used to determine when your child should stay home.

- When he/she has a contagious illness: flu, strep throat, etc. If the doctor places your child on medication he/she must be on the medication for 24 hours before returning to school.
- When your child has an undiagnosed fever or rash. If your child has chicken pox he/she must remain home until the lesions have scabbed over and no new ones have appeared.
- When your child has a fever over 100 in the past 24 hours.
- When his/her eyes are red, itchy, and/or there is drainage from them.
- If your child has head lice. Once your child has been treated for head lice, you need to bring your child to the school nurse with the empty product container that you used. The school nurse will recheck your child's head and as long as the situation is improved and there are no live lice, your child may remain in school.
- When your child has been vomiting through the night or in the morning before school.
- If your child has been diagnosed with a communicable disease, i.e. chicken pox, he/she must remain home for the time period determined by your pediatrician.

You are advised to call your School Nurse should you have any questions about when to keep your child home from school.

DISPENSATION OF MEDICATION IN SCHOOL

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under a written, signed, and dated request with instructions for dispensing medication from the student's physician, or other licensed prescriber, and a written, signed, and dated

request from the parent/guardian (see below for exceptions). For prescription medications requiring administration for 10 school days or fewer, the pharmacy container may be used in lieu of the physician's, or licensed prescriber's order. If the nurse has a question, he/she may request a physician's or licensed prescriber's order.

All students receiving medications in school must also have an individualized medication plan completed by the school nurse and documentation in an electronic medication log which is part of the student's electronic health record.

Prescription medication must be in the original pharmacy container, labeled with the student's name, the physician's, or licensed prescriber's name, the name of the medicine, the dose, the time of day, an expiration date, and the dates to be administered. Non-prescription medication must be presented in the original container. All medicines must be kept in the nurse's office (see below for exceptions). No more than a 30 day supply of medication for a student shall be stored in school. Medication must be hand delivered by an adult to the nurse in order for that medicine to be dispensed to a student.

In extenuating circumstances, as determined by the school nurse, the medication may be delivered by other persons, provided that the nurse is notified in advance by the parent or guardian of the arrangement and the quantity of medication being delivered to the school.

The first dose of any new medication must be administered at home with the parent/guardian observing the student for any adverse effects. Under no circumstances will the first dose of any medication be given at school.

Medication given on a daily basis as part of a student's educational program, which is covered by M.G.L. Chapter 94C the Controlled Substances Act, must be dispensed only by an R.N. or L.P.N.

Exceptions

- The district may stock epinephrine auto-injectors (EpiPen) and shall, through the Supervisor of Nurses, register with the Department of Public Health and train personnel in the use of epinephrine auto-injectors.
- The district may, in conjunction with the School Physician and the Supervisor of Nurses, 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.
- Following consultation and approval by 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 life-threatening allergies may possess and administer epinephrine auto-injectors (EpiPen).
 - 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.

Any student who wishes to self-carry and self-medicate must first be evaluated by the School nurse for competency. If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan.

Additionally, every school year the school nurse will maintain an updated "Health Concerns List" and an updated "daily" medication schedule and file same with the Principal at the beginning of each school

year. Information from this list pertinent to each classroom teacher will also be supplied to them by the school nurse.

Possession and distribution of prescription and over-the-counter medicine not used in a prescribed manner or not adhering to this Dispensation of Medication in School policy which requires all students to store any medication, except for EPI Pens and prescription inhalers, in the nurse's office is a violation of the school's code of conduct.

Prescription Medication Administration during Field Trips

1. The School Principal shall notify the School Nurse when field trips are being arranged at a minimum of two (2) weeks prior to the convening of the field trip.
2. School Nurses may delegate prescription medication administration to another trained responsible adult by adhering to the Department of Public Health Regulations.
3. Written consent from the parent or guardian for the named responsible adult to administer the medication shall be obtained.
4. Written consent from the parent or guardian for the administration of emergency drugs (i.e., EpiPen, asthma inhalers) shall include emergency phone numbers, emergency transportation information and conditions under which medication should be administered.
5. The School Nurse shall instruct the responsible adult on how to administer the medication to the student and document this annual training.

FIELD TRIPS

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.

The Superintendent will establish regulations to assure that:

1. All students have parental permission.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

All student trips that are planned to occur between the hours of midnight and 6:00 AM, or that will include an overnight stay away from the student's home must have prior approval of the School Committee in accordance with Student Travel Policy (File: J34). Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

All trips will be governed by school rules and regulations in the Students' Rights and Responsibilities Handbooks and the Chicopee Public Schools policies.

STUDENT TRAVEL POLICY

All student trips that are planned to occur between the hours of midnight and 6:00 AM, or that will include an overnight stay away from the student's home must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

Student Travel Regulations

1. Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches. Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <http://www.saferys.org/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor's qualifications.

2. Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Department of Education publication Student Learning Time Regulations Guide.)

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

3. Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

STUDENT FUNDRAISING ACTIVITIES

While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students, staff, and families are not exploited by the process.

Any fundraising activity involving students must have approval of the Principal. The group organizing the activity must submit to the Principal a Student Fundraising Activity Approval Form for authorization prior to commencing any activity. Groups which raise money must use such money for school-related purposes or charitable organizations.

The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications which require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.

Charitable fundraising activities (i.e. scholarship funds, disaster relief, or other humane causes), especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by both the Principal and Superintendent of Schools. In these cases, fundraising proposals should be student rather than parent/guardian, family or staff driven.

When organizing fund-raising projects, emphasis should be placed on service-type projects where talents of students are used in positive, developmental ways.

When commercial products are involved, a reasonable profit commensurate with the time and effort involved should be expected. A reasonable amount of technical assistance from the firm involved should be expected. Agreements between firms supplying fundraising products and groups should be in writing.

The following fundraising activities are prohibited for recognized student activity groups: toll road/gate fundraisers, raffles and bazaars (i.e. casino night) or the selling of tickets or chances thereto by recognized student activity groups.

For safety reasons and because the School Committee recognizes that community members receive requests for support from many worthy causes, activities involving door-to-door sales are strongly discouraged.

Fundraising projects involving food within the school day are encouraged to follow the "A-List," in accordance with the District Wellness Policy.

Fundraising activities for field trips and school trips must comply with this policy and the Student Travel Policy.

Fundraising activities carried out by recognized student activity groups must also comply with the Student Activity Accounts Policy (Under this policy, additional paperwork may be required including a complete financial report at the conclusion of the fund-raising activity.)

AFTER-SCHOOL PROGRAMS NOTICE

Although, the Chicopee Public Schools attempts to have a nurse available for after-school activities, we cannot ensure that a nurse will be in the building due to other obligations. If your child or children have potentially urgent medical needs or life-threatening allergies, please contact your child's or children's school to develop a plan in the event that a medical situation arises after-school hours.

HEAD LICE AND NIT INFORMATION

If nits or lice are present, the student will be examined by the school nurse for an active infestation. If it is determined by the school nurse that there is an active infestation the student's parents/guardians will be notified; however, the student may remain in school until the end of the school day depending on the severity of the infestation. The Principal after consulting with the School Nurse and/or the Nursing Supervisor will make the decision of allowing the student to remain in school or to immediately dismiss the student to his/her parents/guardians.

It is the responsibility of the parents/guardians to make arrangements with the School Nurse for the student to be re-examined prior to re-entry into school. The parents/guardians must accompany the child to school for this examination so that the School Nurse can check for the presence of live lice, review treatment (parents/guardians should bring in the empty container of the product that they use), and provide any needed instructions or support.

Only one (1) day will be allowed as an excused absence for the purpose of treatment. More time out of school than this will be considered an unexcused absence due to parental/guardian non-compliance and will be referred to the Principal/Vice-Principal for follow-up. It is recognized that no child should routinely be excluded from school due to head lice and parents/guardians will be encouraged to treat promptly if needed and return the child/children to school the next day.

Chronic or repeated head lice infestations should be referred to the Nursing Supervisor for consultation as needed. Parents/guardians should examine all members of the family for head lice and all close contacts should be notified. The School Nurse will provide educational materials and resources to parents/guardians, students, and school staff regarding head lice infestations, management, and treatment.

HEALTH EDUCATION

The Chicopee Public Schools continues to teach Comprehensive Health Education to all students in our schools from grades K-12. The curriculum is continually reviewed and revised and has been approved by the Chicopee School Committee and the Administration.

Information regarding Environmental and Community Health, Disease Prevention, Family Life, Emotional and Social Health, Nutrition, Personal Health, Personal Safety and Drug Awareness is given to the students. All of this information is age and grade appropriate.

We strongly recommend that all students participate in the lessons. The health curriculum is available for review at the schools by parents, guardians, educators, and school administrators.

In accordance with Chapter 71, Section 32A of the General Laws of the Commonwealth of Massachusetts, the Chicopee Public Schools will afford the parents or guardians of all students the flexibility to exempt their children from any portion of the health curriculum that may primarily involve human sexual issues. Parents/guardians will provide written notification to the School Principal specifying the curriculum portion(s) from which their child will be exempted.

CAREER AND TECHNICAL EDUCATION

The School Committee recognizes that students should:

1. Be afforded the opportunity to be informed about the world of work.
2. Be aware of the many vocations available to them.
3. Develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer,

occupational, recreational and cultural aspects of a career in industry and technology; they should also be afforded the opportunity to develop skills related to such aspects through creative problem solving experiences.

NOTICE OF RIGHT TO REVOKE THE PRIVILEGE TO PARTICIPATE IN SCHOOL-SPONSORED FIELD-TRIPS, FUNCTIONS, EXTRACURRICULAR ACTIVITIES, OR EVENTS

The Chicopee Public Schools has the authority to revoke the privilege of attending school-sponsored field-trips, functions, extracurricular activities, or events for students. The Chicopee Public Schools may utilize this authority in those cases in which students are experiencing discipline issues or present a safety concern for themselves and other students. Parents/guardians will be notified by the building Principal or his/her designee of this revocation ahead of time and the reason or reasons why their child or children cannot attend the school-sponsored field-trip, function, or event.

STUDENT, STAFF, AND VISITOR IDENTIFICATION POLICY

In order to promote a safer and more secure school environment for students, staff, and lawful visitors, all school staff and all students in grades 6-12 shall clearly and conspicuously display a photo I.D. card at all times during school hours, on school buses, and on school property. Students may also be required to display, upon request, identification at school sponsored activities.

All visitors will upon entering any school building, report to the office, show a photo I.D., and sign the register and record the time when entering and when leaving the building. Visitors will be given an identification badge to display while on school property. A Commonwealth of Massachusetts, Department of Elementary and Secondary Education, or any other city, state, federal, or private agency identification badge may be displayed as identification for this purpose.

Students who do not have a valid student I.D. card visible on their person may have school services restricted. In addition, the student's movement within the school building and upon school property may also be restricted. No restriction shall be imposed upon emergency health-related services.

A student who does not produce a valid student I.D. card will be issued a temporary student I.D. card. The temporary student I.D. card shall be collected by or returned to an administrator at the end of the school day. A student may also purchase a new I.D. card. He/she will be assessed a charge to cover the costs of the replacement I.D. card and lanyard/clip.

VOLUNTEER INFORMATION

Any parent/guardian who wishes to be a volunteer or attend a field trip as a chaperone must complete a mandated CORI, Criminal Offender Record Information, check. CORI forms can be acquired and completed in the main office of your child's/children's school. The CORI process must be done in person and you must have current picture identification.

The Chicopee Public Schools does not discriminate on the basis of race, gender, gender identity, religion, age, national origin, color, disability, or sexual orientation.

SCHOOL CANCELLATION AND DELAY INFORMATION

It is the policy of the Chicopee Public Schools to remain open whenever buildings are in operating order and the buses can run safely. However, if the decision is made to cancel school or delay the starting

time, the local radio and television stations will carry a “NO SCHOOL” or “DELAYED OPENING” announcement. The SchoolBrains Alert System that is utilized by the Chicopee Public Schools will also call your home to notify you of any cancellations or delay.

**LETTER FROM SUPERINTENDENT LYNN A. CLARK
REGARDING INCLEMENT WEATHER IN THE CHICOPEE PUBLIC SCHOOLS**

Dear Parents:

As we prepare for the coming of winter, I would like to inform you of the procedures that will be used by the Chicopee Public Schools to govern the closing or delay of school on days when the weather makes traveling for students dangerous.

It is the practice in the Chicopee Public Schools to take the least drastic action necessary to adjust to weather conditions. The following situations may occur:

- 1 **Two-Hour Delay** - A two-hour delayed opening allows for snow removal and traffic clearance after evening snowfall or during relatively light storms. In the event of a two-hour delay, there will be no AM preschool. Please stay tuned for school messages following a delayed opening announcement in case of worsening conditions warranting school closing.
- 2 **School Closure** - Schools will be closed due to storms severe enough that safe paths to school cannot generally be maintained.
- 3 **Early Dismissal** - Early Dismissal is done only in the event of an unanticipated emergency. On the rare occasion when an emergency dismissal is necessary, announcements will be made on television and made using the *SchoolBrains Alert System*. Utmost caution will be exercised by school staff in the event of an early dismissal. Please know that in these instances school staff will remain at school until safe travel is provided for all students. **Please be sure your family has contingency plans for children sent home due to an early dismissal.**

During each storm that arises, I begin checking road conditions by 4:30 a.m. in order to determine the City's readiness to hold school. I also check-in with the Police, Department of Public Works, transportation companies, and area cities to determine our readiness to hold school. If the schedule is to be altered, I will attempt to make announcements on the television (40-WGGB, 22-WWLP, 3-WSHM), the Chicopee Public Schools website (<http://www.chicopeeps.org>) and over the *SchoolBrains Alert System* as early as possible but no earlier than 5:00 am on days of questionable weather. Our judgment in those circumstances will be based on the best information available at that time about road conditions throughout the area. Should you believe that conditions in your neighborhood require that your child remain out of school for a longer period of time, please feel free to make that decision for your own family. There will be no penalty if you keep your child out of school for reasonable reasons of safety.

Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

Lynn A. Clark
Superintendent of Schools

EMERGENCY FORMS

At the beginning of the school year, Emergency Information Forms are distributed to each student or parent/guardian. **It is extremely important that the information on the form be completed with accuracy, kept up-to-date, and signed by the parent or guardian.** Please make sure that the person or persons that you indicate as an 'emergency number' is someone who is able to get to school and pick up your child/children if you cannot be reached. If a person is not listed on the emergency sheet, the school will not dismiss your child to them.

TARDY POLICY

Any student who is tardy to school ten (10) times may receive disciplinary actions such as: before and/or after school detentions.

Any subsequent tardies will be dealt with in a manner appropriate for the grade level at the discretion of the principal.

Reasonable accommodations to the above policy will be made for students who are absent due to a disability in accordance with Section 504 of the Rehabilitation Act of 1973 and/or IDEA.

ATTENDANCE POLICY

a. High School Attendance Policy

Regular attendance in all classes is essential to the learning process and establishes good work habits. Students are expected to be in attendance every day of the school year. Parents/Guardians have a legal responsibility to insure that their son(s) and/or daughter(s) are in attendance each day school is in session.

Attendance will be taken in every class and teachers will record each absence. It is the responsibility of the student to make up class work missed during any absence. The following procedure will be followed.

1. Absences do require a note of documentation for a medical reason or court appearance. Parents/Guardians are also required to notify the school to report a student's absence by telephone, written note, or e-mail so that school officials know that the parent/guardian is aware of the student's absence.
2. Students who exceed eight (8) absences in a semester course and sixteen (16) in a full-year course will lose credit for that course.
3. Students who are absent from school will not be allowed to participate in any after school activity on the day of absence. Students absent on Friday will not participate in any event until school reconvenes.
4. Students whose tardiness causes them to miss more than half (1/2) of a class will be considered absent for the purpose of the Attendance Policy. (refer to Tardy Policy relative to disciplining tardiness).
5. Family vacations are discouraged during the school year. Parents/Guardians and students should be aware that any school days missed, as a result of family vacations cannot be appealed.

Reasonable accommodations to the above policy will be made for students who are absent due to a disability in accordance with Section 504 of the Rehabilitation Act of 1973 and/or IDEA.

b. The Appeal Process

This process has been developed for those extraordinary situations which result in excessive absences. An Attendance Appeals Board made up of three (3) to five (5) school officials will make assessments of individual situations and a decision will be made. The Appeals Board will include a representative from the school in which the student attends.

- Step 1. An appeal for loss of credit due to absenteeism must be initiated by the student, parent/guardian, guidance counselor, assistant principal, or teacher. This may be by letter, e-mail, or verbal contact to the Supervisor of Attendance/Assistant Supervisor of Attendance or the Attendance Assistant.
- Step 2. The Supervisor of Attendance/Assistant Supervisor of Attendance and the Attendance Assistant will review the days absent, and if sufficient documentation has been presented, the credits will be restored. Responsiveness to attendance interventions will also be considered at this time.
- Step 3. Appeals which have not been decided by Step 2 will then be reviewed by the Appeals Board which may include the Supervisor of Attendance/Assistant Supervisor of Attendance, Guidance Counselor, and Vice Principal and include the student and parent/guardian, if requested. A decision will be made and the student will be notified. A denial may be appealed by written letter within three days of denial to the Principal, who may require a meeting with the student and parent/guardian. The Principal will render a decision as soon as possible.

c. Elementary and Middle Schools Attendance Policy

It is the opinion of the School Administration and staff that regular attendance in all classes is essential to the learning process and establishes good work habits. Therefore, students are expected to be in attendance every day of the school year. Parents/guardians have a legal responsibility to ensure that their child or children are in attendance each day school is in session.

