

Greenfield High School



FAMILY HANDBOOK 2021-2022 Greenfield Public Schools

21 Barr Avenue
Greenfield, Massachusetts 01301
413-772-1350
Fax: 413-774-6204

The Greenfield School District does not discriminate on the basis of age, sex, gender identity, race, religion, color, national origin, sexual orientation, or disability in accordance with applicable laws and regulations

SECTION 1: GENERAL INFORMATION

WELCOME TO GREENFIELD HIGH SCHOOL

Dear Parents/Caregivers and Students:

On behalf of the faculty and staff, I welcome back all the returning students of Greenfield High School and extend a special welcome to our incoming 8th graders, the Class of 2026. As your new Principal, I am humbled to assume this leadership role and work collaboratively with all of the various stakeholders to continue the proud tradition of educational excellence that has been established here..

As our Core Values state, Greenfield High School is committed to creating a learning environment where all members work independently and collaboratively to prepare for success in the 21st century. The program of studies builds confidence, encourages curiosity, and enhances students' perseverance in achieving their goals. The school community promotes integrity, nurtures compassion, and develops respect for diversity.

Our fundamental belief as a learning community is that all students can learn, succeed, and create. We believe that a safe and supportive environment is necessary for students to take academic risks and that meaningful connections to student's lives create effective learning. Additionally, varied instructional methods and assessments engage the greatest number of students. We believe that families and the larger community can contribute to the enrichment and well being of students and informed members of society are grounded in knowledge of the past and the ideals of democracy.

It is our expectation that you spend some time reading this handbook in order to become aware of our rules, regulations, and general policies. The information provided in the following pages will help to make our school year, 2021-2022, a more meaningful and positive experience for all. I strongly encourage students and parents/caregivers to fully participate in all the opportunities that are provided both within and beyond the classroom.

Greenfield High School is a school for all students. We are here to motivate you, and to support you! I wish you a successful and productive school year that will be both challenging and rewarding.

Sincerely,

Jonathan D. Cavallo
Acting Principal

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III. Selected School Committee Policies - also located on Greenfield Public Schools' Website, <https://www.gpsk12.org/gps-district-wide/school-committee/policy-manual>

GREENFIELD SCHOOL COMMITTEE

Roxann Wedegartner, Mayor
Amy Proietti, Chair
Susan Eckstrom, Vice Chair
Glenn Johnson-Mussad, Secretary
Katie Caron
Susan Hollins
Jean Wall

The full committee can be reached by email at SchoolCom@gpsk12.org

CENTRAL OFFICE ADMINISTRATION

Dr. Christine, DeBarge, Superintendent of Schools
Karin Patenaude, Assistant Superintendent
Andy Paquette, Business Manager
Janet Dickinson, Director of Pupil Services
Carol Holzberg, Tech Director
TBD, Facilities Manager
TBD, Food & Nutrition Services Director
Hours of Operation: 8:00 a.m.-4:30 p.m.

GREENFIELD HIGH SCHOOL ADMINISTRATION

Jonathan Cavallo, Acting Principal, Greenfield High School
Michael Browning, Associate Principal, Greenfield High School
Gina Johnson, Associate Principal, Greenfield High School
Hours of Operation: 7:30 a.m.-2:10 p.m.
Early Release Hours of Operation: 7:45 a.m.-11:15 a.m.

GREENFIELD MIDDLE SCHOOL ADMINISTRATION

Lynn Dole, Principal, Greenfield Middle School
TBD, Associate Principal, Greenfield Middle School
Hours of Operation: 7:30 a.m.-2:10 p.m.
Early Release Hours of Operation: 7:30 a.m.-11:15 a.m.

ELEMENTARY ADMINISTRATION

Michelle Fenimore, Principal, Federal Street School
Caissie Putnam, Principal, Discovery School at Four Corners
Melodie Goodwin, Principal, Newton School
Hours of Operation: 8:30 a.m.-2:55 p.m.
Early Release Hours of Operation: 8:30 a.m.-

ACADEMY OF EARLY LEARNING ADMINISTRATION

Nancy Putnam, Principal, Academy of Early Learning
<https://www.gpsk12.org/academy-early-learning>

DISTRICT TELEPHONE NUMBERS

SUPERINTENDENT'S OFFICE

Dr. Christine DeBarge, Superintendent	413-772-1310, ext. 3310
Karin Patenaude, Assistant Superintendent	413-772-1406, ext. 3406
Lauren Rice, Executive Secretary	413-772-1326, ext. 3326
Becky Tower, Administrative Assistant	ext. 1010
Receptionist	413-772-1300, ext. 3300

BUSINESS OFFICE

Andy Paquette, Business Manager	413-772-1314, ext. 3314
Loretta Doolittle, Payroll	413-772-1301, ext. 3301
Susan Lynes, Payroll & Personnel Asst.	413-223-5351, ext. 3501
Kristin Sadlowski, Accounting Assistant	413-772-1336, ext. 3336
Vera Ayrapetyan, Accounting Assistant	413-772-1315, ext. 3315
Edward Voudren, Transportation	413-772-1407, ext. 3407

PUPIL SERVICES

Janet Dickinson, Director of Pupil Services	413-772-1360, ext. 2112
Shannon Collins, Educational Team Leader	413-772-1324, ext. 3324
Nicole Gadreault, Administrative Assistant	413-772-1327, ext. 3327
Len Huber, Elementary Psychologist	413-772-1317, ext. 3317
Cassie Damkoehler, Ed. Team Leader	413-772-1350 ext. 1028
Sarah Crawford, Asst. Dir. Student Services	413-772-1317 ext. 3317

TECHNOLOGY SERVICES

Carol Holzberg, Tech Director	413-772-1322, ext. 3322
Michael Svinis, Network Manager	
Christiane Leger, District Technician	
Connor LaFleur, District Technician	413-772-1328, ext. 3328
Andie Lempke, District Technician	

DATA SYSTEMS

Sierra Rother, Student & School Data	413-772-1318, ext. 3318
Lisa Cecala, District Data & State Reports	413-772-1306, ext. 3306

MAINTENANCE

TBD, Facilities Manager	413-772-1333, ext. 3333
Carl Renfrew, Maintenance	413-834-0771
Ben Murphy, Maintenance	413-658-8271

FOOD & NUTRITION SERVICES

TBD, Director	413-772-1335, ext. 3335
Joan Bitters, Administrative Assistant	413-772-1334, ext. 3334

Lunch Room

413-772-1346, ext. 3346

Large Conference Room

413-772-1313, ext. 3313

DISTRICT-BASED SERVICE PROVIDERS

Ms. Linda Smith, Occupational Therapist
 Ms. Megan Parker, Behaviorist
 Ms. Marjorie Dow, Occupational Therapy Assistant
 Ms. Karen Johnston, Physical Therapist
 Ms. Deb Wing, Physical Therapy Assistant
 Ms. Linda Mondschein, Teacher of the Deaf & Occupational Therapist
 Ms. Elysse Wadman, Speech and Language Pathologist
 Board Certified Behavior Analyst (BCBA), TBD
 Board Certified Behavior Analyst (BCBA), TBD
 District-wide School Counselor for Therapeutic Programs, TBD

Website, Greenfield Public Schools: <https://www.gpsk12.org/>

Greenfield Recreation After School Program (GRASP): <https://www.gpsk12.org/federal-street/greenfield-recreation-after-school-program-grasp>

Family Support Page - FAQs, Tutorials and More: <https://www.gpsk12.org/gps-district/technology/family-support-page-faqs-tutorials-and-more>

Greenfield Police Department: 413-773-5411, 321 High School, Greenfield

Greenfield Fire Department: 413-774-4737, 412 Main Street, Greenfield

ACADEMY OF EARLY LEARNING

Phone: 413-772-1390	FAX: 413-772-1337
Nancy Putnam, Principal	ext. 11
Nancy Garlock, Program Co-Coordinator	ext. 12
Ashley Walsh, Administrative Assistant	413-772-1390
TBD, Program Co-Coordinator	ext. 14
Mackenzi Demur, Speech & Language	413-772-1387
Claire Johnson, Nurse	ext. 15

FEDERAL STREET SCHOOL

Phone: 413-772-1380	FAX: 413-772-1319
Michelle Fenimore, Principal	ext. 3
Sandy Bevacqua, Admin. Assistant	ext. 0
Rebecca Carlson, Nurse	ext. 4

DISCOVERY SCHOOL at FOUR CORNERS

Phone: 413-772-1375	FAX: 413-772-1329
Caissie Putnam, Principal	413-772-1378
Shelli Dostal, Administrative Assistant	ext. 200
TBD, Nurse	ext. 202

NEWTON SCHOOL

Phone: 413-772-1370	FAX: 413-772-1332
Melodie Goodwin, Principal	ext. 101
Maggie Towne, Administrative Assistant	ext. 0
Jenn Paulin, Nurse	ext. 109

GREENFIELD MIDDLE SCHOOL

Phone: 413-772-1360	FAX: 413-772-1367
Lynn Dole, Principal	ext. 2242
TBD, Associate Principal	ext. 2138
Jessica Osit, Administrative Assistant	ext. 2240
Michelle Rehorka, Administrative Assistant	ext. 2239
Hannah Augustine, Nurse	ext. 2237

GREENFIELD HIGH SCHOOL

Phone: 413-772-1350	FAX: 413-774-6204
Jonathan Cavallo, Acting Principal	ext. 1011
Michael Browning, Assoc. Principal	ext. 1005
Gina Johnson, Associate Principal	ext. 1009
Mirinda Scappace, Administrative Assistant	ext. 1005
Tami Silk, Admin Assistant, Guidance	ext. 1129
Mike Kuchieski, Athletic Director	ext. 1106
Kelly Savitri, Nurse	ext. 1137

Greenfield High School Administration, Faculty, and Staff - 413-772-1350

First Name	Last Name	Position	Email Address	Location/Extension
Dorothy	Abbey	Food Service	dorabb1@gpsk12.org	Cafeteria
John	Ames	Custodian	johame1@gpsk12.org	Custodial
Sam	Balcanoff	Food Service	sambal1@gpsk12.org	Cafeteria
Marita	Banda	Instructional Asst.	marban1@gpsk12.org	IA
Judith	Bennett	Science Teacher	judben1@gpsk12.org	1031
Garth	Brody	English Teacher	garbro1@gpsk12.org	2045
Sean	Callaghan	Instructional Asst.	seacal1@gpsk12.org	IA
Timothy	Caplice	TLC Coordinator	timcap1@gpsk12.org	2053
Marcia	Cassady	Instructional Asst.	marcas1@gpsk12.org	IA
Jonathan	Cavallo	Principal	joncav1@gpsk12.org	1011
Amy	Charboneau	Business Teacher	amycha1@gpsk12.org	2033
Carol	Claine	Food Service	carcla1@gpsk12.org	Cafeteria
Tara	Cloutier	Spanish Teacher	tarclo1@gpsk12.org	2023
Julie	Coburn	Instructional Asst.	julcob1@gpsk12.org	IA
Sarah	Crawford	Assist. Dir Pupil Serv.	sarcra1@gpsk12.org	1028
Tracy	Creek	Social Studies Teacher	tracre1@gpsk12.org	2012
Cassie	Damkoehler	Special Ed. Teacher	casdam1@gpsk12.org	1119
Erin	Degen	Social Studies Teacher	erideg1@gpsk12.org	2017
Grace	Del Vecchio	Special Ed. Teacher	gradel1@gpsk12.org	1115
Jessica	Delgado	Instructional Asst.	jesdel1@gpsk12.org	IA
Shelly	DeMeo	Guidance Counselor	shedem1@gpsk12.org	1132
Karen	Dodd	Instructional Asst.	kardod1@gpsk12.org	IA
Marjorie	Dow	Occupational Therapist	mardow1@gpsk12.org	OT
Lisa	DuSell	Instructional Asst.	lisdus1@gpsk12.org	IA
Stuart	Elliott	Special Ed. Teacher	stuell1@gpsk12.org	2037
Jack	Farnham	Instructional Asst.	jacfar1@gpsk12.org	IA
Tracy	Farnham	English Teacher	trafar1@gpsk12.org	1025
Terry	Fisher	Custodian	terfis1@gpsk12.org	Custodial
Siobhan	Fitzgerald	Guidance Counselor	siofit1@gpsk12.org	1133
Steven	Fleury	Custodian	stefle1@gpsk12.org	Custodial
Nicholas	Fouche	School Adjust. Counselor	nicfou1@gpsk12.org	1088

Patrick	Garland	English Teacher	patgar1@gpsk12.org	2048
Nancy	Gifford	Instructional Asst.	nangif1@gpsk12.org	IA
Jarett	Greene	Art Teacher	jargre1@gpsk12.org	2007
Caroline	Guillemette	Food Service	cargui1@gpsk12.org	Cafeteria
Courtney	Hagar	Special Ed. Teacher	couhag1@gpsk12.org	1030
Anna	Hartmann	French Teacher	annhar1@gpsk12.org	2022
Rashmee	Heilman	Science Teacher	rashei1@gpsk12.org	2028
Christian	Jacobs	Social Studies Teacher	chrjac1@gpsk12.org	2015
Benjamin	Johnson	Instructional Asst.	benjoh1@gpsk12.org	IA
Karen	Johnston	Physical Therapist	karjoh1@gpsk12.org	PT
Dharam	Khalsa	Reading Specialist	dhakha1@gpsk12.org	1099
Kirsten	Kinsmith	Math Teacher	kirkin1@gpsk12.org	1123
Lucien	Koonce	Art Teacher	luckoo1@gpsk12.org	2006
Angie	Kuchieski	Instructional Asst.	angkuc1@gpsk12.org	IA
Michael	Kuchieski	Physical Ed. Teacher/ AD	mickuc1@gpsk12.org	1106
Rachel	LaPointe	Instructional Asst.	raclap1@gpsk12.org	IA
Erich	Leaper	English/ SS Teacher	erilea1@gpsk12.org	1035
Brendan	Leowolf	Audio Visual Arts Teacher	breleo1@gpsk12.org	1076
Leslie	Lopez	Instructional Asst.	leslop1@gpsk12.org	IA
Lukas	Martin	Social Studies Teacher	lukmar1@gpsk12.org	2013
Angela	Mass	Math Teacher	angmas1@gpsk12.org	1124
Lisa	Moore	Physical Ed. Teacher	lismoo1@gpsk12.org	1073
Garret	O'Brien	Instructional Asst.	garobr1@gpsk12.org	IA
Kara	O'Brien	Science Teacher	karobr1@gpsk12.org	2031
Frances	Ortiz	ELL Teacher	fraort1@gpsk12.org	1095
Benjamin	Padua	Instructional Asst.	benpad1@gpsk12.org	IA
Stacy	Page	School Adjust. Counselor	stapag1@gpsk12.org	1098
Joseph	Paoletti	Health Teacher	jospao1@gpsk12.org	2039
Raymond	Paquette	Math Teacher	raypaq1@gpsk12.org	1034
Teresa	Poirier	Food Service	terpoi1@gpsk12.org	Cafeteria
Jessica	Pollock	Media Specialist	jespol1@gpsk12.org	2004
Nolan	Powers	Food Service	nolpow1@gpsk12.org	Cafeteria