Attendance should be taken in every class and teachers shall record each absence. It is the responsibility of the student to make up all work missed during any absence. Failure to do so will result in a zero being recorded unless otherwise noted. Excessive absences which have a negative effect on test scores, class participation, or other criteria used by the classroom teacher to establish satisfactory performance may jeopardize a student's promotion and/or successful course completion.

1. The intent of this policy is not to say that a certain number of absences from school, or a course is acceptable or allowable.
2. Parents/guardians are required to contact the school to report an absence. It is important that school officials know that the parents/guardians are aware of a student's absences a student takes.
3. The major intent of this policy is to impose a limit on the number of absences a student takes. Students in grades K-8 who exceed sixteen (16) absences in a school year may be considered for non-promotion.
4. Family vacations are discouraged during the school year. Parents/Guardians and students should be aware that any school days missed, as a result of family vacations cannot be appealed.
5. Students who are absent from school will not be allowed to participate in any after school activity on the day of absence (students absent on a Friday will not participate in any event until school reconvenes). In extenuating circumstances, the Administration has the discretion to override this provision of the policy.
6. Students who arrive late to school or class are marked tardy. Middle School students, whose tardiness cause them to miss more than half ($\frac{1}{2}$) the class, will be considered absent for the purpose of the Attendance Policy. Disciplinary action will be taken in cases of repeated tardiness.

Reasonable accommodation to the above policy will be made for students who are absent due to a disability in accordance with Section 504 of the Rehabilitation Act of 1973 and/or IDEA.

d. Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

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

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified

e. Appeal Procedure Relative to Attendance Policy

Principals may, at their discretion, excuse absences for extreme situations such as hospitalization, chronic illness, court appearances, funerals, etc. Parents will receive written notification prior to a student being retained for attendance and will have five (5) school days within which to request, in writing, an appeal of the decision. At this time, evidence of mitigating circumstances from the student's parents/guardians and/or family physician will be offered. Responsiveness to attendance interventions will also be considered at this time. The principal shall make the final determination in consultation with other administrators, teachers, and counselors

PROMOTION POLICY

Elementary Promotion Policy

1. Each individual case will be decided on its own merit, taking into consideration the student's grades, effort, ability and attendance.
2. Students may be retained in all grades K-5.
3. Students entering from another system after the second term who have been recommended for non-promotion will be evaluated.
4. Any students with disabilities that are being considered for retention, the Team, which includes the Principal and the parents/guardians, will meet to discuss the potential retention and to provide information to the Principal so he/she can make an informed decision about the matter based on the documentation presented.
5. Parents/Guardians of students who are being considered for non-promotion will be notified, in writing, no later than the second marking period.
6. Parents/Guardians of students who are being recommended for non-promotion will be notified in writing before June 1.

Minimum Essentials

Retention is based on the individual student taking into consideration grades, effort, ability and attendance. Each case must be considered on its own merit. The possibility of retention is to be considered by the teacher, principal, parent/guardian and related service providers who will meet to determine the best course of action for the individual student. While parent/guardian input is very valuable it will be the principal who makes the final decision about retention.

This decision is based upon a child meeting the benchmark of his/her grade level in the mastery of the state standards and curriculum frameworks.

Middle School Promotion Policy

The Middle School promotion policy addresses the academic needs of students in a manner that will allow the best opportunity to make a compelling improvement in the academic future of the student.

1. Each situation will be considered on an individual basis, taking into account the student's grades, attendance, ability to achieve, effort and conduct.
2. Students may be retained in grade 6, 7, and 8.
3. Students entering from other school districts after the 3rd quarter who were recommended for retention will be evaluated.
4. Any students with disabilities that are being considered for retention, the Team, which includes the Principal and the parents/guardians, will meet to discuss the potential retention and to provide information to the Principal so he/she can make an informed decision about the matter based on the documentation presented.
5. Parents/Guardians of students at-risk for retention will be notified in writing when the 3rd quarter grades are posted.
6. Parents/Guardians of students who are being recommended for retention will be notified in writing before June 1.

Retention is considered on an individual basis, taking into account the student's grades, effort, attendance, age, ability to achieve and school behavior. Each situation is considered on its own merit by the principal, teachers, school counselors, parent/guardian and other relevant service providers who will meet to determine the best course of action for the individual student. While parent/guardian input is very valuable, it will be the principal who makes the final decision about retention. The decision is based upon the student meeting the benchmark of their grade level on the mastery of the state standards and curriculum frameworks.

GRADUATION POLICY

It is the intent of the Chicopee Public Schools to provide students with a comprehensive and extensive high school experience.

Graduation Requirements

In order to be eligible for a diploma, students must accumulate one hundred ten (110) credits and pass the following required subjects: twenty (20) credits of English, fifteen (15) credits of Mathematics, fifteen (15) credits of Science, twelve and one half (12.5) credits of Social Studies (Modern World History (2.5 credits) and US History (10 credits)), five (5) credits of Fine Arts, two and one-half (2.5) credits of Health, and seven and one-half (7.5) credits of Physical Education (one course each year for the first four years of attendance). The remainder of the one hundred ten (110) credit requirement will be filled through electives.

| | |
|---------------------------|--------------------|
| English | 20 credits |
| Mathematics | 15 credits |
| Science | 15 credits |
| Social Studies | 12.5 credits |
| Fine Arts | 5 credits |
| Physical Education/Health | 10 credits |
| Electives | 32.5 credits |
| Total | 110 credits |

Massachusetts Comprehensive Assessment System (MCAS)

In accordance with the Massachusetts Department of Elementary and Secondary Education, Chicopee Public Schools will administer state-mandated MCAS tests. In high school, students are tested in grade 10 and must pass them in order to be eligible for graduation and their diploma.

High School Promotion

At Chicopee Comprehensive High School and Chicopee High School, when students complete their Freshman, Sophomore, and Junior year, they will advance to the next grade level. Students will advance to the next grade level even if they are deficient in credits from the previous year. Students may remain in the Senior Year for as many years as necessary to complete their credit requirement for graduation and/or pass MCAS.

Early Graduation

Students are expected to matriculate through a four-year experience. An exceptionally advanced student who has met all graduation requirements and who cannot be served through Chicopee Public School's curriculum or other dual enrollment opportunities may apply for early graduation. The student must make his/her plans known to his/her guidance counselor at least one year prior to the desired graduation date. The Superintendent, or designee, will make the final decision on the feasibility of early graduation after a conference with parents/guardians, the student, the guidance counselor and the principal.

Credit for Foreign Study

Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in the Chicopee Public Schools.

Graduation Exercises

The date of the high school graduation exercises will be on the most appropriate weekend, not more than 12 school days prior to the end of the school year, in compliance with state laws.

DUAL ENROLLMENT POLICY

College (or university) courses may be taken to enhance a student's educational experience. A dual enrollment course refers to a college course taken at a participating college for credit at both the high school and the college. All dual enrollment courses must be approved by the student's guidance counselor, the building principal, and the Superintendent of Schools (or his designee) using the district's Dual Enrollment Form. Students and their families are responsible for tuition, fees, books, etc.

Student Eligibility for Participation

1. The student must be a junior or senior.
2. The student must be making satisfactory progress toward fulfilling high school graduation requirements:
 - seniors must have a minimum of 90 credits earned by the beginning of their senior year;
 - juniors must have a minimum of 60 credits by the beginning of their junior year.
3. The student must have a minimum grade point average (GPA) of 2.5.

Limitations to Enrollment

Students may only enroll in college courses that are not offered or cannot be scheduled at the high school. Online, development/remedial, ELL, and non-credit courses cannot be taken for high school credit.

Students will not be allowed to earn high school credit for more than four college classes (two per semester) through dual enrollment per academic year.

High school graduation requirements take precedence over college classes. In other words, if there is a scheduling conflict between a dual enrollment course and a course fulfilling high school graduation requirements, the student cannot take the college class.

Credit

Students must successfully complete the college course in order to earn high school credit for a dual enrollment course. Students are required to request an official copy of their transcript to be forwarded to their guidance counselor.

A three or four credit college course will translate to one high school course.

The high school transcript will indicate course name and credit earned and will indicate that the course was a "Dual Enrollment" course. All dual enrollment courses that a student takes and passes will be averaged in the student's GPA. Grades earned will be weighted as Advanced Placement (AP) value.

WITHDRAWALS/ DROPOUT PREVENTION

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

Pursuant to special education laws, a student is entitled to receive a free, appropriate, public education until such time as he/she receives a high school diploma or equivalent, or reaches the age of 22. If a student is over the age of 18 and is emancipated or does not require legal guardianship, he/she may decide to voluntarily withdraw from the Chicopee Public Schools without having received a high school diploma or its equivalent.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent or designee has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

As part of the exit interview, a student will be required to present a signed written statement from his parent/guardian indicating that the student is leaving school of his free will and that there has been no force or pressure to leave school applied upon the student by any school official or employee. In the case of students with disabilities, the Chicopee Public Schools may initiate a legal proceeding before

the Bureau of Special Education Appeals to determine whether a particular student may be withdrawn from school, if an exit interview is not conducted.

This section shall not be construed to permanently exclude a student who wishes to resume his education at a later time.

Data regarding these students is maintained by the school principals through the Massachusetts Department of Elementary and Secondary Education's Student Information Management System; the Massachusetts Department of Elementary and Secondary Education generates an annual report using this data.

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student will be destroyed no later than seven years after the student transfers, graduates or withdraws from the school district. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential.

A. General Provisions

The student record contains all information and materials concerning a student regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04, personal files of school employees.

The eligible student, upon reaching 14 years of age or upon entering ninth grade, whichever comes first, or the parent/guardian subject to the provisions of 603 CMR 23.07(5), shall have access to the student record as soon as practicable within ten days after the initial request. There is an exception to these type of requests in cases involving non-custodial parents and these requests are governed by 603 CMR 23.07 (5) (a) as amended by the Massachusetts Board of Education. If the student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent/guardian may continue to exercise these rights unless expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00, which extends to his/her parents/guardian, 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/guardian may inspect the student record regardless of the student's age. 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.

The review of student records should be in the presence of a counselor or his/her designee for interpretive information and to advise. This will apply to all materials inserted in the record. Besides specific court requests from a probation officer, court orders, a subpoena where health or safety requires the disclosure or upon transfer to another school district, and other exceptions provided under the Student Record Regulations (603 CMR 23.07 (4)), only academic and attendance information should

be released to requesting parents/guardians. Most important, the school/district will make a reasonable effort to notify the parent/guardian or eligible student of a court order to comply before the records are released.

The student's record is available to school contracted personnel who work directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity without permission from the student and/or his/her parents. This includes administrators, teachers, counselors, administrative office staff and clerical personnel, and the Evaluation Team, which evaluates a student. 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.

A log of access shall be kept as part of each student record. If parts of the student record are separately located, a separate log shall be kept with each part. The log of access 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, the purpose of such access. Unless the student record information is to be deleted or released, this log requirement shall not apply to: authorized school personnel under 603 CMR 23.02 (9) (a), who inspect the record, administrative office staff and clerical personnel under 603 CMR 23.02 (9) (b), who add information to or obtain access to the student record, or school nurses who inspect the student health record.

An eligible student or parent/guardian shall have the right to request in writing the deletion or amendment of any information into the record by an Evaluation Team, which is governed by 603 CMR 23.08 (a) and (b).

Directory Information Notice

The Chicopee Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00.

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

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent/guardian or student, or as otherwise allowed by FERPA and 603 CMR 23.00. You are hereby notified that pursuant to this notification, the school system will provide directory information to third party mail houses requested by charter schools, pursuant to 603 CMR 1.06(g), and military recruiters unless the parent or eligible student specifically directs otherwise, as required by the Code of Massachusetts Regulations and the *Every Student Succeeds Act*.

Any parent or student refusing to have any or all of the designated directory information disclosed to charter schools and military recruiters must file written notification to this effect with the principal at the beginning of each school year or within ten (10) school-working days of enrolling by using the Chicopee Public Schools Charter School Recruiting Opt-Out and Military Opt-Out Forms.

In the event that a refusal is not filed, it is assumed that neither a parent/guardian of a student or eligible student objects to the release of the directory information designated.

Access to Student Records by Parents without Physical Custody

An amendment to the Massachusetts Student Record Regulations, 603 CMR 23.00, went into effect on October 25, 2005 that mandates that all parents have the right to access and receive copies of their

child's/children's records regardless of their legal custodial status. The District/school requests that divorced parents submit a copy of their custody agreement or order so that it is on file with their child's or children's respective school or schools. However, a non-custodial parent, a parent without physical custody, is eligible to obtain access to the student record unless:

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

The school/district 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). In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of such 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). The school must delete the electronic and postal address and telephone number of the student and 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. Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. c.71, Section 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.

Amending the Student Record

1. The eligible student or parent/guardian has the right to add information, comments, data, or any other relevant written material to student record.
2. The eligible student or parent/guardian has the right to request in writing deletion or amendment of any information contained in the student's 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 Education 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/guardian is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either the student or parent/guardian 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/guardian a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent/guardian, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

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/guardian, 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, 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. Requests 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.

Notice of Transfer to Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents/guardians and eligible students that the Chicopee Public Schools forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent/guardian or eligible student.

Destruction of 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 the eligible student and his/her parent/guardian are notified in writing and are given 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 on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after that student transfers, graduates or withdraws from the school system. Written notice to the eligible student and his/her parents/guardians of the approximate date of destruction of the record and their right to receive 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. c71, 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 a test was so administered.

Records of Transferring Students

When a student transfers from one of the Chicopee Public Schools to another school, the student's complete record should also be transferred to the new school. We, the Chicopee Public Schools, will mail the student record to the new school. Regulations no longer require parental/guardian consent for records to be forwarded once a student transfers.

Standardized Testing

The Chicopee Public Schools will at least once during every school year publish and distribute to students and their parents/guardians 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/guardian and student rights and that copies of 603 CMR 23.00 are available to them from the school.

The Chicopee Public Schools are required under M.G.L. c. 71A to conduct an English Learner Education Program, therefore all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent/guardian receives or is required to receive shall be in the language spoken in the home of the student to the maximum extent possible.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notice of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) 20 USC Section 1232 (g), affords parents/guardians and students upon reaching the age of 14 or upon entering ninth grade, whichever comes first, ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 10 calendar days of the day the School receives a request for access.

Parents/Guardians or eligible students should submit to the School Principal or appropriate school official a written request that identifies the record (s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Most important, it is the policy of the Chicopee Public Schools that electronic communications referencing Chicopee students do not qualify as education records as defined by FERPA unless the electronic communication was printed and placed in the student's file prior to a parent's/guardian's request to inspect and review a student's record.

(2) The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading.

Parents/Guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School Principal or appropriate school official, clearly identifying the part of the record that they want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, The School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for the amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's records, except to the extent that FERPA authorizes disclosures without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, a person serving on the School Board/School Committee, a person or company with whom the School has contracted to perform a special task, such as an attorney, auditor, medical consultant, or therapist, or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another School official in performing his or her tasks.

A School official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the US Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

NOTICE OF DESTRUCTION OF SPECIAL EDUCATION, SECTION 504, & HEALTH RECORDS

Parents, guardians, and former students are hereby notified that all Special Education, Section 504, and Health records within the possession of the Chicopee Public Schools will be destroyed, pursuant to 603 CMR 23.06, seven years from the date when the student is no longer eligible for Special Education or Section 504, graduates, moves or transfers to another district or completes his/her educational program at age 22 for Special Education. Eligible students, parents, or guardians may receive the student's Special Education, Section 504, or Health records prior to the destruction date by submitting a written request to the following:

Special Education Records
Director of Special Education
Chicopee Public Schools
180 Broadway
Chicopee, MA 01020

Section 504 Records
Asst. Superintendent for Student Support Services
Chicopee Public Schools
180 Broadway
Chicopee, MA 01020

Health Records
Supervisor of Nursing
Chicopee Public Schools
820 Front Street
Chicopee, MA 01013

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents/guardians certain rights regarding our conducting of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

(1) Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") **if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):**

1. Political affiliations or beliefs of student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of student or parents; or
8. Income, other than as required by law to determine program eligibility.

(2) Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or sell or otherwise distribute the information to others.

(3) Inspect upon request and before administration or use-

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of educational curriculum.

These rights transfer to from the parents/guardians to a student who is 18 years old or an emancipated minor under State law.

The Chicopee Public Schools has developed procedures regarding these rights as well as arrangements to protect student privacy in administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Chicopee Public Schools will notify parents/guardians of these procedures at least annually in the student handbook, Students' Rights and Responsibilities, at the start of each school year and after any substantive changes. The Chicopee Public Schools will also notify, such as through U.S. Mail, email, The Blackboard Connect-ED System messages, or by students bringing the information home, and the parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below will be provided with an opportunity for them, the parents/guardians, to opt his or her child out of participation of the specific activity or survey. The Chicopee Public Schools will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below along with an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

The right to file a complaint with the US Department of Education concerning alleged failures by the School/District to comply with the requirements of PPRA: The name and address of the Office that administers PPRA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

RELEASE OF STUDENT INFORMATION

Occasionally, faculty and staff members have been asked by parents/guardians, advocates, attorneys, investigators or other professionals hired by parents to complete questionnaires, to provide written or oral statements, affidavits, or other documentation beyond typical school/parent/guardian communications for use by individuals outside of the school setting or within various legal proceedings.

Please be advised that no affidavits, written or oral statements, or documentation beyond regular school/parent/guardian communications will be issued directly to a parent/guardian, advocate, attorney or investigator hired by the parent without the prior approval of the building principal or central office administration. This includes requests by parents/guardians to complete questionnaires that are not part of a formal evaluation process. Staff may also consult Chicopee legal counsel before responding to such a request.

STUDENT PHOTOGRAPHS

Individual schools may arrange, in cooperation with either the school's parent organization, student council, designated student Committee, or a staff Committee, to take individual student and/or class group pictures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or his/her designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

- Enhance the safety of students through visual identification in an emergency situation.
- Facilitate the social, educational, and administrative activities conducted in the school.
- Provide a service to parents/guardians and students.
- Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

STUDENT PUBLICITY POLICY

There are occasions when students' names and/or pictures are published for various purposes. There are also times when students are video-taped and/or interviewed in relation to school activities. Occasionally these images are used for fundraising purposes approved by the building principal. In order for a student to be included in the above referenced activities a parent or guardian must sign the approved "Parent Authorization and Release Form" which will be kept on file in the student's school.

STUDENT RIGHTS TO FREE SPEECH, ASSEMBLY, PRESS, AND ASSOCIATION

The Chicopee Public Schools recognize the rights of free speech, assembly, press, and association of students in the public schools. To protect the valid exercise of those rights, as well as maintain a sound environment in which to teach and learn, this policy provides guidelines for student conduct during the school day, on school grounds and at school-sponsored activities and events.

For purposes of this policy, speech includes any form of expression that communicates a message or idea, whether expressed verbally, symbolically, in writing or by other means. School-sponsored speech, such as posters for the election of student leaders or school publications like the yearbook, will be subject to reasonable control (*i.e.*, restrictions that are rationally related to the goal of teaching students). All other speech is subject to the terms of this policy.

In exercising their rights, students shall refrain from any expression which:

- is libelous or obscene according to current legal definitions;
- is intended to and likely to incite the commission of illegal acts;
- infringes on the rights of other students, including the rights to be free of discrimination, harassment and bullying in school; or
- is reasonably expected to cause substantial disruption of school or classroom activity, as defined below.

For purposes of this policy, substantial disruption of school or classroom activity includes, but is not limited to, one or more of the following acts:

- Occupying any part of a school building or school grounds, or depriving others of its use.
- Blocking the entrance or exit of any school building, corridor, or room, depriving others of lawful access to or from, or use of, the building, corridor, or room.
- Preventing or attempting to prevent by physical act the safe functioning of any part of any school.
- Continuously and intentionally making noise or otherwise seriously disrupting and/or preventing the normal functioning of the school or the teaching of other students.
- Interfering with an event by blocking audience view or interrupting a speaker or performance.

Consistent with the foregoing, students have the right to:

- A. Wear political buttons, armbands, and other badges of symbolic expression.
- B. Distribute printed materials and circulate petitions on school property, including inside school buildings, without prior authorization by school administrators, except that:
 1. materials distributed and petitions circulated on school property must have the name and address of the individual or sponsoring organization (including the name and address of at least one member of the group) and may not bear the school's name nor any similar words that could mislead other students into reasonably concluding that the speech was school-sponsored; and
 2. the person(s) distributing or circulating materials or petitions must be a student in the school involved; and
 3. the time for such distribution or circulation is limited to periods before school begins, after dismissal, and during lunchtime or recess to prevent interference with the school program; and
 4. the places for such distribution or circulation in each school shall be reasonably restricted so as to permit the normal flow of traffic within the school and at exterior doors; and
 5. the manner of such distribution or circulation shall be reasonably restricted so as to prevent undue levels of noise; and
 6. students will be subject to reasonable requirements for removing litter resulting from such distribution or circulation.
- C. Form political and social organizations and to conduct activities in this connection, provided that group membership shall be open to any student, in accordance with the district's anti-discrimination policy.
- D. Assemble (*i.e.*, hold a pre-planned gathering of six or more students for the purpose of influencing the behavior, conduct or beliefs of others) provided that they make a written request to the principal specifying the date, time, place and purpose of the assembly and comply with any reasonable regulation as to the time, place, or manner of the proposed assembly that is designed to eliminate the potential for substantial disruption.

Any student aggrieved by the action of a teacher, principal or the principal's designee under the terms of this policy may obtain review through the procedures set forth in this handbook for grievances.

STUDENT ORGANIZATIONS

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization shall require approval by the school committee.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy (see Gang Activity/Secret Societies).

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization, which will bring criticism to the school system or be degrading to the student (see Prohibition of Hazing).

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

STUDENT PUBLICATIONS

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The School Committee will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The Superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish

Distribution of Literature

Students have a right to the distribution of literature on school grounds and in school buildings, except that the Principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism. The Principal may require that no literature be distributed unless a copy is submitted to in advance.

The Principal will reasonably regulate the time, place, and manner of distribution of literature.

GUIDANCE PROGRAM

Guidance is defined as helping individuals understand themselves in the light of their abilities, aptitudes, interests, attitudes, strengths and limitations. This process should assist students in the development of their potential; their decisions relating to personal, educational, and vocational matters, and also in becoming capable of mature self-guidance.

The Chicopee Public Schools' guidance program will be based on this definition and developed from these broad fundamental principles:

- Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
- Conditions may be improved. Equality of educational opportunity will benefit the individual and society.
- Guidance is a continuous and developmental process. Every experience of the individual influences his/her performance in some way.
- Guidance does not propose to program an individual's course of action but rather tries to assist him/her in arriving at his/her own satisfactory solutions.

Guidance services will include: educational guidance; testing programs; occupational, career, and higher education assistance and information; study aids; consultation services; and personal developmental guidance as needed. No material or tests shall be utilized for guidance purposes which discriminate and/or limit choices on the basis of race, color, gender, gender identity, religion, disability, sexual orientation or national origin.

While some of the problems of the individual may relate to behavior and consequently entail guidance on behavior, student discipline will not be a regular function of guidance personnel.

HOME/HOSPITAL TUTORING

The Chicopee Public Schools will provide home or hospital tutoring consistent with 603 CMR 28.03(3)(c) and 28.04(4). To qualify for home/hospital tutoring, the student or his or her parent or guardian must obtain a written order from a treating physician verifying that a student enrolled in Chicopee *must remain at home or in a hospital*, or any combination of both, *for medical reasons* and for a period of not less than 14 school days in any school year. The Physician's Statement, known as Department of Elementary and Secondary Education form 28R/3, must address the following:

1. The date that the student was confined to a hospital or home;
2. The reason why the student's medical condition prevents the student from leaving his/her home to attend school;
3. The expected duration of the student's confinement to the home/hospital, including a specific return date;

4. Any medical needs of the student which should be considered in planning the home/hospital services.

If the district receives a completed Physician's Statement which complies with the aforementioned criteria, the principal will arrange for tutoring services, in the home or hospital, with sufficient frequency to allow the student to continue his or her educational program, as long as the services do not interfere with the medical needs of the student. Tutoring will be offered in basic elementary and secondary subjects that do not require laboratories and/or special equipment and will be subject to the availability of qualified tutors. Tutoring services will be provided one hour a day within the student's home with appropriate adult supervision. In those instances when appropriate adult supervision is not available, tutoring may be provided at an alternative location to be determined by the school district.

At the high school level, students being tutored need to carry the equivalent of 5 year-long courses to comply with the district's promotion requirements. Tutoring services will not be considered special education unless the student has been determined eligible for such services and those services are included on the student's Individualized Educational Plan.

All tutored students will be assigned to particular school-based teachers. It will be the responsibility of the student's tutor to communicate with the designated school-based teacher to obtain all assignments, examinations and teaching materials to instruct the tutored student. All completed assignments and examinations will be returned to the designated school-based teacher for grading and feedback. The tutor and designated school-based teacher may collaborate regarding the grading of the assignments. The tutored student will receive credits for satisfactory completion of all assignments and examinations consistent with the student handbook. Tutoring that occurs during the summer will be overseen by the building administrator or his/her designee.

In the event of an extended home/hospital tutorial, the tutor will prepare written quarterly progress reports discussing the student's performance. The tutor will also maintain an attendance log for each tutoring session.

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

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

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster

care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

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

Best Interest Determination

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

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

Transportation

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

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

Immediate Enrollment

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

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

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

STUDENTS WITH DISABILITIES REQUIRING 504 PLANS

The Chicopee Public Schools does not discriminate in providing equal access to programs, services and activities on the basis of disability. Students with physical or mental impairments that substantially limit one or more major life activities are protected from discrimination by Section 504 of the Rehabilitation Act of 1973.

The school district will identify students who are disabled within the meaning of Section 504, will develop a 504 Plan for each of those students, and will provide them with appropriate accommodations.

SECTION 504 NOTICE OF POLICIES AND PROCEDURES

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination on the basis of disability. Section 504 provides, in part, that no qualified individual with a disability shall, solely on the basis of his or her disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives Federal financial assistance from the Department of Education.

Please be advised that the following documents regarding Section 504 are now available to parents and guardians of all students upon request from all District principals and guidance counselors, as well as on the District's website www.chicopeeps.org:

- Section 504; Evaluation and Placement
- Section 504: Procedural Safeguards
- Section 504: Distribution and Implementation

STUDENTS WITH DISABILITIES ELIGIBLE FOR SPECIAL EDUCATION SERVICES

In keeping with the philosophy that the City, through its public school system, is responsible for the education of all its children, and further, that every child is entitled to equal educational opportunity, the School Committee shall provide programs for the appropriate instruction of children whose needs are over and above those of others because of temporary or permanent intellectual, sensory, emotional, and/or physical difficulties.

The requirements of Chapter 71B of the Massachusetts General Laws shall be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs, and in assessing their educational progress. In keeping with this Act, the Individuals with Disabilities Education Improvement Act (IDEIA), all persons with special needs between the ages of 3 and 21, meaning up until an individual's 22nd birthday, who have not attained a high school diploma or its equivalent shall be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations, and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

However, the Committee recognizes that the needs of certain children are so great that special programs, special classes, or special schools may be necessary. When appropriate programs, services, or facilities are not available within the Chicopee Public Schools, the Committee shall provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the school works closely with parents/guardians in designing and providing programs and services to children with special needs. Parents/Guardians shall be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents/guardians shall be accorded the right of due process.

The Superintendent shall secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee shall make every effort to obtain financial assistance from all sources.

PARENT ADVISORY COUNCIL FOR SPECIAL EDUCATION

The Chicopee Public Schools has established a district-wide Parent Advisory Council (PAC) on special education. Membership on the council is offered to all parents/guardians of children with disabilities and other interested parties, including parents/guardians of children being serviced on Section 504 Plans.

The Parent Advisory Council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs.

The Parent Advisory Council has established by-laws regarding officers and operational procedures. The Parent Advisory Council receives assistance from the School Committee and other administrative staff as needed at no cost to them. The district conducts, in cooperation with the Parent Advisory Council, at least one workshop annually within the district on the rights of students and their parents/guardians under state and federal special education laws.

ENGLISH LANGUAGE LEARNERS

The Chicopee Public Schools shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education regulations and guidance.

The Chicopee Public Schools shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The Chicopee Public Schools shall certify to the Massachusetts Department of Elementary and Secondary Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language. The District shall provide additional information as required by the Massachusetts Department of Elementary and Secondary Education to comply with federal law.

PREGNANT STUDENTS

Pregnant students will be encouraged to continue to attend school. Every effort will be made to see that the educational program of the student is disrupted as little as possible, that the return to school after delivery is encouraged, and that every opportunity to complete school is provided.

In accordance with Federal law and the Massachusetts Department of Elementary and Secondary Education regulations and guidance, a student who is pregnant in the Chicopee Public Schools is permitted to remain in regular classes and participate in extracurricular activities throughout her

pregnancy. After giving birth, a student is permitted to return to the academic program in which she was enrolled and is permitted to participate in extracurricular programs.

The Chicopee Public Schools does not require that a pregnant student obtain certification from a physician that she is physically and emotionally able to continue in school unless certification is required for all students with other physical or emotional conditions requiring the attention of a physician.

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

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

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

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

Students Remaining in Schools of Origin:

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

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

Students Enrolling in District Where Sheltered or Temporarily Residing:

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

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

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

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

Dispute Resolution:

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

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link:

<http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison:

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

HOME EDUCATION PROGRAMS POLICY

Massachusetts General Laws requires the School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wishes to home school his/her child/children, the following procedures should be followed prior to removing the child/children from the Chicopee Public Schools:

1. The parent/guardian must submit an initial written Notice of Intent to Pursue a Program of Home Education to the Assistant Superintendent for Instruction/Accountability or her/his designee, and must resubmit the notification on an annual basis as long as the parent/guardian intends to educate his/her child/children in a home-based environment.
2. The parent/guardian must certify in writing the name, age, and place of residence, of each child in the home-based program.
3. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a Home Education Proposal include, but are not limited to:
 - The proposed curriculum and the number of hours of instruction in each of the proposed subjects;
 - The competency or qualifications of those who will be teaching the child/children;
 - The textbooks, workbooks and other instructional aids to be used by the child/children and the teaching manuals to be used by the parents/guardians;
 - The method of assessment and/or periodic standardized testing to be used to ensure educational progress and the attainment of minimum standards by the child/children.

INTRAMURAL/INTERSCHOLASTIC ATHLETICS POLICY

The School Committee believes that students benefit from the experiences made possible through participation in competitive sports. Developing physical skills can help students deal with the stress and strain produced by modern life.

All competitive sports programs will require Committee approval and will operate under the general supervision of the Principal. Qualified personnel will be assigned to supervise the various sports as needed. Coaches for the various sports will be appointed annually by the Principal with approval of the Superintendent. Compensation for these assignments are set forth in the current contracts.

In developing and approving athletic programs for students, the School Committee will strive for equitable opportunities for boys' and girls' athletics.

Participation in interscholastic athletics will be subject to compliance with the following requirements and with regulations and recommendations of the Massachusetts Interscholastic Athletic Association:

A student must secure during the last marking period preceding the contest a passing grade in five subjects, (four subjects at Chicopee Academy), and maintain an average of 65% in all subjects taken. A onetime waiver may be utilized by appealing to the principal.

The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent will establish regulations to ensure the safety and well-being of students and staff members who participate in these activities.

All students who wish to participate in competitive athletics must provide proof of medical/health insurance.

In addition to signing the Students' Rights and Responsibilities handbook annually, every student athlete and their parent/guardian must sign the Hazing and Harassment/Chemical Health Agreement and The Case for Sportsmanship form prior to participating.

a. Home-Education Students Participating On Interscholastic Athletic Teams and Extra-Curricular Activities

The opportunity to participate in interscholastic sports and/or other extracurricular activities should be considered a privilege rather than a right. The Chicopee Public Schools encourages students with approved home education plans to participate in athletics and extracurricular activities provided they meet the same eligibility requirements as enrolled students.

Policy for home educated students to participate on interscholastic athletic teams in the Chicopee Public Schools:

1. The Educational Plan for the home-educated student has been approved by the Superintendent or his/her designee.
2. The Principal has determined appropriate high school grade level placement for each home-educated student in conjunction with chronological age and educational plan.
3. The student resides in Chicopee.
4. The Principal is satisfied that the student meets the guidelines for athletic participation required for all other students as defined by School Committee policy and as defined in the current MIAA Blue Book. This should include, but not be limited to, those rules governing transfers, academic eligibility, age requirements, and the number of consecutive seasons of athletic eligibility beyond grade eight.
5. MIAA and School Committee policy requirements relative to academic eligibility must be reviewed by the Principal at the same time that all other student athletes are to be certified as academically eligible.
6. A home-educated student will be assigned to the school in which attendance zone they reside for the purpose of athletic participation.
7. If the Principal determines that all eligibility standards detailed above have been met, the Principal may declare the student immediately eligible to participate in interscholastic competition. The rights, privileges, and responsibilities associated with all other student athletes attending MIAA member schools will apply to home educated students who have satisfied the requirements above.

Two aspects of a student's home education program have been identified as being important measures of academic eligibility. These are, attendance/daily completion of course work and acceptable academic performance. Students must complete their normal academic work on the day of a scheduled practice or game; and students must be doing satisfactory work in all subject areas in order to participate in extracurricular and/or athletic activities. Parents/guardians of home education students are expected to monitor these requirements.

Attendance: On days when there is either a game scheduled or a practice to be held, the head coach of an athletic team will review that day's Home Education plan which must be signed by the parent/guardian, thereby certifying the student's completion of that day's academic work. Participants in other extracurricular activities must present their signed daily Home Education plan to the club's advisor.