Jessica	Pruitt	Spanish Teacher	jespru1@gpsk12.org	2021
Sarah	Pruitt	Instructional Asst.	sarpru1@gpsk12.org	IA
Thomas	Pulizari	Instructional Asst.	thopul1@gpsk12.org	IA
Hilma	Raffa	Food Service	hilraf1@gpsk12.org	Cafeteria
Scott	Rice	Psychologist	scoric1@gpsk12.org	1130
Kimberly	Robbins	Food Service	kimrob1@gpsk12.org	Cafeteria
Priscilla	Robinson	Food Service	prirob1@gpsk12.org	Cafeteria
Kelly	Savitri	Nurse	kelsav1@gpsk12.org	1137
Mirinda	Scappace	Administrative Assistant	mirsca1@gpsk12.org	1005
Mark	Schilling	Speech Language Path.	marsch1@gpsk12.org	SLP
Laura	Schroeder	Math Teacher	lausch1@gpsk12.org	1026
Tami	Silk	Administrative Assistant	tamsil1@gpsk12.org	1129
Linda	Smith	Occupational Therapist	linsmi1@gpsk12.org	OT
Matthew	Sypek	Music Teacher	matsyp1@gpsk12.org	1081
Kaoru	Toyoda	Special Ed. Teacher	kaotoy1@gpsk12.org	1087
Kelly	Trinque	Instructional Asst.	keltri1@gpsk12.org	IA
Maia	Valcarce	Math Teacher	maival1@gpsk12.org	1121
Michael	Valenti	Instructional Asst.	micval1@gpsk12.org	IA
Dana	Whitney	English Teacher	danwhi1@gpsk12.org	2047
Sarah	Wright	Instructional Asst.	sarwri1@gpsk12.org	IA
Martin	Yaffee	Culinary Arts Teacher	maryaf1@gpsk12.org	1109
Rebecca	Zimmerman	Social Studies Teacher	rebzim1@gpsk12.org	1032

Greenfield Public School District

Vision, Mission and Core Values

VISION & MISSION

It is the vision of the Greenfield Public Schools that every student has access to an academically rigorous, enriching, and well-rounded education that affords them opportunities to be well-connected scholars and contributing members of the broader society in which they live. To that end, Greenfield Public Schools strives to create a partnership between educators, students, and families to serve as a collaborative team and ensure the best possible outcomes for our students.

VISION - We believe that:

- Every student has the ability to succeed, the right to be respected and challenged, and the responsibility to do his or her best
- Every family is welcomed and is a full partner in the education of their child
- Every educator is an essential factor in guiding the educational development of his/her students

MISSION - In order to accomplish this:

- Pre-school opportunities prepare students for later success through a range of developmentally appropriate social, cognitive and motor opportunities in a safe, enriching environment
- Elementary school students engage in a broad and interdisciplinary curriculum with opportunities for differentiated supports in order to master literacy and mathematics skills on grade-level, serving as a foundation for lives as productive, self-enabling citizens
- Middle School students engage in extensive community service, project-based learning, and thematic activities, connected to a rigorous and meaningful academic program of studies
- High School students participate in a wide range of accelerated and AP courses, take full advantage of college counseling, enjoy physical and emotional well-being through clubs, sports, and activities, and have access to preparation for college or career in their chosen field
- Teachers and faculty have access to high quality Professional Development, are experts in their content and instructional approaches, and have an active voice in key instructional decisions

CORE VALUES - We are guided by the following principles:

- Safe & Supportive Environments are part of who we are
- Community Engagement is integral to our work – if we want students to be connected to the world, we must find ways for them to engage outside the classroom walls
- Access to high quality educational opportunities is a cornerstone of the success of all students
- Student learning is assessed using a range of measures that include qualitative and quantitative approaches that reflect the unique differences of the student body served
- Decisions are guided by their impact on students, and student success is the measure of the work we do

GREENFIELD HIGH SCHOOL

2021-2022

Core Values, Beliefs and Learning Expectations

Values

Greenfield High School is committed to creating a learning environment where all members work independently and collaboratively to prepare for success in the 21st century. The program of studies builds confidence, encourages curiosity, and enhances students' perseverance in achieving their goals. The school community promotes integrity, nurtures compassion, and develops respect for diversity.

Beliefs

- All students can learn, succeed, and create.
- A safe and supportive environment is necessary for students to take academic risks.
- Meaningful connections to students' lives create effective learning.
- Varied instructional methods and assessments engage the greatest number of students.
- Families and the larger community can contribute to the enrichment and well-being of students.
- Informed members of society are grounded in knowledge of the past and the ideals of democracy.

Wonder

Think critically to research and analyze real-world problems and constructively critique alternative solutions

Accomplish

Use tools and technology responsibly in order to complete tasks independently and efficiently

Voice

Participate in the collaborative process in a respectful and equitable manner

Explore

Read, listen, and communicate effectively with an awareness of context, including intended audience and purpose.

Wonder: Think critically to research and analyze real-world problems and constructively critique alternative solutions.

Criteria	Exemplary 5	Approaching Exemplary 4	Proficient 3	Approaching Proficient 2	Beginning 1
Identifies Problem/ Asks Questions	Identifies, in precise terms, the problem or question being asked Explains the problem or question being asked	←	Identifies the problem or question being asked Explains the problem or question with assistance	←	Does not identify the problem or question being asked Does not explain the problem or question
Gathers/ Organizes Information	Thoroughly and completely gathers, organizes, and evaluates the pertinent information (quantitative and/or qualitative data, interviews, observations, reports, research, etc.)	←	Partially gathers, organizes, and evaluates the pertinent information or can do so with assistance	←	Does not gather, organize or evaluate pertinent information
Analyzes/ Evaluates Information	Always uses appropriate criteria to carefully identify, review, and evaluate key information that will lead to an insightful solution Always separates facts from assumptions or opinions Extracts the relevant/useful information	←	Uses appropriate criteria to carefully identify, review, and evaluate key information that will lead to an insightful solution with assistance Separates facts from assumptions or opinions Extracts the relevant/useful information with assistance	←	Does not identify, review or evaluate key information Does not separate facts from assumptions or opinions
Draws Conclusions/ Develops Solutions	Clearly explains and defends a solution, conclusion or thesis using sound reasoning and logic	←	Explains only some parts of a solution, conclusion or thesis, or uses incorrect reasoning or logic	←	Does not clearly explain and defend a solution, conclusion or thesis using sound reasoning and logic
Reflects/ Evaluates	Describes in depth: the experience, how they feel about the learning experience, what they learned from the experience, and what they will do differently next time	←	Describes their learning experience in general terms	←	Does not describe their learning experience