Academic Performance: On a term basis, no later than three school days following the close of grades at the high school, the parent or guardian responsible for the home education program must submit to the Assistant for Curriculum, a progress report on work completed that quarter, including representative work samples and/or any other methods used for evaluating academic performance in English, mathematics, science and social studies. The Assistant for Curriculum, with consultation from department heads, will determine whether or not the work completed that quarter satisfies the school's grade level standards.

Failure of a home-educated student to adhere to requirements for participation in extra-curricular activities, or failure of a parent/guardian who has assumed responsibility for a home education program to properly monitor their son or daughter's adherence to eligibility requirements, shall lead to the loss of the privilege to participate.

FAMILY ID FOR ONLINE ATHLETICS REGISTRATION

The Chicopee Public Schools Athletic Department has announced online registration for its athletic programs through partner company Family ID, Inc. (<http://www.familyid.com>), providers of simple and secure online program registration.

Through parents/guardians using Family ID's secure, web-based registration service, the Chicopee Public Schools will now be able to more efficiently manage the athletic registration process and collection of all the necessary documents. In addition to offering a convenient and secure way to register, the Chicopee Public Schools will now save valuable time and lower administrative costs.

Family ID allows students and parents/guardians to easily register online for all of the Chicopee Public Schools Athletic Programs. Once individuals register for programs through Family ID, their information is securely stored on the Family ID platform, eliminating the need to fill out redundant forms and reenter data. Families can update their profile whenever they wish.

New registrants are directed to www.familyid.com, and click on the link labeled "Find Programs". Simply scroll down to the link for Chicopee High School or Chicopee Comprehensive High School to begin registration.

If parents/guardians have any further questions, they can contact the Chicopee Public Schools Athletic Department.

HEAD INJURIES AND CONCUSSION POLICY

In accordance with 105 CMR 201, all school districts and schools are required to have policies and procedures governing the prevention and management of sports-related head injuries within the school district or school. The School Committee, consulting with the Board of Health where appropriate, shall adopt policies and procedures governing the prevention and management of sports-related head injuries within the school district or school following development of a proposal by a team consisting, at a minimum, of a school administrator, school nurse, school physician, and athletic director, in consultation with the district Safe Schools Committee.

Policies and procedures must address sports-related head injuries occurring in extracurricular athletic activities¹ but may be applied to all head injuries sustained by students. Review and revision of such policies and procedures shall occur as needed but at least every two years. At a minimum, these policies shall include:

1. Designation, by the superintendent, principal or school leader, of the Athletic Director and Nursing Supervisor as the people responsible for the implementation of these policies and protocols;
2. Annual training of persons specified in 105 CMR 201.008 in the prevention and recognition of a sports-related head injury, including second impact syndrome, and documentation of each person's completion of such training;
3. Documentation of a student's history of head injury(ies) including concussion(s);
4. Documentation of annual physical examination of students participating in extracurricular athletic activities, consistent with 105 CMR 200.000, and completion of the Department Pre-

participation Head Injury/Concussion Reporting Form For Extracurricular Activities (herein after "Department Pre-participation Form");

5. Inclusion of the sports-related head injury policy and information in the student handbook;
6. A requirement that head injuries or suspected concussions sustained in practices or games be reported to the student's parent/guardian so the parent/guardian may take the student to a medical provider for appropriate medical evaluation and treatment;
7. A requirement that head injuries or suspected concussions be reported to the school nurse;
8. A procedure for post-head injury graduated re-entry accommodation plans to school and academic activities if indicated, including inclusion of the school nurse in the team developing the plans;
9. Instructions to coaches, trainers and volunteers to teach form, techniques, and skills that minimize sports-related head injury. A coach, trainer, or volunteer for an extracurricular athletic activity shall be directed to discourage and prohibit a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon; and
10. Penalties, including but not limited to personnel sanctions, for failure to comply with provisions of the district's policy.

Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

Training Program

Before beginning any extracurricular athletic activity the following persons shall complete one of the training programs approved by the Department as found on the Department's website:

1. Coaches;
2. Certified athletic trainers;
3. Volunteers;
4. School physicians;
5. School nurses;
6. Athletic Directors;
7. Directors responsible for a school marching band, whether employed by a school or district or serving in such capacity as a volunteer;
8. Parents/Guardians of a student who participates in an extracurricular athletic activity; and
9. Students who participate in an extracurricular athletic activity.

The superintendent or designee shall maintain a record of persons trained in accordance with 105 CMR 201.015.

Participation Requirements for Students and Parents

A. Education and Training

1. Each year at the required pre-season meeting for every season, a school shall provide current Department-approved materials to all students who plan to participate in extracurricular athletic activities and their parents/guardians in advance of the student's participation. Such materials shall be posted on the district's website and shall at minimum include a summary of the Department's rules relative to safety including but not limited to recognition of symptoms of head injury, the biology and short-term and long-term consequences of a concussion, second impact syndrome and rules for return to play after a head injury or concussion.
2. The student and parent/guardian shall submit to the Athletic Director as a pre-requisite to participation in extracurricular athletic activities either (a) a certification of completion for any

Department approved on-line course or (b) a signed acknowledgment as to their receipt of Department approved written material required by 105 CMR 201.009(A)(1).

3. The training and education required by 105 CMR 201.009(A)(2) applies to one school year and must be repeated for every subsequent year.

B. Documentation of Head Injury and Concussion History

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic activities shall complete and submit to the Athletic Director a current Department Pre-participation Form, signed by both the student and the parent/guardian, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.
2. The Athletic Director shall ensure that all forms that are required by 105 CMR 201.009(B)(1) are completed and reviewed, and shall:
 - Provide each coach or band director with copies of forms from all students participating on that coach's team or band director's band;
 - Distribute copies of forms which indicate a history of head injury to the school nurse and school physician.
3. If a student sustains a head injury or concussion during the season, the Department Report of Head Injury During Sports Season Form (hereinafter "Department Report of Head Injury Form") must be completed (a) by the coach or band director, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent/guardian if the injury occurs outside of those settings, and forwarded to the coach or band director. The Athletic Director shall ensure that these forms are reviewed and provided to the persons specified in 105 CMR 201.009(B)(2).

Suspected Concussion Exclusion from Play

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach, band director, or program supervisor shall communicate the nature of the injury directly to the parent/guardian in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The coach, band director, or program supervisor also must provide this information to the parent/guardian in writing by the end of the next business day.
4. The coach, the band director or his/her designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
 - The plan shall be developed by the student's teachers, school nurse, parent, members of the Section 504 or Individualized Education Program team as appropriate and in consultation with the student's physician.
 - The written plan shall include but not be limited to:
 - Physical and cognitive rest as appropriate;
 - Graduated return to classroom studies as appropriate;
 - Estimated time intervals for resumption of activities;
 - Frequent assessments by the school nurse as appropriate; and
 - Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.
 - The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

Medical Clearance and Authorization to Return to Play

Each student who is removed from play for a head injury or suspected concussion shall obtain and present to the Athletic Director a Department Post Sports-Related Head Injury Medical Clearance and Authorization Form (herein after "Department Medical Clearance and Authorization Form") prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents/guardians, the school nurse, and teachers as appropriate.

Only the following individuals may authorize a student to return to play:

- A duly licensed physician;
- A certified athletic trainer in consultation with a licensed physician;
- A duly licensed nurse practitioner in consultation with a licensed physician; or
- A neuropsychologist after the student has been examined and cleared by a licensed physician.

By September 2013, physicians, nurse practitioners and certified athletic trainers providing medical clearance for return to play shall verify that they have received Department-approved training in post-traumatic head injury assessment or, in the case of certified athletic trainers, have received equivalent training as part of their licensure.

Record Maintenance

The school, consistent with any applicable state and federal law, shall maintain the following records for 3 years or at a minimum until the student graduates:

- Verifications of completion of annual training and receipt of materials;
- Department Pre-participation Forms;
- Department Report of Head Injury Forms;
- Department Medical Clearance and Authorization Forms; and
- Graduated re-entry plans for return to full academic and extracurricular activities.

The school shall make these records available to the Department of Public Health and the Department of Elementary and Secondary Education, upon request or in connection with any inspection or program review.

Reporting

Starting school year 2011-2012, schools shall be responsible for maintaining and reporting annual statistics on a Department form or electronic format that at minimum report:

- The total number of Department Report of Head Injury Forms received by the school;
- The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular athletic activities.

STUDENT WELFARE

a. Supervision of Students

School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his/her assigned group unsupervised except as an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents/guardians or other persons authorized in writing by a parent or guardian. Each school is responsible for the safety of students during the school day. No student shall leave the school grounds at any time other than general dismissal except with written permission from a parent

or guardian and the building Principal's authorization. Students in grades Pre-K – 8 shall not be released except in the care of the parent or guardian registered on the school record, or other person authorized by such parent or guardian. Parents/Guardians are responsible for advising the school where the child is attending of any restraining orders or court orders which affect parental rights with respect to students.

b. Parental Responsibility for Students Before and After-School

The School Committee is responsible for the bus transportation of students, within certain mileage limitations set out in its policy. In lieu, thereof, for those students who walk to and from school, the District provides crossing guards for students and initial supervision in the areas of the school building within fifteen (15) minutes before the school day and fifteen (15) minutes after dismissal.

Parents/Guardians are responsible for students who arrive more than fifteen (15) minutes prior to the school day, or who leave school grounds after dismissal, or remain on school grounds fifteen (15) minutes following dismissal. Supervision will not be provided beyond those limitations, unless the student is authorized to remain on school grounds for a school related reason.

If it is determined by the building principal, after two (2) occasions of a student arriving more than fifteen (15) minutes prior to the school day or remaining on school grounds after the fifteen (15) minute dismissal period, that adequate arrangements have not been made for transportation of the student by the parent/guardian, the parent/guardian will be notified, in writing, that the student will either, a) be directed onto the appropriate bus if a bus student, or, b) be directed off school premises and the parent/guardian will be responsible for providing supervision beyond that time.

c. Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by MGL Ch. 119, S 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents, District personnel, and the community.

d. Student Safety

Instruction in courses in industrial arts, science, homemaking, physical education, health, and safety will include and emphasize accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

e. Student Allergies

The Chicopee Public Schools recognize the increasing prevalence of student allergies and the life-threatening nature of the allergies for many students. The administration shall develop and implement procedures to minimize the risk of exposure to allergens that pose a threat to students, to educate all members of the school community, and to plan for the individual needs of students with life-threatening allergies. Further, these procedures will aim to assist students in assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in school activities.

f. Safety on the Playground and Playing Field

The District shall provide safe play areas. Precautionary measures, which the District requires, shall include:

- A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;

- Instruction of students in the proper use of equipment;
- Supervision of both organized and unorganized activity;

g. Fire Drills

The District shall cooperate with appropriate fire departments when it conducts its fire drills.

LIFE-THREATENING FOOD ALLERGIES PROTOCOLS

Because of the health risks and liabilities associated with life-threatening food allergies, the Chicopee Public Schools has initiated some new protocols to try to provide the safest school environment for all students with life-threatening food allergies. The following protocols have been initiated:

- For any school-related functions that involve parents and guardians bringing in food from the outside, the Chicopee Public Schools and its schools will now only accept store-bought items and the labels for these purchased items must be presented to the building Principal and the school nurse for inspection.
- For any school sponsored functions or events in which food from the outside is supplied, the school sponsoring the event or function will generate a list of students participating in that particular activity, then it will review the list to see if any of those participating students possess life-threatening food allergies. If any of the students possess life-threatening food allergies, the school will document what those allergies are for that particular event or function, and it will provide those specific students with food alternatives for that event or function.
- Students will not be allowed to share food brought from outside the building with other students because we as a District cannot be assured that this food was not prepared or cross contaminated by a potential allergen.
- Students are also not allowed to share utensils or drinks because this to may trigger an allergic reaction that is avoidable.

PERSONAL APPEARANCE POLICY

In accordance with Massachusetts state law students are expected to dress and groom in a manner that conforms to reasonable standards of health, safety, and cleanliness and that will not cause disruption of the educational process. Dress or appearance that is unclean, constitutes a threat to the health or safety of students or is disruptive of the educational process will not be permitted. Therefore, students are expected to meet the following standards:

Feet must be covered (shod) at all times, meaning no bare feet, and no flip flops/beach/shower style sandals or slippers allowed. Clothes must be clean, in good repair, and not disruptive. Chains (wallet, belt, large neck chains, etc.) and spiked accessories (collars, belts, bracelets) are not permitted. Hats, headbands, bandanas and any other head covering are not permitted to be worn during school, (except for religious reasons) and for designated approved and authorized school activities.

Students may not wear clothing or accessories that:

- have slogans, comments or designs that are obscene, lewd, or vulgar;
- are directed towards or intended to harm, harass, threaten, intimidate, or demean others because of gender, gender identity, color, race, religion, disability, genetic information, ethnicity, sex, national origin, or sexual orientation; and/or
- promote alcoholic beverages, tobacco products, gang activity, illegal drugs, guns, or weapons.

Clothing will be deemed inappropriate if it:

- exposes midribs or backs (short tops)
- is shorter than mid-thigh (shorts or skirts)

- is overly revealing (low cut or see-through tops, spaghetti straps, tube tops, tank tops for boys and girls, etc.)
- is intended to serve as an undergarment
- reveals undergarments (low slung pants); pants must be worn at the waist and be able to stay up without the use of a belt; and belts must be the correct length
- is sunglasses/shades worn in the school building without permission from the administration

Students whose dress or appearance is not suitable for school will be asked to change their dress or appearance. Other disciplinary consequences may be imposed in accordance with the Students' Rights and Responsibilities Handbook for repeated failure to meet these standards.

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

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.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

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

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; inhalants, of any kind; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, on school-provided transportation, while walking to or from school, waiting for school-provided transportation, or at any school-sponsored activities, even though the activity may be conducted outside of school hours and away from school premises.

Substance Use-Related Screening

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

Admissions to Secondary School Sponsored/Supervised Events

All students and their guests wishing to attend selected school events may be required to participate in an alcohol screening test prior to their entry into the event. This is a passive, non-invasive test where no mouthpiece is needed. Students may be asked to blow into the cone of the instrument where a sample of breath is collected for analysis. If alcohol is detected, the student will not be permitted to attend the event, and will be detained by an onsite administrator or police officer until a parent/guardian comes for him/her and he/she will be subject to disciplinary consequences. In the event that a student and his/her guest refuses to participate in the test and leaves the premises, a parent/guardian will be called immediately and the student may be subject to disciplinary consequences.

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 the Department of Elementary and Secondary Education (DESE) in accordance with law in a manner requested by DESE.

SECURITY CAMERAS

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to

ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

TRANSPORTATION AND SAFETY POLICY

It is the intent of the Chicopee School Committee to comply with the letter and spirit of the laws of the Commonwealth of Massachusetts and regulations of the Registry of Motor Vehicles and the Massachusetts Department of Elementary and Secondary Education pertinent to transportation of pupils, and these govern any areas not covered by specific declaration of policy. Transportation Policies with respect to the Every Student Succeeds Act of 2015 are governed by that Act and state law.

The following is the policy of the Chicopee Public Schools:

In grades K-5, pupils residing one (1) mile or more from school will be furnished transportation; in grades 6, 7, and 8, pupils residing one and one-half (1.5) miles or more from school will be furnished transportation; and in grades 9 - 12, pupils residing two (2) miles or more will be furnished transportation.

Accommodations will be considered for students on the basis of unusual circumstances and bus availability, at no cost to the city. Accommodations will be determined by the building principal and approved by the Superintendent or designee. Accommodations will be met once all procedures attached to this policy have been satisfied.

The safety and welfare of student riders will be the primary consideration in all matters pertaining to transportation. Every effort will be made to insure that transportation services operate efficiently and buses are punctual. Bus routes are to be structured so that the total time a student spends on the bus on a given day is minimal. Authorized bus stops are to be located at convenient intervals where students may board and leave the vehicles, cross highways, and await arrival of buses with the utmost safety allowed by road conditions. Emergency evacuation drills are to be conducted periodically during the school year to acquaint student riders with procedures in emergency situations.

When deemed necessary by the School Committee, monitors will be placed on buses transporting students. Monitors will be 18 years of age or older. Their duties will include maintaining order and safety of students while the bus is in motion and while students are boarding and leaving vehicle. Monitors shall escort students to the safety of the curb, making sure all students are away and clear of the bus before the bus departs from the stop.

Video cameras will be operating on all buses at all times. These cameras will capture both video and audio of students.

The Chicopee School Committee is also concerned about the safety of students waiting at bus stops and those students who walk to school. Students are to walk on sidewalks whenever possible. Crossing guards are to be posted at intersections when needed and students are to cross under the direction of the crossing guards. Public concerns regarding safety of students should be addressed in writing to the Safe and Healthy Schools Committee.

The School Committee requires that students behave appropriately and obey rules and regulations as established in the current Students' Rights and Responsibilities. Parents/Guardians are asked to review general safety rules with their children to help insure a safe environment to and from school.

The Superintendent of Schools is responsible for executing the Transportation and Safety Policy and regulations adopted to implement the policy. Exceptions to this policy may be made by the Superintendent when it deems this action is in the best interest of the students and the City of Chicopee.

SCHOOL BUS CAMERA NOTIFICATION

“Video and audio recordings may be made of all persons riding this vehicle.”