Accomplish: Use tools and technology responsibly in order to complete tasks independently and efficiently._

Criteria	Exemplary 5	Approaching Exemplary 4	Proficient 3	Approaching Proficient 2	Beginning 1
Awareness of Task/Purpose	<ul style="list-style-type: none"> Always establishes and maintains a clear purpose, demonstrates a clear understanding/ awareness of the task 	←	<ul style="list-style-type: none"> Attempts to establish a purpose, demonstrates awareness of task All aspects of task may not be considered 	←	<ul style="list-style-type: none"> Demonstrates basic understanding of the task and the steps needed to complete it
Self Directed/ Independent	<ul style="list-style-type: none"> Consistently takes initiative and responsibility for learning Students are able to analyze their learning experience and identify next steps Students are able to reflect on the process to make meaning and connections and lead to better outcomes in subsequent projects 	←	<ul style="list-style-type: none"> Can sometimes take initiative and/or responsibility for learning Often requires redirection/prompting Sometimes able to reflect on the process (with teacher direction) to make meaning and connections and lead to better outcomes 	←	<ul style="list-style-type: none"> With teacher support/prompting is beginning to be able to identify best resources for the task Sometimes requires clarification and/or restatement of aspects of the task
Efficient Use of Tools and Their Functions	<ul style="list-style-type: none"> Always chooses and uses a variety of appropriate tools or resources independently to enhance the work 	←	<ul style="list-style-type: none"> Sometimes requires teacher assistance in choice of tools and their use Is beginning to be able to choose and use a variety of tools and technology 	←	<ul style="list-style-type: none"> Usually needs teacher assistance in choice of tools and their use Can use some tools/technology efficiently and appropriately, especially when prompted

Voice: Participate in the collaborative process in a respectful and equitable manner.

Criteria	Exemplary 5	Approaching Exemplary 4	Proficient 3	Approaching Proficiency 2	Beginning 1
Effort and Focus on Task	<ul style="list-style-type: none"> Consistently stays focused on task Consistently encourages and supports the effort and goal of the group 	←	<ul style="list-style-type: none"> Focuses on the task most of the time Usually encourages and supports the effort and goal of the group 	←	<ul style="list-style-type: none"> Rarely focuses on the task Rarely encourages and supports the effort and goal of the group
Shared Responsibility and Dependability	<ul style="list-style-type: none"> Consistently prepared and punctual Independently fulfills role & does not depend on others to do the work Consistently shares responsibilities 	←	<ul style="list-style-type: none"> Usually prepared and punctual Usually fulfills role & usually does not depend on others to do the work Usually shares responsibilities 	←	<ul style="list-style-type: none"> Rarely prepared and punctual Rarely fulfills role & depends on others to do the work Rarely shares responsibilities
Discussing and Listening	<ul style="list-style-type: none"> Consistently collaborates by stepping back to listen actively and respectfully Consistently collaborates by stepping up to contribute thoughtfully and respectfully 	←	<ul style="list-style-type: none"> Usually collaborates by stepping back to listen actively and respectfully Usually collaborates by stepping up to contribute thoughtfully and respectfully 	←	<ul style="list-style-type: none"> Rarely collaborates

Explore: Read, listen, and communicate effectively with an awareness of context, including intended audience and purpose.

Criteria	Exemplary 5	Approaching Exemplary 4	Proficient 3	Approaching Proficiency 2	Beginning 1
Read	<ul style="list-style-type: none"> Fluently with an acute awareness of context 	←	<ul style="list-style-type: none"> Effectively with some awareness of context 	←	<ul style="list-style-type: none"> Ineffectively with no awareness of context
Listen	<ul style="list-style-type: none"> Attentively with an acute awareness of context 	←	<ul style="list-style-type: none"> Effectively with some awareness of context 	←	<ul style="list-style-type: none"> Ineffectively with no awareness of context
Verbally Communicate	<ul style="list-style-type: none"> Fluently with an acute awareness of context 	←	<ul style="list-style-type: none"> Effectively with some awareness of context 	←	<ul style="list-style-type: none"> Ineffectively with no awareness of context
Communicate in Writing	<ul style="list-style-type: none"> Fluently with an acute awareness of context 	←	<ul style="list-style-type: none"> Effectively with some awareness of context 	←	<ul style="list-style-type: none"> Ineffectively with no awareness of context



Greenfield Public Schools | 2021-2022 CALENDAR

4 Independence Day

JULY 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 Return to school
17 No School – Dr. M.L. King Day
19-21 GHS 8-12 ONLY Early Release – Midterm Exams
28 No School – Teacher In-Service

26 & 27 New Teacher Orientation
30-31 Teacher In-Service
30 Meet & Greet,
 Elementary 5-6PM
 GMS 6-7 PM & GHS 7-8 PM

AUGUST 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

21-25 No School – Winter Break

1 First Day of School for Grades 1-12, Early Release
2 & 3 Kindergarten Screenings
3 First Day for Kindergarten & PreK (PreK & K ONLY – Early Release)
6 No School – Labor Day

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2 Evening PreK registration 3-6PM
3 Kindergarten Registration
4 No School for PreK ONLY – PreK registration 8:30AM-3PM
24 Early Release K-7 ONLY Parent Conferences, No PreK
24 GHS Parent Conference Night 6-7:30 PM
25 Early Release K-12; K-7 Parent Conferences, No PreK 8-12 Teacher In-Service

7 GMS Open House 5-6PM
 GHS Open House 6-7 PM
11 No School – Columbus Day
28 Early Release K-7 ONLY Parent conferences, No PreK
29 Early Release K-7 ONLY Parent conferences, No PreK

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15 No School for Kindergarten only – K Screenings
18-22 No School – Spring Break

2 No School – Election Day (Teacher In-Service)
11 No School – Veteran's Day Observed
24 Early Release K-12 Thanksgiving break begins, No PreK
25 & 26 No School – Thanksgiving Break

NOVEMBER 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

27 Early Release K-12, No PreK Teacher In-Service
30 No School – Memorial Day

23 Early Release K-12, No PreK
24-31 No School – December Vacation

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10, 13, 14 GHS 8-12 only – Early Release – Final Exams
14 Last Day of school with no snow days
 Early release PreK-12
19 Juneteenth – observed 6/20/22
22 Last Day of School (including 5 snow days)
 Early release PreK-12

Elementary - Kindergarten-4

Nov. 5 1st Quarter ends
 Jan. 21 2nd Quarter ends
 April 1 3rd Quarter ends
 Last day of School: 4th Quarter ends
 Report Cards will be sent home at the end of the 2nd & 4th Quarter.

Middle Grades [5, 6, 7]

Nov. 5 1st Quarter ends
 Jan. 21 2nd Quarter ends
 April 1 3rd Quarter ends
 Last day of School: 4th Quarter ends
 Report Cards will be mailed approx. 1 week after term ends.

High School [8, 9, 10, 11, 12]

Nov. 5 1st Quarter ends
 Jan. 21 2nd Quarter ends
 April 1 3rd Quarter ends
 Last day of School: 4th Quarter ends
 Report Cards mailed approx. 1 week after term ends.