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/Guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

PROCEDURE FOR DISRUPTIVE STUDENTS ON SCHOOL BUSES

The Chicopee Public Schools do not tolerate unsafe bus behavior; therefore, the following procedure has been instituted to deal with those students whose behavior places the welfare of others at risk:

- The bus driver will bring any disruptive students back to the terminal at 730 Fuller Road, Chicopee, MA 01013.
- Students will be monitored by an After-School Liaison/Monitor at the terminal.
- The parent or guardian will be responsible for picking up his/her child from this location.
- Each building principal will have the discretionary authority to issue additional behavioral consequences.

Examples of student behavior that does not comply with the bus safety rules include not staying seated, blocking the driver's rear view vision, yelling, throwing objects out of window and generally creating unsafe conditions for all riders.

GUIDELINES AND RESPONSIBILITIES FOR SCHOOL VEHICLE TRANSPORTATION

1. Bus Vehicle Accidents, Emergency Situations, and Unreasonable Delays

- Driver will report accidents, emergency situations, or unreasonable delays immediately to the transportation vendor.
- The transportation vendor will follow the emergency steps.
- The transportation vendor will provide a report and video, if requested, within 24 hours to the Chicopee Public Schools Transportation Department and/or school principal, as requested.

2. Re-Routing of a School Bus Vehicle

- Under no circumstance will any driver re-route a school bus vehicle unless they receive specific approval and direction from the transportation vendor in conjunction with approval from an administrator of the Chicopee Public Schools.

- If a driver is given specific instructions by police, fire, or medical personnel to do otherwise, the driver will comply and immediately notify the transportation vendor.
- The transportation vendor will follow the emergency steps as listed.

3. Protocol for Releasing Students from a School Bus Vehicle

For security reasons, drivers are not authorized to release a student from the school bus vehicle once the student has boarded the vehicle. Compliance with this protocol is the best way to ensure a student is safe and not released to an unauthorized person.

Once a student has boarded the vehicle, that student must remain on the vehicle until one of the following occurs:

- The student is delivered to school;
- The student is delivered to the scheduled drop-off point at the normally scheduled times;
- The driver is instructed by an administrator of the Chicopee Public Schools in conjunction with the transportation vendor management to release the student;
- The driver is instructed by the transportation vendor to bring the student to the terminal for behavioral concerns;
- Emergency personnel determine it is necessary to remove the student from the vehicle.

BULLYING PREVENTION POLICY

The Chicopee Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, cyber-bullying, or retaliation.

The Chicopee Public Schools recognizes that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one (1) or more of these characteristics. The District will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

This policy applies to conduct directed toward students by other students or members of the school staff, including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional. When bullying, cyber-bullying, and retaliation are alleged, the full cooperation and assistance of students and parents/families are expected.

Bullying, Cyber-bullying, and Retaliation

“Bullying” is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

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

- wire

- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

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

Bullying, cyber-bullying, and retaliation may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying, cyber-bullying, **and** retaliation are alleged, the full cooperation and assistance of parents and families are expected.

Prohibition Against Bullying, Cyber-bullying, and Retaliation

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, cyber-bullying, or retaliation.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Chicopee Public Schools;

Bullying, cyber-bullying, and retaliation are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Chicopee Public Schools if the act or acts in question:

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

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

As stated in M.G.L. c. 71, § 37O, nothing in this policy requires the district or school to staff any non-school related activities, functions, or programs

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of

this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Anyone, including a student, parent or guardian, or school staff member can report bullying or retaliation.

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

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

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

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Investigation Procedures

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

The school principal or a designee shall promptly investigate the report of bullying, using the Chicopee Public Schools Bullying/Cyber-bullying Investigation Form, which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses. The school principal or designee will also take information from, if one has been completed, the Chicopee Public Schools Bullying/Cyber-bullying Reporting Form.

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

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying. Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

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

The investigation shall be completed promptly from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying, cyber-bullying, or retaliation shall be in accordance with the Chicopee Public Schools Students' Rights and Responsibilities/disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

DESE's Problem Resolution System

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

Student Assistance

The Chicopee Public Schools shall provide counselling services or make a referral for appropriate services, including through the school counsellor's office, academic interventions, and protection to students, both targets and aggressors, affected by bullying, as necessary.

Training and Assessment

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

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

At least once every four years beginning with the 2015-2016 school year, the Chicopee Public Schools will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

Publication and Notice

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

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

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

The bullying prevention and intervention plan shall be posted on the Chicopee Public Schools district-website.

EVIDENCE BASED VIOLENCE PREVENTION AND SOCIAL COMPETENCY CURRICULUMS UTILIZED BY THE CHICOPEE PUBLIC SCHOOLS

- **Michigan Model for Comprehensive School Health Education (Michigan Model)** - The Michigan Model facilitates interdisciplinary learning through educational lessons that integrate health education into other curricula, including language arts, social studies, science, math and art. Lessons emphasize active student participation, especially in developing and practicing role-playing strategies. The Program is for K-12 students and it includes violence prevention lessons throughout the elementary grades along with two complete modules for grades 7-8 and 9-12 that cover conflict

resolution skills and safety in violent situations, sexual harassment, and abusive relationships. In addition, there are modules in grades 7-8 and 9-12 on tobacco and alcohol, nutrition, physical activity, HIV/AIDS, and healthy sexual development.

● **Peer Mediation Program** - In both the high schools and in the alternative school, the District utilizes a Peer Mediation Program that uses a preventive approach for handling conflicts both in and out of school. The program's goal is to improve the school environment by reducing violence, assaults, and discipline referrals and increasing academic performance. The goal is accomplished by training teams of students to act as peer mediators in their schools. Most important, Peer Mediation is not utilized for situations involving domestic disputes, like between couples, or in situations involving an imbalance of power, i.e. bullying/harassment matters.

● **Safe Dates** - Safe Dates is a research-based program designed to stop or prevent the initiation of psychological, physical, and sexual abuse on dates or between individuals involved in a dating relationship. The goals of the Program are to change adolescent dating violence norms, change adolescent gender-role norms, improve conflict resolution skills for dating relationships, promote victims' and perpetrators' beliefs in the need for help and awareness of community resources for dating violence, promote help-seeking by victims and perpetrators, and improve peer help-giving skills. This program can and will be utilized in conjunction with the Michigan Model Program. (Will be utilized in the in the middle schools, the alternative school, and the high schools)

● **Second Step** – Is a research-based social-skills program for children ages 4 to 14 that teaches socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. The program consists of in-school curricula, parent training, and skill development. Second Step teaches children to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their own emotional reactions and decision-making process when emotionally aroused. (Will be utilized in Pre-K through 8th grade)

● **Steps to Respect** – Is a research based bullying prevention program designed to decrease bullying at school and help students build more supportive relationships with each other. The program's dual focus on bullying and friendship is based on research showing that friendship protects children from harmful effects of bullying. Students are taught friendship skills, such as strategies for making and keeping friends, and steps for joining a group activity. Steps to Respect also teaches children skills for coping with bullying, including recognizing bullying, using assertive behaviors to refuse the bullying and reporting bullying to adults. Since many children become involved as bystanders to bullying in helpful or harmful ways, Steps to respect emphasizes the responsibility that all members of a school community have to decrease bullying. (Will be utilized as a complement to the Second Step Program in grades 3, 4, 5, and 6)

● **BASE Education** – Is a prevention and intervention web-based social emotional learning (SEL) program. The social emotional learning technology connects with students by building rapport and leveraging a strengths-based approach. In addition, administrators and counselors can access students' responses for up to the minute user progress monitoring to identify any imminent danger and collaborate with the student. Schools use modules for health credits, restorative practices, alternatives to suspensions and expulsion, detention, group dialogues, behavioral interventions and stabilization, IEP and 504 Planning, and family cohesion. BASE Education is meeting students in a place that they feel extremely comfortable to open up at, in the technology world in the "Cloud" to address their needs. (This will be the first year that the BASE Education Program will be utilized on the secondary level (grades 6-12) as a prevention and intervention support to identify and address mental health and substance abuse issues, as an alternative to suspension and expulsion, and as a behavioral intervention and support in the student support centers/detention.)

●**Acting with Purpose** – Is a social emotional learning (SEL) skills curriculum where students are at the center of the work through instructional and support materials based on research in: theory of mind, perspective taking, acting with purpose, speech pathology, mindfulness, whole body listening, and flexibility. Teachers are supported with leveled curriculum and lesson plans (elementary scope and sequence) anti-bullying and character development, posters for school climate and PBIS, visual supports and manipulatives for students with special needs, and empowering group activities for teens. (Will be utilized in grades K-5)

●**Signs of Suicide (SOS)** - The Signs of Suicide Program is a research-based program that teaches students that suicide is directly related to mental illness, typically depression, and that it is not a normal reaction to stress or to be emotionally upset. This approach stands in direct contrast to other programs that seek to de-stigmatize suicide by separating it from mental illness. The program is a 2-day school-based intervention that includes screening and education. Students are screened for depression and suicide risk and referred for professional assistance as indicated. Signs of Suicide (SOS) concentrates on teaching youths to recognize the signs of suicide and depression in themselves and others and the specific actions needed to respond to those signs. (Will be utilized district-wide as a suicide prevention tool)

●**PeaceBuilders** - PeaceBuilders is a science-base, research-validated violence prevention curriculum and professional development program for grades pre-K to 12. Its essence is a common language – six principles taught, modeled, and practiced. These same principles set behavioral expectations, reduce aggression, and transform the climate and culture of any environment to one, which is cooperative, productive, and academically successful.

POLICY PROHIBITING THE PRACTICE OF HAZING

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the district are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve a suspension for up to three days.

Any student who participates in the hazing of another student or other person may upon the approval of the Superintendent of Schools be suspended for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant. In all cases relating to hazing, students will receive procedural due process.

ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE

The Chicopee Public Schools (the "District") is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, gender identity, sexual orientation, pregnancy or pregnancy related condition, age or disability (hereinafter "membership in a protected class") will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

- A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
- B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person's ability to participate in the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment. Harassing conduct based on a person's protected status may include, but is not limited to:
 - Degrading, demeaning, insulting, or abusive verbal or written statements;
 - Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
 - Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;
 - Telling degrading or offensive jokes;
 - Unwanted physical contact of any kind;
 - Physical violence, threats of bodily harm, physical intimidation, or stalking;
 - Threatening letter, emails, instant messages, or websites that come within the scope of the District's disciplinary authority;
 - Defacing, damaging, or destroying school or another's property.

II. Sample of Conduct Which May Constitute Specific Types of Harassment

The following is not intended as an inclusive list of conduct that may violate this policy.

Disability Harassment:

- Unwelcome verbal, written, or physical conduct directed at a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using disability-related slurs, or invading personal space to intimidate.

National Origin Harassment:

- Unwelcome verbal, written, or physical conduct directed at a person based on his/her national origin, ancestry, or ethnic background such as negative comments about surnames, customs, language, accents, immigration status or manner of speaking.

Racial Harassment:

- Unwelcome verbal, written, or physical conduct directed at a person based on his/her race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

Religious Harassment:

- Unwelcome verbal, written, or physical conduct directed at a person based on his/her religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

Sexual Orientation Harassment:

- Unwelcome verbal, written, or physical conduct, directed at a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.

Gender Identity Harassment:

- Unwelcome verbal, written or physical conduct, directed at a person based on his/her actual or perceived gender identity such as derogatory comments about a person's appearance, behavior, or chosen name. The term "gender identity" is defined in *An Act Relative to Gender Identity* (Chapter 199 of the Massachusetts Acts of 2011).
- "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: 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...'" M.G.L. Chapter 4. Section 7.
- "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." DESE Guidance for Massachusetts Public Schools.

Sexual Harassment:

- **Quid pro quo sexual harassment** occurs when a person in a supervisory position explicitly or implicitly conditions participation in a program or activity or bases a decision concerning another on the other person's submission to unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature, whether or not the other person submits to the conduct. *Quid pro quo* sexual harassment, occurs, for example when a school employee causes a student to believe s(he) must submit to sexual advances to receive a better grade than deserved, or is threatened with a loss of a promised college application recommendation unless the student dates the employee.
- **Hostile environment sexual harassment** occurs when unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature by a student, a school employee, or third party on school property or at school related activities is sufficiently severe, pervasive or persistent so as to interfere with or limit

a person's ability to participate in or benefit from the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment. A victim may also be someone affected by conduct directed toward another individual. **Sexual harassment may occur adult to student, student to student, student to adult, adult to adult, male to female, female to male, female to female, and male to male.**

Depending on the circumstances, sexual harassment may include, but is not limited to:

- **Verbal forms of sexual harassment**, including repeated unwanted requests for dates, sexual rumors, sexually explicit jokes, howling, whistles, catcalls, soliciting conversation regarding sexual activity and experiences, making unwanted gender-based references to a person's physical characteristics;
- **Written forms of sexual harassment**, including offensive gestures following or stalking another, cornering or blocking a person, leering, pressuring for sexual activities;
- **Nonverbal forms of sexual harassment**, including offensive gestures, following or stalking another, cornering or blocking a person, leering, pressuring for sexual activities;
- **Visual forms of sexual harassment**, including displaying sexually suggestive or sexually provocative photographs, pictures, objects, cartoons, or posters; or
- **Unwelcome physical touching**, including grabbing, groping, squeezing, sexual fondling, kissing, brushing against another's body, body hugs, and other unwelcome contact.

HATE CRIME: A crime motivated by hatred or bias or where the victim is targeted or selected for the crime at least in part because the person is a different race, color, national origin, ethnicity, religion, gender, gender identity, or sexual orientation from the perpetrator or because the targeted person has a disability. A hate crime may involve a physical attack, threat or bodily harm, physical intimidation, or damage to another's property.

Indicators that a crime may constitute a hate crime include:

- Use of racial, ethnicity, religion or anti-gay slurs;
- Use of symbols of hate, such as a swastika or a burning cross;
- Similar behavior toward others who are members of the same protected class;
- The perpetrator's protected class is different from the victim's;
- The incident occurs while the victim was promoting a racial, religious, ethnic/national origin, disability, gender, gender identity, or sexual orientation group, such as attending an advocacy group meeting, or participating in a students' gay-straight alliance, or a disability rights demonstration.

III. Responsibilities of all Persons Associated with Educational Community

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment they witness and to immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

IV. Designated Officials for Addressing Discrimination and Harassment Complaints

In each school building, the Principal is responsible for receiving reports and complaints of violations of this Policy at the school level. Individuals may file a report or complaint of discrimination, including

harassment, with the Principal. If the complaint involves allegations of discrimination based on disability, the person filing the complaint also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Principal should be filed with the Superintendent.

V. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment.

A person who believes that he or she had been discriminated against, including being harassed may, to the extent that they feel comfortable, immediately:

1. confront the harasser(s) or person believed to be discriminating against him/her;
2. state the conduct that he/she objects to;
3. indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
4. insist that the person(s) engaging in the conduct stop the conduct immediately; and
5. report the conduct immediately to the Principal/Vice-Principal;

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Principal/Vice-Principal. Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) The report can be written or oral and should consist of the following:

1. the specific conduct objected to,
2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,
4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es),
6. action sought to remedy the situation, and
7. any other details or information requested by the designated official.

In addition, the person should provide the Principal/Vice-Principal with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

VI. Investigation of Complaints

Upon receipt of a report or complaint, the Principal should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Principal will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Principal will notify the appropriate party, asking that the information be provided within ten (10) school/working days.

A written determination regarding the complaint and any resolution will be provided by the Principal to the complainant within thirty (30) school/working days of the complaint.

The complainant may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Principal. The Superintendent or his/ her designee will respond to such request within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

VII. Consequences of Violating Policy - Discipline & Discharge

Any employee who violates this policy will be subject to disciplinary action consistent with the contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to the Individuals with Disabilities Education Improvement Act and Section 504 of the Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

VIII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with the investigation of any complaint under this policy. The Chicopee Public Schools shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

IX. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with to the Office for Civil Rights, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S. Department of Education, Office for Civil Rights
8th Floor
5 Post Office Square Suite 900
Boston, MA 02109-3921
Phone: (617) 289-0111
Email: <http://www.OCR.Boston@ed.gov>

Massachusetts Department of Elementary and Secondary Education
Program Quality Assurance Services
75 Pleasant Street, Malden, MA 02148-4906
Telephone: (781) 338-3700
Email: <http://www.doe.mass.edu>

Bureau of Special Education Appeals
75 Pleasant Street, Malden, MA 02148-4906
Telephone: (781) 338-6400
Email: <http://www.doe.mass.edu/bsea>

GANG ACTIVITY/SECRET SOCIETIES

The goal of the School Committee is to keep district schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society,

organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or his/her designee as the need for it arises in individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

Secret Societies

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

STUDENT CELL PHONES AND ELECTRONIC DEVICES POLICY GUIDELINES

The purpose of this policy is to ensure that students' use of cell phones and other electronic devices does not interfere with the education program or school activities within the Chicopee Public Schools. Cell phones are defined in general as current and emerging technologies that are wireless units that send and/or receive electronic communications in an analog or digital data transmission. Other types of electronic devices include any mechanical or electrical device that is capable of playing, recording, storing, or transmitting sounds, images, or data and that are not provided as part of the educational process by the schools.