Hours of Operation

Classes are in session from 7:45 a.m. to 2:10 p.m. The Main Office is open from 7:30 a.m. to 3:30 p.m. The Guidance Office is open from 7:30 a.m. to 3:00 p.m.

Students must procure all required items from their lockers at the end of the school day, and prior to leaving for home. Students who remain on school grounds after school hours must have a valid educational or extra-curricular purpose – the absence of which will be grounds for removal from school property.

Schedule Rotation (Daily - Regular)

The school day is divided into seven academic periods along with a 15 minute Advisory period each morning. These periods are identified with numbers, 1-7. The periods are then incorporated into a Day 1 (odd), Day 2 (even), alternating day schedule. Friday's schedule will alternate each week from an odd to even day.

BELL SCHEDULE

2021-22 Weekly Schedule						
Minutes		Monday	Tuesday	Wednesday	Thursday	Friday
15	7:45-8:00	Advisory	Advisory	Advisory	Advisory	Advisory
90	8:04-9:34	1	2	1	2	1/2
88	9:38-11:06	3	4	3	4	3/4
56 Class	11:06-12:36	5/Lunch	5/Lunch	5/Lunch	5/Lunch	5/Lunch
30 Lunch						
4 Passing						
90	12:40-2:10	7	6	7	6	7/6

SECTION II: GHS POLICIES/PROCEDURES

ARRIVAL / DISMISSAL PROCEDURES

Before leaving home, we are asking parents/guardians to complete the wellness checklist every morning and contact the School Nurse as needed. Please make sure that your child(ren) has thoroughly washed/sanitized their hands, have their mask/face covering on or available and remind your child(ren) there is no sharing of personal materials at school or on the bus.

Transportation: Maintain appropriate physical distancing at the bus stop/while waiting for the bus. On the bus masks/face coverings **are required** unless you are unable due to a disability or medical condition. Students are required to maintain appropriate physical distancing on the bus and follow the bus driver's directions.

Arrival at School: Arrival will be supervised by school staff. Students **will not** be allowed in the buildings before 7:15 AM. Parents/Caregivers and students **will not** be allowed to congregate outside of the school buildings and **will not** be allowed to walk students into the school buildings during arrival.

Masks/face coverings are required when students are on school grounds before exiting vehicles and must maintain appropriate physical distancing while entering the school building.

Student drivers **are required** to maintain appropriate physical distancing while in parking lots, outside of school, and while entering the school building

Entering the school building: Students will enter through the event (back) entrances **only**.

Dismissal Policy Procedures

For safety and security purposes, **the Greenfield Public Schools require that parents/legal guardians make all requests for early dismissal of students in writing on the day of such request.** Parents/guardians are discouraged from picking up their children for early dismissal without prior written notice. Phone calls to dismiss students early will not be honored except for an emergency.

High School students must bring parental notes, when they arrive at school, to the main office for processing. A contact number should be provided on all notes for verification.

All early dismissal students must sign out in the Main Office.

We will not disturb any class for early dismissal requests during examination and testing times.

ATTENDANCE PROCEDURES

The Greenfield High School day is from 7:45am to 2:10pm. Attendance will be taken in each Advisory pursuant to the respective bell schedule. Students **MUST** report to Advisory to be recorded as present in school and to avoid absence recordings. Regular and punctual school attendance is essential for success in school. The Committee does recognize that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

At the commencement of each school year, parents/caregivers will be sent a notice instructing them to call a

designated telephone number to inform the school of the student's absence and the reason for such absence. If the school does not receive a message from the parent/guardian by a designated time, then the school shall call the telephone number or numbers furnished to inquire about the student's absence. Parents/caregivers will be contacted within three (3) days of the student's absence if a parent or guardian has not contacted the school regarding the absence.

Parent(s) or Caregiver(s) will be notified when a student has five (5) or more unexcused absences in a marking term. Unexcused absences may result in parental contact, further investigation, and appropriate action as determined by building administration. More than eight (8) unexcused absences will be subject to administrative review and possible action.

Parent(s)/caregivers are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school. Students arriving late must be recorded as tardy by office administration. Before reporting to their respective classrooms, all tardy students must sign in at the Main Office.

Any student leaving the building for early dismissal must sign out at the Main Office.

At the start of each class, teachers will take classroom attendance.

Records of missed classes due to absences, late arrivals, early dismissals or disciplinary referrals, will be referenced for course failure deliberations and/or disciplinary consequences.

Attendance Intervention Measures and Consequences

After five (5) consecutive days of absences, an administrator or school counselor may conduct parental/caregiver conferences. Reports of these conferences or of home visits will be forwarded to the Superintendent or designee for deliberation and appropriate intervention.

Children Requiring Assistance (CRA) report to the Trial Court and a *51 A* report of *Educational Neglect* to the Department of Children and Families may be filed for students who are chronically absent and/or tardy and whose parents have failed to fulfill their responsibility to ensure their child's attendance in school.

Pursuant to M.G.L. Ch. 76, Section 18, students 16 years of age or older who have 15 consecutive absences may be unenrolled from school.

If a Special Education student is chronically absent, the IEP team should convene and rewrite the student's IEP to reflect this issue.

Family vacations are not considered to be excused absences.

Missing Assignments

It is the responsibility of the student to make up all missed assignments, tests or quizzes. Unless arrangements are made, the student may have as many days as missed in order to make up the work. For example, if a student is absent for two days, the student will have two days to make up the required work. A minimum 24 hour notice is required to prepare materials should the parent/guardian wish to make a request for student assignments prior to an absence.

Re-Entry Meeting

Students returning to school after a hospitalization, prolonged illness, or crisis intervention referral are required to notify the school nurse, school counselor or an administrator as soon as possible. At least one school day prior to the student's return to school, a re-entry meeting will be held with the student, parent/caregiver, school counselor, nurse, and any other appropriate staff to determine what accommodations may need to be implemented in order to ensure a successful return to school. At this re-entry meeting we will require a Hospital Discharge Summary or a letter from the student's treating physician indicating that the student is ready to safely return to school.

The student's well-being is paramount to the Greenfield High School staff and we encourage you to contact us with any questions or concerns regarding this process. All information shared with the re-entry team is confidential and will be shared with appropriate staff only with student/guardian permission.



Attendance is key: Time lost from class can also never be regained and promptness to each class is a high priority. Academic success is tied directly to student's attendance. Students are expected to be in school 94% of the time (as dictated by the Department of Elementary and Secondary Education). We believe these standards reflect the minimal expectations, which our community, business, organizations and industries expect. Please encourage your student to come to school on time each day.