Chicopee Public Schools is not responsible for any lost, stolen or damaged cell phones or electronic devices. Students who bring these items to school do so at their own risk.

The use and possession of cell phones and electronic devices at school or on school property is a privilege, not a right. Therefore, students who choose to bring cell phones and electronic devices to school or onto school property, including buses, agree to the following policy:

1. Cell phones and electronic devices must be turned off and kept out of sight during class time and at other times as directed by school staff. Students may use cell phones and electronic devices before or after school hours and at after-school sports/activities with permission of the

coach/advisor.

For students at Chicopee Comprehensive High School and Chicopee High School: Students may use cell phones during lunch in designated areas. Students may also use earbuds or headphones during lunch in designated areas. The ability to use earbuds or headphones during lunch may be revoked if their use creates a communication problem.

2. Students may only use cell phones and electronic devices in the classroom setting with teacher approval for educational purposes that are closely aligned with the course content. Individual classroom cell phone procedures will be outlined by the teacher and must be honored by students.
3. Earbuds and headphones may not be used at any time during school hours unless given explicit permission from a teacher or administrator.
4. Any allowable use of cell phones and electronic devices must not violate existing school policies including but not limited to policies regarding:
 - bullying, intimidating, and harassing behaviors via texting and social networking sites;
 - academic integrity (e.g. sharing of assessment or assignment information);
 - safety protocols (e.g. fire drill procedures, hallway passing, etc.);
 - acts that may interfere with the learning opportunities of other students or the orderly operation of the school; and
 - use of a cell phone or electronic device with camera, video or voice recording function in a way or under circumstances which infringe the privacy rights of others (e.g. recording the voice or image of any individual without his/her consent is strictly prohibited).

Violations of this policy will be subject to progressive discipline. Multiple violations of the policy may result in further disciplinary action, including the loss of the privilege to possess cell phones and electronic devices at school.

Cell Phone and Electronic Device Searches

The search of cell phones and other electronic devices for pictures, text messages, video, audio, or uploaded/downloaded material in connection with an investigation regarding an alleged violation of school rules or illegal conduct is permissible if the search is reasonable in its inception and justified in its scope. Acceptable searches may include, but are not limited to, searches for video, audio, pictures, text messages, emails or other data regarding:

- assaults and/or fights;
- harassment/intimidation/bullying or sexting;
- possession, use, or distribution of controlled substances, illegal drugs, or alcohol;
- identification of ownership of stolen or lost devices; and,
- documentation of cheating.

If a search of an electronic device is found to contain evidence pertinent to an investigation, the school administration has the sole discretion to confiscate the device, contact the police, or give the device to law enforcement officials.

PROHIBITION AGAINST CARRYING FIREARMS UPON SCHOOL GROUNDS

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him/her under the provisions of Chapter 140, carries on his/her person a firearm as herein after defined, loaded, at any building or on the grounds of any school, college or university without the written authorization of the board of office in charge of such school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose

of this paragraph, “firearm” shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

STUDENT FEES, FINES AND CHARGES

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. While no student will be denied access due to an inability to pay fees, all students will be required to remit charges and fines.

A school may exact a fee or charge only upon Committee approval. The schools, however, may:

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

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the denial of participation in extra class activities and graduation exercises and activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

BOOKS AND OTHER MATERIALS NOTICE

All books and other materials are the property of the Chicopee Public Schools and its schools. As such, it is the responsibility of the student to return all materials in good condition. If a student loses a book or other school materials, he/she will have to pay for it. The cost will be the replacement value as determined by the classroom teacher in conjunction with the building Principal. Any student who fails to pay for damaged or lost materials will not be allowed to participate in class activities or athletics.

INTERROGATION, SEARCHES AND ARRESTS

Searches

The storage on one's person, in one's belongings or in school property, of contraband such as, but not limited to illegal substances or articles or any item prohibited by district policy or building rules, is strictly forbidden. Violations will result in confiscation of such materials. The student in violation will be subject to disciplinary action.

Lockers, desks, computers, books, and other items issued to students by the district for their temporary use, remain the property of the school. As such, students should have no expectation of privacy as it relates to their use. School property may be randomly inspected without notice by school administrators or designees to insure cleanliness, safety, and adherence to federal, state and local laws and regulations. School property may also be searched when an administrator or designee has reasonable suspicion to believe that contraband, as described above, may be stored within.

When an administrator or designee has reasonable suspicion to believe that contraband as described above is being stored on one's person or in one's possession, he may conduct a personal search appropriate to the nature of the potential violation.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

The Chicopee Public Schools search and seizure procedures are consistent with the Memorandum of Understanding between the Chicopee Public Schools and the Chicopee Police Department.

Canine Search Policy

In order to promote the goals of keeping drugs out of school and ensuring a safe learning environment, Chicopee will participate in the Massachusetts State Police program of canine searches for illegal substances on school premises or at school-sponsored activities. All such searches will be carried out in accordance with applicable law and will be initiated, conducted and directed by school personnel. State and local police will be present to assist school personnel, to maintain order, and take custody of unauthorized controlled substances. Students may be moved to another area of the building so that the canines can sniff backpacks, books, desks, handbags, and other student belongings remaining in the classrooms designated for the canine search. In no event will canines search the person of any student or other individual. In the event that illegal substances are found in any search, in addition to whatever action the school district is permitted or required to take by applicable law, the Chicopee Police Department and the Hampden County District Attorney's office will determine what actions, if any, will be taken by law enforcement.

Metal Scanner Policy

It is the policy of the Chicopee Public Schools to continually work to provide a safe environment in which students can learn and participate in all programs offered or sponsored by the school system. If a school department employee is confronted with a situation which s/he considers to be unsafe for any reason, s/he should report the circumstances involved to his/her building principal.

If at any time any school official has reasonable suspicion to believe that any student is in possession of a dangerous weapon in violation of school policy, s/he shall take steps appropriate under the circumstances. Immediately upon learning of reasonable suspicion to believe any student has such a weapon, the school official shall take steps to see that the student undergoes a hand held metal detector search. This search shall take place as follows:

1. The search will be conducted by a school official and at least one other school employee present for the search. Whenever possible, the Principal or Vice Principal shall conduct or participate in the search.
2. Any items that are found at any time during this process that are in violation of school policy will be confiscated.
3. The student will be informed that, in accordance with the school safety policy, s/he is about to be subject to a hand held metal detector search, and asked if s/he has any weapons or other metal objects.
4. The student will be asked to empty his or her pockets and to remove any metal objects.
5. The metal detector will be run over and across the student's body and clothing in accordance with the manufacturer's instructions.
6. If the metal detector sounds, indicating a metal object on the student's person, the student will again be asked to remove any metal objects.
7. The search will proceed until all metal objects have been removed or identified as not being in violation of school policy.

Any student refusing to cooperate with any part of this metal detector search process shall be subject to appropriate discipline, including suspension and/or expulsion, within the discretion of the Principal and/or the Superintendent under applicable law, and shall be so informed.

Interrogations, Investigations and Arrests

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials.

Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest is involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

LETTER FROM SUPERINTENDENT LYNN A. CLARK REGARDING CANINE SEARCHES IN THE CHICOPEE PUBLIC SCHOOLS

September 2020

Dear Parent or Guardian:

I am writing to notify you that the Chicopee Public Schools will be participating in the Massachusetts State Police program of canine searches for illegal substances. The goal of the canine searches is to keep drugs out of school and to ensure a safe learning environment for our students. These searches will be limited to middle schools and high schools at this time.

At least one canine search, and possibly more, will occur each school year on a random basis.

All searches will be initiated by and conducted by school personnel with the assistance of state and local police. Students and staff will be moved to a designated area of the building during the search. The state police will not participate in any follow up procedures in the event that illegal substances are found in the search. The Chicopee Police Department and the Hampden County District Attorney's office will determine what actions will be taken in the event that illegal substances are discovered. Thank you for your anticipated support of this safety measure.

Sincerely,

Lynn A. Clark
Superintendent of Schools

**LETTER FROM SUPERINTENDENT LYNN A. CLARK
REGARDING ENHANCED LOCKDOWN PROCEDURES IN THE CHICOPEE PUBLIC SCHOOLS**

September 2020

Dear Parent(s) or Guardian(s):

Over the years, the Chicopee Public Schools has developed and implemented an Emergency Response Plan. The purpose of this plan is to ensure that all students and staff enjoy a safe and healthy school environment. We have set guidelines and procedures for a variety of serious situations, which have been known to occur in schools across our nation.

We have been preparing and training our staff with the assistance of the Chicopee Police Department and the Massachusetts State Police School Safety Task Force. All schools in the Chicopee Public Schools have All Hazards Teams, which are prepared to assist students, staff, and visitors in the case of an emergency situation. Our teachers and other school staff have been trained in procedures for enhanced lockdowns and evacuations. We work closely with emergency service providers to ensure that they know our procedures and that we know what their response will be to any given situation. In short, we believe that we have made great strides in assuring that the schools in our District are safe places for our children to learn.

The time has come to test our emergency preparedness. At least one Enhanced Lockdown Drill, and possibly more, will occur each school year on a random basis beginning this school year, 2017-2018. The goals of drills throughout the school years are to improve our ability to protect students, save lives, and reduce injuries. These practice drills allow us to evaluate our emergency response plans and improve our response skills. Your children will be prepared for these drills through discussions and reminders from their classroom teachers throughout the school year. We want this drill to be a learning experience for everyone involved and not a stressful situation.

At times in the past, many of you have heard of “events” at one of our schools requiring an emergency service response. Should this occur, please do not rush to the school site or call the school office. In the event of a lockdown (or an enhanced lockdown drill), no one will be allowed to enter the school or to leave the school. There will be no exceptions to this and we apologize in advance if this causes any inconvenience.

Specific plans have been developed for each school building which details where parents may go to receive information and updates in a true emergency. In the case of such a situation, you will be notified of these locations through the SchoolBrains Alert System/robo-calls, the media, and the Chicopee Police Department. If we were to announce these locations in advance there is a chance that they may be compromised. We are planning for the safety of all involved.

The safety of your children, the staff and you, their parents or guardians, is of the utmost importance to us. We ask that you help us to ensure this by cooperating with our procedures and encouraging your children to do the same. In addition, please have a conversation with your child about these upcoming drills, if you deem it appropriate. Lastly, our goal, while practicing these important safety procedures is to ensure that all students feel safe.

Thank you for your trust in us and your cooperation.

Sincerely,

Lynn A. Clark
Superintendent of Schools

ANIMALS IN SCHOOL

No animal shall be brought to school without prior written permission of the Superintendent of Schools, and required documentation of vaccinations. All written requests must be delivered to the Superintendent of Schools at least 30 business days prior to bringing the service animal to school or a school function.

The Chicopee Public School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Superintendent of Schools shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the Superintendent of Schools provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations, the following animals are prohibited from schools within the Chicopee Public School District.

Wild Animals and Domestic Stray Animals – Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.)-These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats – Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals – Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** – These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior written approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The Chicopee School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law and federal law concerning the rights of persons with guide or assistance dogs and may permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. The animal must be required and “individually trained” to do work or to assist the individual with a disability. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- Assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- Alert individuals with hearing impairments to sounds;
- Pull wheelchairs or carry and pick up items for individuals with mobility impairments; and
- Assist mobility-impaired individuals with balance.

Special Provisions/Miniature Horses: Requests to permit a miniature horse to accompany a student or adult with a disability will be handled on a case-by-case basis, considering:

- a. The type, size and weight of the miniature horse and whether the facility can accommodate these features;
- b. Whether the handler has sufficient control of the miniature horse;
- c. Whether the miniature horse is housebroken;
- d. Whether the miniature horse’s presence in a specific facility compromises legitimate safety requirements that are necessary for operation of the facility.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

The Chicopee Public Schools is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.

Students with service animals are expected to care and supervise their animal. In the case of a young child or student with disabilities who is unable to care for or supervise his service animal, the parent/guardian is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis within the discretion of the building principal.

If, in the opinion of the school principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school or if the animal’s presence would fundamentally alter the nature of the service, program, or activity. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately. Owners of service animals are liable for any harm or injury caused by the animal to students, staff, visitors, and/or property.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required

to remove the animal to a different location designated by the building principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

STUDENTS' DUE PROCESS RIGHTS

In situations involving discipline or other consequential action, the Chicopee Public Schools acknowledges its responsibility to afford due process and timely resolution to proceedings, as mandated by state and federal statute and the regulations of the Commonwealth of Massachusetts. For all actions, students have the right to be informed of the charges or the issues, to be given an opportunity to respond, and to be apprised of the outcome and any applicable appeal procedures.

The specific responsibility of the district regarding due process is dependent upon the action under consideration by the district in any given situation.

In addition, the District supports the efforts of students and parents/guardians in directing a student's specific, programmatic, and/or procedural concerns to appropriate staff throughout the system.

CORPORAL PUNISHMENT

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

Nothing in this policy shall be interpreted as preventing a teacher or other employee or agent of the school committee from utilizing a physical restraint in the following emergency situations: to protect himself or herself from assault by a student, to protect other students and staff members from violent aggressive acts of students, or to prevent a student from harming himself or herself.

The Superintendent will issue regulations regarding staff training in the proper uses and limitations on the use of physical restraints

STUDENT CONDUCT AND DISCIPLINE

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

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and

consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Policies and rules governing student conduct shall be set forth in the Students' Rights and Responsibilities Handbook (the "Handbook"). The Handbook will be made available electronically and/or in writing for all students entering school in September and to any student enrolling during the school year. All students will acknowledge in writing that they have accessed and/or received the Handbook. A parent/guardian's signature indicating that he/she has accessed and/or received the Handbook is also required for any student under the age of eighteen (18).

Policies and rules governing student conduct shall apply to any student who is on school property, on school-provided transportation, while walking to or from school, waiting for school-provided transportation, or at any school-sponsored activities, even though the activity may be conducted outside of school hours and away from school premises. In addition, the Chicopee Public Schools may discipline a student for conduct which occurs off school premises when the off-campus conduct has some nexus or connection to the school setting and bears some reasonable relationship to the educational environment. Therefore, the policies and rules apply to any student whose conduct at any time or any place interferes with the mission, operation, discipline, or general welfare of the school, or the safety of students or employees. The policies and rules set forth in the Handbook do not supersede any judicial action that may be taken by the appropriate authority of the Commonwealth of Massachusetts.

The implementation of the policies and rules of conduct is the responsibility of the Principal and the professional staff of the building. The Superintendent shall provide each Principal with a copy of the Student Discipline Regulations (603 CMR 53.00) promulgated by the Massachusetts Department of Elementary and Secondary Education. Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students. The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Students violating any of the policies and rules on student conduct will be subject to disciplinary action. If a situation should arise in which there is no applicable written policy or rule, the staff member shall be expected to exercise reasonable and professional judgment. The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances of the student. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

DISCIPLINE POLICIES AND RULES

All students are expected to comply with the following rules and School Committee policies which are set forth in the Handbook.

With the exception of offenses related to MGL c.71 §37H and 37H1½, no exclusion from school, for one or more disciplinary offense, shall exceed ninety (90) school days for an offense or offenses that occurred in the same school year. No suspension shall extend beyond the school year in which it was imposed. The Principal or designee may, in his or her discretion, allow a student to serve a suspension in school.

Items in the possession of a student which are related to a disciplinary infraction will be confiscated by a school staff member and will be returned at an appropriate time.

For all students excluded from school (suspension or expulsion), the Principal or designee shall ensure that the student has the opportunity to make academic progress during the period of exclusion, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers, and projects missed. Any student excluded from school for more than ten (10) consecutive days shall have an opportunity to receive educational services through a school-wide education services plan. Students excluded from school may not participate in extracurricular activities, attend school-sponsored events, or be on school property without approval from the Principal or designee.

Expectations of Student Conduct

A Possession of Drugs or Weapons or Assault of Educational Staff Member on School Grounds

Students will be subject to discipline, up to and including expulsion, under MGL c.71 §37H for the following:

- A1. Drug-related offenses – which include possession, use, distribution or sale of a controlled substance (i.e. illegal drug, or prescription or over-the-counter medication not used in a prescribed manner or in compliance with Dispensation of Medication in School (File J52)). May also include drug paraphernalia. *Refer to Alcohol, Tobacco, and Drug Use by Students Prohibited (File J25)*
- A2. Weapons-related offenses - which include possession or use of a dangerous weapon including, but not limited to, guns/firearms (i.e. handgun, shotgun, rifle, pellet gun, or other firearms), knives with a blade longer than 2½ inches in length (including other sharp objects or cutting instruments), explosive or incendiary devices (i.e. bombs, grenades, rockets, missiles, mines or other incendiary devices). *Refer to Carrying Firearms upon School Grounds (File A6)*
- A3. Assault of an educational staff member.

Note: These are serious offenses that may result in expulsion from school. "Expulsion" means the removal of a student from school for more than ninety (90) school days.

B Felony or Felony Delinquency Charges or Convictions

Students will be subject to discipline, up to and including expulsion, under MGL c.71 §37H½ for the following:

If a student is charged or convicted of a felony and the Principal determines that the students continued presence in school would have a substantial detrimental effect on the general welfare of the school. Felonies, which are crimes punishable by death or imprisonment in state prison, include but are not limited to breaking and entering and stealing property, possession and/or sale of narcotic drugs, forging a check with the attempt to fraud, homicide (murder or manslaughter), possession of firearms, knives, or other dangerous weapons, armed robbery, rape, arson, larceny over \$250, theft of a motor vehicle and kidnapping.

Note: A student who has been charged with a felony may be subject to indefinite suspension. A student who was been convicted of a felony may be subject to expulsion.

C Students will be subject to discipline, up to and including suspension, under MGL c.71 §37H¾ for the following:

C1 Assault and Battery, Bodily Harm, and Threats

- C1.1 Assault on any person, i.e. an attempt or threat to physically harm another person with the apparent present ability to do so and the victim has reasonable fear of immediate bodily harm.
- C1.2 Assault and battery on any person causing physical injury, i.e. fighting, except when the student's actions are reasonably believed necessary to protect himself or herself as determined by the Principal (or designee) on the evidence presented.

- C1.3 Sexual assault, i.e. any sexual act against another person either by force, against their will, or by threat of bodily injury. It also includes any sexual act against another person who is incapable of giving consent either because of her/his temporary or permanent mental or physical incapacity or because s/he is a minor. (Crimes such as indecent assault and battery, rape, unnatural and lascivious acts constitute a sexual assault.)
- C1.4 Endangering the physical safety or mental/emotional health of another by the use of force or threats of force communicated by any means including written, spoke, or through the use of technology or any electronic means.
- C1.5 Extorting any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.

C2 Bullying, Cyberbullying, Hazing, and Harassment

- C2.1 Bullying/Cyberbullying, i.e. the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:
 - causes physical or emotional harm to the victim or damage to the victim's property;
 - 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 a school.

Cyberbullying is bullying through the use of technology or any electronic means. This includes both the creation of a web page or blog in which the creator impersonated another person or the distribution or posting of information online if these acts create any of the conditions listed above. *Refer to the Bullying Prevention Policy (File J24).*

Retaliation relating to bullying/cyberbullying, i.e. any act of retaliation against a person who reports bullying, who is a witness, or who provides information during an investigation.

- C2.2 Hazing, i.e. any conduct or method of initiation into any student organization which willfully or recklessly harms or endangers the physical or mental health of any student. *Refer to Prohibition of Hazing (File J23).*
- C2.3 Harassment, i.e. a pattern of unwelcomed conduct directed toward a specific person intended to create a disturbing or hostile situation.

C3 Harassment and Violation of Civil Rights

Refer to the Anti-Discrimination/Anti-Harassment Policy and Grievance Procedure (File A4).

- C3.1 Violation of the civil rights of others.
- C3.2 Committing acts of sexual harassment which are defined as sexually related physical contacts or offensive sexual insults or comments.
- C3.3 Committing acts of harassment related to actual or perceived membership in a protected class (race, color, gender, gender identity, religion, national origin, sexual orientation, age, or disability).
- C3.4 Using racial or ethnic slurs in a persistent and/or abusive manner.

C4 Possession of Dangerous Objects

(For the possession of firearms or other dangerous weapons, see Possession of Drugs or Weapons or Assault of Educational Staff Member on School Grounds above.)

- C4.1 Use of any item, object, or device in a dangerous or threatening manner.
- C4.2 Endangering the safety of others by attempting to set a fire.
- C4.3 Possession of an object of no reasonable use to a student in school, including but not limited to any knife not defined as a dangerous weapon, a rock, brick, mock gun, or laser pointer.

C5 Theft and Vandalism

- C5.1 Attempting by force or threat of force to steal or stealing property.
- C5.2 Damaging property, including tampering with school records.

C6 Academic Dishonesty

- C6.1 Cheating on classroom work, homework, or standardized testing.
- C6.2 Plagiarism, which is taking ideas or writings from another person and offering them as your own.

C7 Acceptable Use of Networks and Portable Electronic and Communication Devices

Refer to the Acceptable Use and Internet Safety policy (File E18) and Portable Electronic and Communication Devices (J45).

- C7.1 Any use that violates the law including, but not limited to, transmitting offensive, harassing or bullying messages, viewing pornographic material, intruding into the networks or computers of others, downloading or transmitting confidential or copyrighted materials.
- C7.2 Uses that cause harm to others or damage to their property, such as altering, deleting or destroying files or data belonging to another user.
- C7.3 Uses that jeopardize the security of the network such as disclosing or sharing passwords with others.
- C7.4 Uses that are commercial transactions.
- C7.5 Revealing personal information about another individual, such as address, telephone number, credit card numbers, social security number, etc.
- C7.6 "Sexting," including dissemination of child pornography. Sexting is the act of sharing or sending sexually explicit messages or photos electronically, usually via computers, cell phones or other electronic devices. Sexting may be considered dissemination of child pornography in violation of MGL Chapter 272, Section 28.
- C7.7 Uses that share of test/assessment or assignment information.
- C7.8 Uses that interfere in the learning opportunities of other students.
- C7.9 Unauthorized videotaping/photographing, or otherwise recording the voice or image of an individual without their consent.
- C7.10 Use of cell phones (or similar devices) during school hours unless granted permission by school personnel.
NOTE: If reasonable suspicion exists that a cell phone contains evidence of a violation of the policies and rules of conduct by the phone's owner, then the phone may be searched by Chicopee Public Schools personnel and held during the investigation, but for no longer than 3 school days before being returned to the student or, where necessary, turned over to the police. The search of the phone must be reasonable in scope and limited to the data about which reasonable suspicion exists, and, when practicable, conducted in the presence of the student.

C8 Alcohol, Tobacco, and Other Inhalants

- C8.1 Use or possession or use of any alcoholic beverage on school property, at school sponsored activities, or while on school provided transportation. *Refer to Alcohol, Tobacco and Drug Use by Students Prohibited (File J25).*
- C8.2 Use or possession of tobacco products (including e-cigarettes) and other inhalants on school property, at school-sponsored activities, or while on school provided transportation. *Refer to Alcohol, Tobacco, and Drug Use by Students Prohibited (File J25).*

C9 Substantial Disruptions

- C9.1 Occupying any school building, school grounds, or part, depriving others of its use.
- C9.2 Blocking the entrance or exit of any school building, corridor, or room, depriving others of lawful access to or from, or use of, the building, corridor, or room.
- C9.3 Preventing or attempting to prevent by physical act the safe functioning of any part of any school.
- C9.4 Continuously and intentionally making noise or otherwise seriously disrupting and/or preventing the normal functioning of the school or the teaching of other students.
- C9.5 Making a bomb threat.

C9.6 Pulling/Reporting a false fire alarm.

C10 Other Disruptions

- C10.1 Refusing to identify self on the reasonable request of staff or failure to have identification. *Refer to the Staff and Visitor Identification Policy (File J15).*
- C10.2 Presence in a part of the school building or grounds off limits to students.
- C10.3 Leaving the school building without permission.
- C10.4 Excessive tardiness and/or cutting of classes. *Refer to the Tardy Policy (File J14).*
- C10.5 Intentionally impeding an investigation of school officials into alleged violations of school policies and rules of conduct.
- C10.6 Open or persistent defiance of a teacher or other school employee.
- C10.7 Using profanity or obscene or abusive language in a persistent and/or abusive manner.
- C10.8 Engaging in sexual activity on school grounds and during school-sponsored activities, including indecent exposure.
- C10.9 Violation of Gang Activity/Secret Societies policy *(File J22).*
- C10.10 Violation of the Personal Appearance policy *(File J19).*
- C10.11 Violation of Conduct on School Buses policy *(File J20).*
- C10.12 Being in the presence of another student whom the student knows is violating the rules and policies for student conduct and failing to remove himself/herself from the situation.

Repeated and Flagrant Violations

Consequences for repeated and flagrant violations of school policies and rules of conduct shall be consistent with the principle of progressive discipline, with consideration given to the age and the social, emotional, and intellectual development of the student.

Note: Chicopee Public Schools reserves the right to discipline for conduct not mentioned in the above list of offenses, when such conduct disrupts or interferes with the educational program or which infringes on/interferes with the health and safety of any member of the school.

CONSEQUENCES FOR VIOLATION OF POLICIES AND RULES OF CONDUCT

The following is a list of potential consequences for student misconduct. The list is neither sequential nor all inclusive – consequences should be based upon the type of infraction, age and developmental level of the student, and interventions used previously to address similar concerns.

Teacher/Staff Intervention: verbal warning; verbal cues and redirection; re-teaching of expectations and skills; communication with parent/guardian (telephone/note); loss of privilege; temporary placement in a different classroom; conference with parent and student; confiscation of electronic devices/toys with return to parent only; detention; letter of apology to victim and/or letter explaining the incident to parent; behavior contract; restitution; positive behavioral interventions and supports; referral to counselor (i.e. for anger management, conflict resolution, social skills, or alcohol or drug-related issues).

Administrative Intervention: any of the above listed consequences; peer mediation; behavior contract with clear expectations and outcomes that is signed off on by the student and parent; conference with parent and student; community service; placement in different classroom or adjustment to class schedule; denial of school-provided transportation; requiring a student to be at school outside of normal school hours; referral for agency support for student and/or family; mandatory school counseling support (individual or group) related to behavioral issue that is occurring; referral to instructional support team; loss of school privileges such as removal from participation in extracurricular activities or school-sponsored events.

Involuntary Transfer – The Superintendent of Schools or his/her designee, at his or her discretion, as a disciplinary consequence, may transfer a student from one school to another within the Chicopee Public Schools.

Detention - Due to violations of district policy or school practice, students may be required to remain in, or be at, school outside of normal school hours. When given detention, students must appear at the designated time and place, unless specifically excused by the building principal or staff person having assigned the detention. Employment or other scheduled activities do not constitute legitimate reasons for missing detention.

In every case of student misconduct for which suspension may be imposed, a Principal/designee shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been considered and tried.

Definitions

In-school suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten school days cumulatively for multiple infractions during the school year.

Short-term Suspension means the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less.

Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year.

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently.

Procedures for Suspension or Expulsion under MGL c. 71, §37H

(Possession of Drugs or Weapons or Assault of Educational Staff Member on School Grounds)

Any student who engages in conduct that is prohibited in Section A above may be subject to suspension or expulsion from the school. The Principal must provide the student and the parent oral and written notice of the charge. The Principal must also provide the student who is charged with such a violation with written notice 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.

Any student who has been suspended for more than ten days or expelled pursuant to these provisions shall have the right to appeal to the Superintendent. The suspended/expelled student shall have ten (10) days from the date of the suspension/expulsion in which to notify the Superintendent of an appeal. A student may request an extension of up to seven (7) calendar days. The appeal hearing will be scheduled within three (3) days of receipt of the written request. The student has the right to counsel at a hearing before the Superintendent. The Superintendent can make factual determinations as well as the determine consequence. The Superintendent will issue his decision within five (5) calendar days.

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. 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.

Procedures for Suspension under MGL c. 71, §37H½
(Felony or Felony Delinquency Charges or Convictions)

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal may suspend such student for a period of time determined appropriate by said Principal if said Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive oral and written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The Principal must also provide the student who is charged a felony with written notice 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 provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall have the right to appeal the suspension to the Superintendent. The suspended student shall have five (5) calendar days from the date of the suspension in which to notify the Superintendent of an appeal. A student may request an extension of up to seven (7) calendar days. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the Superintendent. The expelled student shall have five (5) calendar days from the date of the expulsion in which to notify the Superintendent of an appeal. A student may request an extension of up to seven (7) calendar days. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the suspension.

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. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan.

Note: A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication, or admission of guilt) regarding the same offense.

Procedures for Suspension under MGL c. 71, §37H¼

(Any offense that is not addressed under MGL c. 71, §37 or MGL c. 71, §37½)

Notice of Suspension and Principal's Hearing

Except for emergency removal or an in-school suspension of less than ten (10) days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation.

The Principal shall make reasonable efforts to notify the parent verbally of the opportunity to attend the hearing. The meeting may take place without the students' parent/guardian so long as the Principal has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent for emergency notification.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

In-School Suspension

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

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

On the same day as the in-school suspension decision, the Principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the

Principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

Principal's Hearing - Short Term Suspension

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation. The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

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

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

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

Principal's Hearing - Long Term Suspension

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

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

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

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

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

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

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

Superintendent's Hearing

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

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

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

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent's hearing may proceed without the parent/guardian if a good faith effort was made to include the parent/guardian. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

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

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

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

Reporting

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

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

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities as defined by state and federal law and regulations shall be subject to the

provisions of the District's policies and rules of conduct except as otherwise provided by this section and by the Student's Individualized Education Program ("IEP") or Section 504 Plan ("504 Plan").

Prior to instituting any discipline, the Principal shall verify:

1. whether or not the student has been designated a student with disabilities or has been referred for a special education evaluation but not yet determined to have disabilities; and
2. whether the student's IEP or 504 Plan indicates that the student is not expected to meet the District's policies and rules of conduct, and if so, what modification of the District's policies and rules of conduct is required.

Special Education staff shall be involved in disciplinary decisions involving students with IEP's; school counselors shall be involved in disciplinary decisions involving students with 504 Plans.

Students Identified as Having Special Needs

If a student with a special needs has violated the District's policies and rules of conduct, the school may suspend or remove the student from his or her current educational placement for a period not to exceed ten (10) consecutive or cumulative school days in any school year as fully outlined under MGL c. 71B and the Individuals with Disabilities Education Act. Such suspension or removal will be carried out in accordance with the same process afforded to all students.

A student with special needs may be suspended for more than ten (10) consecutive or cumulative school days in a school year, such that a substantial change in placement is occurring or will occur, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability. [Note: A change of placement occurs if a student is removed for more than ten (10) consecutive school days or more than ten (10) cumulative school days for a "pattern" of behavior where the student's behavior is substantially similar to previous incidents that resulted in removal.]

When it is known that the suspension of a student with special needs may exceed ten (10) days as set forth above, the school must conduct a manifestation determination hearing. The parent/guardian must be invited to the hearing. The hearing must be held within ten (10) school days of the occurrence of the conduct that is being disciplined.

Relevant members of the Team must determine whether the student's misconduct was a manifestation of the student's disability. After reviewing relevant documents (including the student's IEP, evaluation and diagnostic results), relevant information provided by teachers or other school personnel and parents/guardians, observations of the student, and the misconduct of the student, the Team must answer two questions:

- Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability/disabilities?
- Was the conduct the direct result of the District's/school's failure to implement the student's IEP? If the Team finds that the misconduct was not a manifestation of the student's disability by answering "no" to the above questions, then the student may be disciplined in accordance with the same process afforded to all students but the school will continue to provide a Free Appropriate Education ("FAPE") to the student.

If the Team finds that the misconduct was a manifestation of the student's disability by answering "yes" to either of the above questions, the District may not proceed with the disciplinary action against the student and must return the student to the placement from which he/she was removed, unless the District and the parent/guardian agree to a different placement. In addition, the Team will need to conduct a functional behavior assessment ("FBA") of the student, unless one has already been conducted. Similarly, the Team must write a behavior intervention plan ("BIP") for the student, unless one already exists. If a BIP already exists, then the Team will need to review the plan and modify it, as necessary, to address the behavior.

Regardless of whether the misconduct was a manifestation of the student's disability, a change in placement, determined by the Team, may be made with or without the parent's permission to an interim alternative education setting ("IAES") for a period of up to but not exceeding forty-five (45) school days as long as a FAPE is provided, if one or more of the following apply:

- a. A student carries or possesses a weapon at school or to a school function.
- b. A student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function.
- c. A student has inflicted serious bodily injury upon another person while at school or at a school function. ("Serious bodily injury" is defined as that involving a substantial risk of death or extreme physical pain.)
- d. The District has demonstrated at an administrative hearing at the Bureau of Special Education Appeals ("BSEA") by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others. In this case, the change of placement may be ordered by a BSEA hearing officer.

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

Students Identified As Having a Disability and Provided with a Section 504 Plan

If a student with a 504 Plan has violated the District's policies and rules of conduct, the school may suspend or remove the student from his or her current educational placement for a period not to exceed ten (10) consecutive or cumulative school days in any school year. Such suspension or removal will be carried out in accordance with the same process afforded to all students.

A student with a 504 Plan may be suspended in excess of ten (10) consecutive or cumulative school days, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability.

When it is known that the suspension of a student with a 504 Plan will accumulate to more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the school must conduct a manifestation determination hearing. The parent/guardian must be invited to the hearing. The hearing must be held within ten (10) school days of the occurrence of the conduct that is being disciplined.

Relevant members of the 504 Team meet for the manifestation determination hearing to determine whether the student's misconduct was a manifestation of the student's disability. After reviewing relevant documents (including the student's 504 Plan, evaluations), relevant information provided by teachers or other school personnel and parents/guardians, observations of the student, and the misconduct of the student, the Team must answer two questions:

- Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability/disabilities?
- Was the conduct the direct result of the District's/school's failure to implement the student's 504 Plan?

If the Team finds that the misconduct was not a manifestation of the student's disability by answering "no" to the above questions, then the student may be disciplined in accordance with the same process afforded to all students.

If the Team finds that the misconduct was a manifestation of the student's disability by finding either of the above to be true, the district may not proceed with the disciplinary action against the student.

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

the hearing.