For Absences:	For Tardiness:	For Early Dismissals:	For Messages:
<p>If your child is going to be absent, a parent/caregiver must call the school's absence line by 7:30a.m. at (413) 772-1350 x 1002 (absentee line)</p> <p>Please provide your student's name, your name and the date for the absence</p> <p>A student missing more than 50% of a class period will be considered absent from that class.</p> <p>Attendance letters will be generated after the 5th, 10th, and 15th absence and will be sent to parents/caregivers requesting a meeting with guidance counselor and/or principal.</p>	<p>If your child will arrive after 7:45a.m. (when the school day begins) a parent/caregiver should provide a note to the Main Office with the explanation of the tardiness.</p> <p>Please enter the building at the Main Entrance for all arrivals after 7:45 a.m.</p> <p>A tardy after school detention will be given to the student on the fourth and subsequent tardies thereafter.</p> <p>If a student is tardy to a particular class more than three (3) times, the student will receive an office detention on the fourth and subsequent tardies</p>	<p>If your child needs to be dismissed from school before the end of the school day, they should bring a note to the Main Office before school begins. The note should include the time of dismissal, the reason for leaving early and how the student will be leaving (i.e.; student drivers)</p> <p>If your child did not bring a note and needs to leave early, please call the Main Office to inform the school.</p> <p>All students must be signed out in the Main Office and will only be released to people on their Student Contact Information. If other arrangements are needed, please call (413) 772-1350 to speak to one of our administrative assistants.</p>	<p>If you need to get a message to your child or drop off a forgotten item, please call/visit the Main Office (413) 772-1350 x 1001 (general mailbox) to ensure that your child receives the message/item. We will not disrupt classes for non-emergency situations.</p>

CODE OF CONDUCT

Care of School Property and Textbooks

Students are responsible for all school property loaned to them, including library books, textbooks, laboratory equipment, athletic uniforms, band uniforms, musical instruments, and the like.

- Any student who deliberately marks, damages, loses, or destroys textbooks or library books is liable for the cost of repairs or replacement.
- Any student who fails to return school property that has been issued to them for academics, laboratory equipment, athletics, or the music program is liable for the cost of repairs or replacement.
- Any student who willfully damages or destroys any school property is liable for the cost of repairs or replacement, including labor and materials.

Code of Conduct: Administrative Discretion

Greenfield High School uses restorative practices to address the whole student and needs that have led to their actions. In doing so, administrative flexibility is required in any disciplinary action to account for individual cases, unusual problems not anticipated nor written in school regulation, and maintenance of effective control of behavior in a public school. The administration reserves the right to adjust actions based upon the severities of the offense or mitigating circumstances. Action taken under the prerogative must also meet the reasonableness and protection of the rights of students.

Greenfield Public Schools expect all students to conduct themselves in a responsible manner. Disciplinary measures are used to maintain a safe and stable school environment. We incorporate all provisions of the Mass. General Laws, Chapter 71, Section 37H, 37H½, and 37H¾ in our Code of Conduct.

Disciplinary action affecting a student with a disability must comply with the prescribed procedures under state and federal law. Greenfield incorporates all of the provisions of 20 U.S.C. 1415(k) (disciplining students with disabilities), as well as 603 CMR 28.08 (dispute resolution before the Bureau of Special Education Appeals), in the Student/Parent Handbook.

Options and Procedures

Each discipline case will carry its own merit and will be decided according to the facts accompanying the case. Effort will be made to discipline students while maintaining them in regular school programs. Parents are encouraged to become actively involved in the disciplinary process. In many cases, however, the following discipline procedures may take place:

1. Students may be given detention or one of several other disciplinary options, including a warning. If after school detention is given, parents must make arrangements for safe student transport home. (Scheduling arrangements for detention can be requested for a parent to provide transportation).
2. Bus privileges may be revoked for acts of misbehavior.
3. Students may have school-driving privileges revoked.
4. Students may be excluded from extra-curricular activities.
5. Students may be placed in the In-House Alternative Program.
6. Students may be externally suspended from school when they are a danger to themselves or others, or when they demonstrate a chronic inability or unwillingness to abide by school regulations. The Principal will decide the length of each suspension.
7. Students may be required to perform school-based community service.
8. Students may be required to pay restitution, write letters of apology, or be assigned special projects.
9. Students may be referred for counseling, risk assessments or psycho-educational evaluations.
10. Greenfield may order a change in placement to an interim alternative educational setting for up to forty-five (45) school days.
11. A student may be excluded from school.

Students who do not abide by the rules of the In-House Alternative Program or who do not modify their behavior will be referred to the administration for external suspension.

During the period of suspension, a student may not appear on school property or at school-related activities or events either as a spectator or participant. A violation of this policy will be considered a trespass resulting in immediate notification of the Greenfield Police Department.

Depending upon the reason for suspension, a student may be prohibited from attending extra-curricular activities beyond the suspension period. Suspensions that carry over a weekend or vacation period will also eliminate a student's participation from any extra-curricular events that take place on those weekends or vacation periods.

Grounds for Short-Term Suspensions

1. Leaving school during school hours without permission.
2. Unauthorized absence(s) from school (truancy) or from class.
3. Repeated unexcused tardiness to school, class and homeroom.
4. Unexcused absence from detention assignments.
5. Gambling in any form.
6. Use of or possession of contraband items such as matches, lighters, non-prescribed hypodermic needles, pipes, roach clips, rolling papers, fireworks, stink bombs, laser pens or pointers.
7. Use of or possession of beepers.
8. Smoking on school property, in a school bus, or at school functions.
9. Exhibitionism, lewd, wanton and lascivious behavior, sexual contact, disorderly conduct including, but not limited to excessive, distracting and/or inappropriate public displays of affection between students. (M.G.L.A. Ch.272, s.16 & s.53.)
10. The possession, dissemination, or use of obscenity in any form, especially, speech writing or explicit sexual pictures or drawings. (M.G.L.A. Ch. 272, s. 29 & 31.)
11. Intentional acts threatening the health and safety of self and/or others on school property, at school sponsored or related events, and to and from school. If warranted, a determination as to referral to law enforcement may be recommended.
12. Lack of respect for faculty, staff, and visitors, including, but not limited to, insubordination, disobedience, use of insulting and/or profane language or gestures, the willful disregard of express or implied directions from a teacher, administrator, or staff member, including but not limited to, the refusal to follow the directions of mandated tests, assessments, or exams, academic dishonesty/cheating, and/or the refusal to follow a mandated program.
13. Theft or vandalism to school property or the property of others in the school setting, whether during or after school hours or at any school activity. Reasonable proof of the offender is necessary. Restitution by the offender is required. If warranted, a determination as to referral to law enforcement may be recommended. (M.G.L.A. Ch. 266, s. 30, 98,100,127A, etc.)
14. Chronic school offender: The student who repeatedly disturbs or interrupts the educational process, refuses to work, who falsifies signatures on reports, who refuses to return signed papers to teachers or administrators, who refuses to report to appropriate school personnel, who exhibits offensive behavior on an ongoing basis, and/or who repeatedly violates the code of conduct.
15. Organizing or participating in hazing or bullying behavior.
16. Violation of Civil Rights: Students have the right to be free from discrimination based upon race, color, religious creed, national origin, ancestry, gender, sexual orientation, disability, or handicap. Such discrimination includes, but is not limited to, verbal and physical attacks on students directed at their racial, ethnic, or religious background, or their disability, and at any form of sexual harassment.
17. Violation of federal or Massachusetts law.
18. Bullying in any form, including verbal abuse, harassment, taunting, name-calling, threats in any form, extortion, intimidation, slander, defamatory statements, whether verbal or written, pushing, shoving, and tripping. This includes asking anyone to verbally abuse, threaten, or intimidate another student on one's behalf.
19. Any school related act, on or off school property, which interferes with or restricts another student's ability to enjoy the educational benefits afforded or offered within, and outside of, the School setting. Such acts include, but are not limited to incidents that interfere with or threaten the well-being or order of the School or its staff, students, or the general public.