Note: A student who is currently engaged in the illegal use of drugs or alcohol is not considered a student with a disability for the purposes of Section 504. Therefore, if there is evidence that the student is a current drug or alcohol user, the Team need not conduct a manifestation determination, and the student is subject to the regular disciplinary process that would take place in the case of a drug or alcohol offense by a nondisabled student.

Students Not Yet Identified as Having a Disability

A student who has not been determined to be eligible for an IEP or 504 Plan and who has engaged in behavior that violated the policies and rules of conduct, may assert any of the protections provided for in this part if the District/school had knowledge (as determined below) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The District/school must be deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred:

- The parent/guardian of the student expressed concern in writing to supervisory or administrative personnel of the school, or a teacher of the student, that the student is in need of special education and related services;
- The parent/guardian of the student requested an evaluation of the; or
- The teacher of the student, or other school personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special Education, the Section 504 Coordinator, or other supervisory or administrative personnel.

The District/school would not be deemed to have knowledge if:

- The parent/guardian has not allowed an evaluation of the student or has refused services; or
- The student has been evaluated and determined to not be a student with a disability.

If the District/school did not have knowledge that a student is a student with a disability (in accordance with above) prior to taking disciplinary measures against the student, the student may be disciplined in accordance with the same process afforded to all students. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the District must conduct the evaluation in an expedited manner. If the student is determined to be a student with a disability, then he/she receives all the protections set forth above following the finding of eligibility.

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

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

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

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

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is

not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

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

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

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

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

ACCEPTABLE USE AND INTERNET SAFETY POLICY

The Chicopee Public Schools (the District) is pleased to make available to Users access to interconnected computer systems within the District and to the Internet.

Definitions of terms:

- **User** includes anyone, including employees, students, and guests, using CPS technology, including but not limited to computers, networks, Internet, email and other forms of technology services.
- **Network** is wired and wireless technology networks including school and district networks.
- **Systems** refers to IT equipment that connects to the CPS network. This may include, but is

not limited to, desktop computers, laptops, smartphones, tablets, printers, cameras, data and voice networks, networked devices, software, electronically-stored data, portable data storage devices, third party networking services, telephone handsets, video conferencing systems, and all other similar items commonly understood to be covered by this term.

In order for the District to be able to continue to make its Network and Internet access available, all Users must take responsibility for appropriate and lawful use of this access. Users must understand that one User's misuse of the Network and Internet access may jeopardize the ability of all Users to enjoy such access. While school personnel will make reasonable efforts to supervise student use of Network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

All Users must review, sign and return this policy in order to use the Network and access the Internet.

Listed below are the provisions regarding Network and Internet use. If Users have any questions about these provisions, they should contact their school's designated contact. If any User violates this Policy, his/her access will be denied, he or she may be subject to additional disciplinary action.

I. Personal Responsibility

By signing this Policy, Users are agreeing not only to follow the rules in this Policy, but are agreeing to report any misuse of the Network to the person designated by the School for such reporting. Misuse means any violations of this Policy or any other use that is not included in the Policy, but has the effect of harming another or his or her property.

II. Term of the Permitted Use

Users must sign this Policy on an annual basis in order to be provided with use of the Network and access to the Internet.

III. Acceptable and Inacceptable Uses

A. Acceptable Uses of Network

Network should be used for Educational Purposes Only.

1. The District is providing access to the Network and the Internet for educational purposes. If you have any doubt about whether a contemplated activity is educational, you may consult with the person(s) designated by the School to help you decide if a use is appropriate.
2. Network administrators may use filtering or other methods to limit some educational activities if it is determined that the activity causes the inability of other Users to access the Network and/or internet.

B. Unacceptable Uses of Network

Among the uses that are considered unacceptable and which constitute a violation of this Policy are the following:

1. Uses that violate the law or encourage others to violate the law. Users may not transmit offensive or harassing messages; send messages or post comments to bully or harass a person or group; offer for sale or use any substance the possession or use of which is prohibited by the District's discipline policies; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the Network are not marked with the copyright

symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.

2. Uses that cause harm to others or damage to their property. Users may not engage in defamation (harming another's reputation by lies); employ another's password or some other User identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to the Network or the Internet; upload a worm, virus, "Trojan horse," "time bomb" or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
3. Uses that jeopardize the security of student access and of the Network or other networks on the Internet. For example, Users may not disclose or share passwords with others; or impersonate another User.
4. Uses that are commercial transactions. Student Users may not sell or buy anything over the Internet. Users should not give others private information about themselves. Employee Users may make business-related purchases in accordance with District purchasing procedures.

C. Netiquette

All Users must abide by rules of Network etiquette, which include the following:

1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
2. Avoid language and uses which may be offensive to other Users. Don't use access to make, distribute, or redistribute jokes, stories, or other material which is based upon slurs or stereotypes relating to race, gender, gender identity, ethnicity, nationality, religion, or sexual orientation.
3. Don't assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.
4. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format which the recipient can open.

IV. Internet Safety

A. General Warning

Individual Responsibility of Parents/Guardians and Student Users. All Student Users and their parents/guardians are advised that access to the Network may include the potential for access to materials inappropriate for some students. Every User must take responsibility for his or her use of the Network and Internet and stay away from these sites. Parents/Guardians of minors are the best guide to materials to avoid. If a User finds that other Users are visiting offensive or harmful sites, he or she should report such use to the person designated by the School.

B. Personal Safety

Be safe. In using the Network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information which might allow a person to locate you. Do not arrange a face-to-face meeting with someone

you “meet” on the Network or Internet without your parent’s/guardian’s permission (if you are under 18). Regardless of your age, you should never agree to meet a person you have only communicated with on the Internet in a secluded place or in a private setting.

C. “Hacking” and Other Illegal Activities

It is a violation of this Policy to use the Network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

D. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. A supervising teacher or administrator may authorize the release of directory information, as defined by Massachusetts law, for internal administrative purposes or approved educational projects and activities.

E. Active Restriction Measures

The School, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent **Users** from accessing visual depictions or sites that are (1) obscene, (2) child pornography, or (3) harmful to minors, or otherwise objectionable within the discretion of the School. The School will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors. Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older. The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that - taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; - taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

V. PRIVACY

Network and Internet access is provided as a tool for education. The District reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the Network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the District and no User shall have any expectation of privacy regarding such materials.

VI. Failure to Follow Policy

Use of the Network and Internet is a privilege, not a right. A User violates this Policy by his or her own action or by failing to report any violations by other Users that come to the attention of the User. Further, a User violates this Policy if he or she permits another to use his or her account or password to access the Network and Internet, including any User whose access has been denied or terminated. A User who violates this Policy, shall at a minimum, have his or her access to the Network and Internet terminated. The School District may also take other disciplinary action in such circumstances.

VII. Warranties/Indemnification

The District makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its Networks and the Internet provided under this Policy. It shall not

be responsible for any claims, losses, damages or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any User or his or her parent(s) or guardian(s) arising out of the User's use of its Networks or the Internet under this Policy. By signing this Policy, Users are taking full responsibility for their use, and Users (or parent(s) or guardian(s) if User is under 18) are agreeing to indemnify and hold the School, the School District, the Data Acquisition Site that provides the computer and Internet access opportunity to the School District and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the User's access to the Network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the User. The User or, if the User is a minor, the User's parent(s) or guardian(s) agree to cooperate with the School in the event of the School's initiating an investigation of a User's use of his or her access to its Network and the Internet, whether that use is on a School computer or on another computer outside the District's network.

VIII. UPDATES

Users, and if appropriate, User's parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new Policy, for example, to reflect developments in the law or technology. Such information must be provided by the User (or his/her parents or guardians) or such new Policy must be signed if the User wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, Users must notify the person designated by the School to receive such information.

MISUSE OF COMPUTER FACILITIES POLICY

Individuals who use Chicopee Public Schools computer facilities must assume the responsibility for using these resources in an appropriate manner. Misuse of computer facilities is considered a violation of City policy and may also be a violation of law if data of other computer users are disturbed or the privacy rights of individuals are violated.

All users of the Chicopee Public Schools computer facilities are therefore required to comply with the following:

Chicopee computer systems shall not be used for commercial purposes.

Files, sign-ons, usernames, passwords, and computer output belonging to an individual or to the institution are considered to be personal property. User shall not examine, change, or use another person's or institutional files, output, or usernames for which they do not have explicit authorization.

No obscene or offensive material shall be entered into the computer or sent through INTERNET or any other electronic mail system. In addition, sending harassing or intimidating messages or bullying/cyber-bullying constitutes misuse of the computer facilities.

Users shall not deliberately attempt to degrade system performance or capability. Loopholes in the computer systems, knowledge, or special passwords shall not be used to damage a system or file, or to change or remove information in a system or file without authorization.

Unauthorized copies or copyrighted material shall not be created, distributed, or knowingly utilized.

Reconfiguring the hardware arrangement by unplugging various cables and moving hardware from one workstation to another shall not be allowed without official authorization

Individuals who violate this policy shall be subject to disciplinary procedures and sanctions.

CHICOPEE PUBLIC SCHOOLS

Calendar 2020 - 2021

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|---|-------------------------------------|
| New Teacher Orientation | Tuesday, August 25, 2020 |
| Professional Development | August 26 – 31, 2020 |
| Professional Development | September 1 – 14, 2020 |
| Labor Day | Monday, September 7, 2020 |
| Students Report | Tuesday, September 15, 2020 |
| Teacher Collaboration – ½ day (Grades Pre K–5) | Friday, October 9, 2020 |
| Columbus Day | Monday, October 12, 2020 |
| Teacher Collaboration – ½ day (Grades Pre K–5) | Friday, October 30, 2020 |
| Election Day/Professional Development | Tuesday, November 3, 2020 |
| Veterans' Day (observed) | Monday, November 11, 2020 |
| Thanksgiving Vacation | November 25 – 27, 2020 |
| Conferences/Professional Development | Friday, December 4, 2020 |
| Teacher Collaboration – ½ day (Grades Pre K–5) | Wednesday, December 23, 2020 |
| Christmas Vacation | December 24, 2020 – January 1, 2021 |
| Professional Development– ½ day (Grades Pre K–5) | Friday, January 15, 2021 |
| Martin Luther King Day | Monday, January 18, 2021 |
| Teacher Collaboration – ½ day (Grades Pre K–5) | Friday, February 12, 2021 |
| Presidents' Day | Monday, February 15, 2021 |
| Winter Vacation | February 15 – 19, 2021 |
| Professional Development – ½ day (Grades Pre K–5) | Friday, March 19, 2021 |
| Good Friday | Friday, April 2, 2021 |
| Patriots' Day | Monday, April 19, 2021 |
| Spring Vacation | April 19 – 23, 2021 |
| Teacher Collaboration – ½ day (Grades Pre K–5) | Friday, May 28, 2021 |
| Memorial Day | Monday, May 31, 2021 |

Graduations:

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|------------------------------------|------------------------|
| Chicopee Academy | Thursday, June 3, 2021 |
| Chicopee High School | Thursday, June 3, 2021 |
| Chicopee Comprehensive High School | Friday, June 4, 2021 |

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|---------------------|--------------------------|
| Last Day of School* | Wednesday, June 23, 2021 |
|---------------------|--------------------------|

Calendar includes five student days for inclement weather.

Schools will close after they have been in session 180 student school days.

The last three days of the school year will be half-days for students (Pre K–8).

CHICOPEE PUBLIC SCHOOLS DISTRICT CONTACT LIST

School Committee

Mayor John L. Vieau, Chairperson
17 Springfield Street
Chicopee, MA 01013
594-1500

Marjorie Wojcik, Vice Chairperson
69 Polaski Avenue
Chicopee, MA 01013
592-1365

Sandra Peret, Representative to City Government
54 Bonnevill Avenue
Chicopee, MA 01013
594-6581

School Committee At-Large

| | | |
|-----------------|---|----------|
| Chester Szetela | 845 Sheridan Street, Chicopee, MA 01020 | 592-7061 |
| Doug Girouard | 161 Ward Street, Chicopee, MA 01020 | 534-5434 |

Ward School Committee

| | | | |
|--------|---------------------|---|----------|
| Ward 1 | James Tanhauser, Jr | 96 Pondview Drive, Chicopee, MA 01020 | 240-4251 |
| Ward 2 | David Barsalou | 12 Marion Street, Chicopee, MA 01013 | 592-9792 |
| Ward 3 | Marjorie Wojcik | 69 Polaski Avenue, Chicopee, MA 01013 | 592-1365 |
| Ward 4 | Sandra Peret | 54 Bonnevill Avenue, Chicopee, MA 01013 | 594-6581 |
| Ward 5 | Deborah Styckiewicz | 185 Frontenac Street, Chicopee MA 01020 | 896-8628 |
| Ward 6 | Susan Szetela-Lopes | 161 Slate Road, Chicopee, MA 01020 | 592-6015 |
| Ward 7 | Donald Lamothe | 164 Meadow Street, Chicopee, MA 01013 | 532-1018 |
| Ward 8 | David Schryver | 25 Jefferson Avenue, Chicopee, MA 01020 | 658-7642 |
| Ward 9 | Mary Beth Costello | 66 Voss Avenue, Chicopee, MA 01020 | 532-9750 |

Lynn A. Clark, Superintendent of Schools
180 Broadway, Chicopee, MA 01020
(413) 594-3410

CHICOPEE PUBLIC SCHOOLS DISTRICT CONTACT LIST

Central Office Administrators

| | | | |
|--------------------------|--|----------|--|
| Lynn A. Clark | Superintendent of Schools | 594-3410 | lclark@cpsge.org |
| Matthew Francis | Assistant Superintendent for Instruction and Accountability | 594-1448 | mfrancis@cpsge.org |
| Alvin W. Morton, I | Assistant Superintendent for Student Support Services, Coordinator of : Section 504 for Students Title I for Students Title II for Students Safety for the District Title IX for Students Civil Rights for Students | 594-3456 | amorton@cpsge.org |
| Evelyn Rivera-Riffenburg | Director of Human Resources, Coordinator of: Section 504 for Employees Title II for Employees Title IX for Employees Civil Rights for Employees | 594-3511 | eriverariffenburg@cpsge.org |
| Andrea Stolar | Director of Special Education | 594-3478 | astolar@cpsge.org |
| John Miarecki | Director of Budget & Finance | 594-1451 | jmiarecki@cpsge.org |
| Cynthia Schonagel | Assistant for Teacher Support and ELL | 594-1590 | cschonagel@cpsge.org |
| Jill Fijal | Homeless and Foster Care Coordinator | 594-1450 | jfijal@cpsge.org |
| Katie Geoffroy | Supervisor of Attendance | 594-3522 | kgeoffroy@cpsge.org |
| Kenneth Widelo | Director of Career Technical Education | 594-3555 | kwidelo@cpsge.org |
| Andrew Vernon | Chief Information Officer for the Schools and the City | 594-3487 | avernon@chicopeema.gov |
| Melanie Wilk | Director of Food Services | 594-3453 | mwilk@cpsge.org |
| Ken Parsons | Transportation Manager | 594-3516 | kparsons@cpsge.org |
| Sean A. Mackin | Coordinator of Athletics (Title IX for Student-Athletes) | 594-3574 | samackin@cpsge.org |
| Amena Assaf | Supervisor of Nurses | 594-3471 | aassaf@cpsge.org |
| Scott Chapdelaine | Director of Maintenance | 594-3417 | schap@cpsge.org |

CHICOPEE PUBLIC SCHOOLS DISTRICT CONTACT LIST

Schools

| | | | |
|-------------------------------|---|----------|--|
| Kate Lambert, Principal | Anna E. Barry School | 594-3425 | klambert@cpsge.org |
| Samuel Karlin, Principal | Belcher School | 594-3526 | skarlin@cpsge.org |
| William Holt, Principal | Edw. Bellamy Middle School | 594-3527 | wholt@cpsge.org |
| David Drugan, Principal | Patrick E. Bowe School | 594-3431 | dtdrugan@cpsge.org |
| Norman Burgess, Principal | Herbert V. Bowie School | 594-3532 | nburgess@cpsge.org |
| John Leonard, Principal | Chicopee Academy at James C. Selser | 594-3449 | jleonard@cpsge.org |
| Carol Kruser, Principal | Chicopee High School | 594-3437 | ckruser@cpsge.org |
| Andrew Lamothe, Principal | Chicopee Comprehensive High School | 594-3534 | alamothe@cpsge.org |
| Derek Morrison, Principal | 1 st Sgt. Kevin A. Dupont Memorial Middle School | 594-1881 | dmorrison@cpsge.org |
| Jon Endelos, Principal | Lambert-Lavoie Memorial School | 594-3444 | jendelos@cpsge.org |
| Elizabeth M. Masse, Principal | Sgt. Robert R. Litwin School | 594-3545 | emasse@cpsge.org |
| Irene Lemieux, Principal | Fairview Veterans Memorial Elementary School | 594-3501 | ilemieux@cpsge.org |
| Amanda Theriault, Principal | Gen. John J. Stefanik School | 594-3464 | atheriault@cpsge.org |
| January Wilson, Principal | Hugh Scott Streiber School | 594-3446 | jwilson@cpsge.org |
| Janet Reid, Principal | Szetela Early Childhood School | 594-3597 | jreid@cpsge.org |