In assigning short-term suspensions, administrators are:

- 1) aiming to improve a student's behavior;
- 2) maintaining a safe and orderly school environment; and
- 3) providing for necessary communication between the parent/ guardian and the School personnel.

Students under suspension remain responsible for completion of all schoolwork and will receive credit accordingly. Suspended students will have the opportunity to take tests and exams given during the suspension period during after

school hours or upon their return to school. Teachers are under no obligation to provide help to a student while he or she is under suspension other than to provide notice of assignments.

Grounds for Long-Term Suspension/Expulsion Under Sections 37H and 37H½:

- A. Possession of a firearm on school premises, at school-sponsored or school related events, including field trips, and athletic games, and to and from school (United States Code, Section 921 of Title 18);
- B. Possession of a dangerous weapon, other than a firearm, on school premises, at school- sponsored or school-related events, including field trips and athletic games, and to and from school (M.G.L.A. Ch.269, Section 10);
- C. Assault/ assault and battery upon an administrator, teacher, teacher aide, or other school staff member on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school. (M.G.L.A. Ch. 265, sections 13A and 13D);
- D. Possession, use and/or distribution of an illegal drug or controlled substance as defined in
- E. M.G.L.A. Ch. 94C, including, but not limited to, marijuana, cocaine, crack and heroin on school premises, at school- sponsored or school-related events, including field trips and athletic games, and to and from school;
- F. Use or possession of a bomb or any other explosive or incendiary device;
- G. Pursuant to M.G.L.A. Chapter 71, Section 37H ½, a student charged with a felony or the subject of a felony delinquency complaint may be suspended, or a student convicted, adjudicated, or admitting guilt with respect to a felony or felony delinquency may be expelled, provided that the Superintendent determines, after hearing, that the student's continued presence poses a substantial detrimental effect on the general welfare of the School.

Grounds for Long-Term Suspension Under Section 37H¾:

- A. Possession of a paint gun, BB gun, air rifle, pellet gun, or imitation weapon of any kind;
- B. Assault/assault and battery by means of a dangerous weapon on school premises, at school- sponsored or school-related events, including field trips and athletic games, and to and from school. (M.G.L.A. Ch. 265, Section 15A & 15B);
- C. Possession or misuse of inhalants, glue, synthetic drugs, or any other substance, on school premises, at school-sponsored or school-related events, including field trips and athletic events, and to and from school;
- D. Academic dishonesty/cheating;
- E. Making a bomb threat by any means, including, but not limited to, verbally, electronically, or in writing;
- F. Possession, use and/or distribution of alcohol on school premises, at school-sponsored or school- related events, including field trips and athletic games, and to and from school;
- G. Serious offenses as defined in Grounds for Suspension
- H. Bullying, harassment, or hate crimes; and
- I. Use or possession of an object that appears to be a firearm, bomb, or dangerous weapon.

Procedures for Suspension/Expulsion

Please read this section carefully as the Procedures for Suspension/Expulsion have been amended to reflect recent changes in state law.

The purpose of the new Massachusetts Student Discipline Regulations, effective July 1, 2014,

- For those discipline offenses subject to G.L. 71, §37H¾, to limit the use of long-term suspension as a consequence for student misconduct until the other consequences have been considered and tried as appropriate;
- To promote engagement of a student's parent in discussion of the student's misconduct, and options for responding to it;
- To assure that every student who is expelled or suspended, regardless of the reason for suspension or expulsion, has the opportunity to receive education services to make academic progress during the period of suspension or expulsion; and
- To keep schools safe and supportive for all students while ensuring fair and effective disciplinary practices.

Notice of Suspension and Hearing Under Section 37H¾

The principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the students to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- g) if the student may be placed on long-term suspension following:
 - 1. the rights set forth in 603 CMR 53.08 (3)(b); and
 - 2. the right to appeal the principal's decision to the superintendent.

The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Without the parent/caregiver present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification. Written notice to the parent/caregiver may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal Under Section 37H^{3/4}:

Nothing in these regulations shall prevent the principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during 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 set forth in 603 CMR 53.06(2);
- Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
- Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or 53.08(3) and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time 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.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Principal's Hearing Under Section 37H^{3/4}:

The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequences may be long-term suspension from school, the principal shall afford the student, at a minimum, all the rights set forth, in addition to those rights afforded to students who may face a short-term suspension from school.

Principal Hearing – Short-Term Suspension:

- a) The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student 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 603 CMR 53.05. 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.

- b. Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- c. 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. The determination shall be in writing and may be in the form of an update to the original written notice.

Principal Hearing – Long-Term Suspension

- a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.
- b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:
 - 1. 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;
 - 2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - 3. 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;
 - 4. the right to cross-examine witnesses presented by the school district;
 - 5. 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.
- c) 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.
- d) Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, 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:
 - 1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - 2. Set out the key facts and conclusions reached by the principal;
 - 3. Identify the length and effective date of the suspension, as well as a date of return to school;
 - 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
 - 5. 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:
 - 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 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.

Superintendent's Hearing Under Section 37H^{3/4}:

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 set forth. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good

cause.

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

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

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

The student shall have all the rights afforded the student at the principal's hearing for long-term suspension. The Superintendent shall issue a written decision within five (5) calendar days of the hearing. 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.

In-School Suspension Under Section 37H^{3/4}:

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

The principal may impose an in-school suspension for a disciplinary offense under this provision.

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

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

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

Emergency Removal Under Section 37H^{3/4}:

The principal may 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 procedures in G.L. c.71,

DISCIPLINARY OFFENSES UNDER SECTION 37H OR 37H¹/₂

The principal may remove a student who has committed a disciplinary offense under G.L. c. 71, §§37H or 37H¹/₂ from school for more than ninety (90) days in a school year.

Any student who is removed from school for a disciplinary offense under G.L. c.71, §37H or §37H¹/₂ shall have an opportunity to receive education services and make academic progress during the period of removal.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTION 37H, 37H¹/₂, AND 37H³/₄

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, 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 Superintendent or principal shall inform the student and parent of this opportunity in writing 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 Superintendent 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.

The Superintendent or 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.

Due Process

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

Prior to the informal hearing, oral or written notice of the charges shall be given to the student by the Principal. The informal hearing with the student will then proceed in the following manner:

1. The evidence against the student will be reviewed with the student.
2. The student will be given the opportunity to explain or to make statements in defense of his/her action or in mitigation of his/her conduct.
3. The Principal shall record a summary of the facts and disputed evidence.
4. The Principal shall have the discretion to investigate and to clarify facts, but the student should be informed of all such actions.
5. After the informal hearing, the student will be notified of the decision of the Principal.

When a student is suspended:

The parent/caregiver should be immediately notified that their child is being suspended. In the case of an emergency, they will be asked to come to school and take the child home. (Arrangements for school assignments/tests will be provided as practicable).

In emergencies, if the conduct of a student is severely disruptive, the student will be immediately removed from the building by the police if necessary or by the parent/guardian. Formal charges will follow. All suspension paperwork will follow the emergency action.

If the attempts to reach the parent(s)/guardian(s) are unsuccessful, the student will remain in the building until regular dismissal time. After reasonable efforts to contact the parent(s) or guardian(s) have been made by the administration, the suspension shall take effect and not be stayed. Externally suspended students will not be allowed to return to school during the period of the suspension even if the administration is unable to reach the parent(s) or legal guardian(s).

The Principal must follow this oral presentation with a letter to the parent/caregiver summarizing reasons for suspension, and indicating the number of days of suspension and the reinstatement date—the date the student may return to school.

1. Parent(s) and caregiver(s) should be presented with all reasons for suspension and, if so requested, be given an administrative hearing date with the principal. The following provisions also apply:
 - a. The hearing must be held within two days of the suspension and before reinstatement to school.
 - b. The reinstatement date could, as a result of the hearing, be sooner depending upon evidence, student history, and extenuating circumstances.
 - c. A suspension review decision from the principal will be forwarded to parent(s)/ guardian(s). There is no right to further review.

In addition to the minimal protections afforded to a student where a short-term suspension is imposed, additional due process hearing rights arise under federal and Massachusetts law when a long-term suspension is sought.

Prior to the imposition of a long-term suspension placement in an interim alternative educational setting or an expulsion, the principal shall ensure that the parent(s) or legal guardian(s) (or student, if he/she is eighteen (18) years old or older) receive(s) timely written notice, in the language of the home, by certified and first-class mail, postage prepaid, of the following:

- That a hearing will be held to determine whether or not to impose a long-term suspension, placement in an interim alternative educational setting, or expulsion;
- The date/time/place of the hearing;
- A description of the nature of the evidence supporting the allegation(s) against the student;
- The specific sections of the Handbook alleged to have been violated;
- A list of witnesses who will appear on behalf of the School;
- A summary of the procedures to be followed and the rights afforded to the student at the hearing; to wit:

During the course of the hearing, the School will first present direct and corroborative evidence from the above named individual(s). After presentation of any rebuttal evidence, you will be able to present any evidence related to the above-alleged acts on behalf of your son/daughter. You will then be able to present an argument concerning the information presented followed by a brief argument by the School.

At the hearing, your son/daughter has the right to be represented by counsel or an advocate of your choice.

Depending upon the nature of the individual, you may have the right to cross-examine school witnesses (note: in some cases the need to protect an individual may outweigh a student's right to cross-examine a witness, for example, another student.)

In addition, you may present witnesses on behalf of your son/daughter, and have your son/daughter, if you choose,

testify on his/her own behalf if you so desire. You are entitled to a copy of the tape recording of the hearing.

In addition, you or your counsel or advocate may review any and all statements by proposed school witnesses prior to said hearing. Arrangements for such review can be made by contacting the principal.

Arrangements for the translation of witness statements or other school documents will be provided upon request.

Finally, you have the right to a reasonably prompt written decision, including the specific grounds for the decision, after the hearing is concluded.

Please be advised that all reasonable efforts will be made to protect the confidentiality of the hearing.

Please also note that the allegations against the student must be supported by a preponderance of evidence before a long-term suspension/expulsion is imposed.

Please note further that this is not a court proceeding. Evidence which is relevant, though hearsay, may be admitted.

If the student has an Individualized Education Plan (IEP) or Section 504 Accommodation Plan, additional rights are enumerated in “Disciplinary Action Relative to Special Needs Students” below:

- The right to appeal the Superintendent’s decision to the Disciplinary Subcommittee of the School Committee within ten (10) days; and
- The telephone number of the principal should the parent(s) /caregiver(s) have any questions or concerns.

Procedures for Exclusion of Students with Disabilities Pursuant to Federal and Massachusetts Regulations:

Eligible students with disabilities, as defined by the Individuals with Disabilities Education Act and Massachusetts General Laws, Chapter 71B (Chapter 766), shall be subject to the provisions of this Discipline Policy except as otherwise provided in this section.

Federal and Massachusetts laws, regulations and policies do not prohibit the exclusion of students with disabilities in all cases. However, when it is permitted, the long-term removal of a student from the program which is prescribed in his/her Individualized Educational Plan (IEP) or Section 504 Accommodation Plan must be preceded by a more deliberate review of the causes and reasons for the proposed suspension and the development of an alternative program, consistent with federal and state law.

With respect to the exclusion of students with disabilities for more than ten (10) consecutive days, or a cumulative pattern of exclusions resulting in a change of placement, federal law (see 20 United States Code, Section 1415(k)) requires parental consent, or where the parent(s)/legal guardian(s) does not consent, the securing of an administrative or judicial order authorizing the exclusion, except for violations involving dangerous weapons, controlled illegal substances, or fighting resulting in serious injury.

With respect to the removal of students with disabilities from public schools, Massachusetts follows federal laws and regulations.

Disciplining Students with Disabilities: Procedures Applicable for Exclusions of More than Ten (10) Consecutive School Days or a Pattern of Exclusions Resulting in a Change of Placement:

The following provisions shall apply whenever a school administrator proposes to suspend a student with disabilities for more than ten school (10) days or when the suspension results in a pattern of exclusions resulting in a change of placement:

Definition of Suspension

Suspension shall be defined as any action which results in the removal of a student from the program prescribed in his/her Individualized Education Program (IEP) or Section 504 Accommodation Plan. The term includes in-school suspension as well as any exclusion from transportation services which prohibits the student’s participation in his/her prescribed program.

General Requirements

Each school shall ensure that:

- Its Code of Conduct is on file with the Department of Education and all student handbooks contain the specific

procedures in these regulations for the exclusion of a student with disabilities;

- It has an appropriate procedure to notify the Special Education Coordinator of the misconduct for which exclusion of a student with disabilities for more than ten (10) school days is proposed so that the procedures required can be implemented consistently;
- The number and duration of exclusions of students with disabilities is recorded and maintained by school administrators;
- The IEP or Section 504 Accommodation Plan of every student with disabilities indicates whether the student is or is not expected to meet the school's discipline code, and, if not,
- describes modifications of the code; and
- No student with disabilities may be excluded for more than ten (10) school days or be subject to a pattern of exclusions resulting in a change of placement except as provided hereunder.

Meeting to review IEP

When it is known that the exclusion(s) of a student with disabilities will approach ten (10) school days, a review of the IEP will be conducted. Participants in the meeting shall include, but not be limited to, individuals who are trained in the area of the student's special needs, as well as the parent(s). At that review, the review TEAM will determine whether the student's misconduct is a direct manifestation of the student's disabilities, or results from an inappropriate special education program/placement or an IEP that was not fully implemented. Depending on the result of that determination, exclusion may or may not be implemented.

Circumstances under which the student may not be suspended for more than ten (10) school days:

Subject to the authority of school officials to place a student with disabilities who commits an offense involving a dangerous weapon or illegal drugs/controlled substances, or an assault that results in serious bodily injury, in an interim alternative education setting for up to forty-five (45) school days:

- a. If the TEAM concludes that the student's misconduct is directly related to the student's disabilities or results from an inappropriate special education program or placement or an IEP that was not fully implemented, the student shall not be excluded. Instead, the student's IEP shall be revised to reflect a new program or placement designed to meet the student's needs more effectively, or, if the misconduct resulted from an appropriate IEP that was not fully implemented, all necessary steps shall be taken by the school to ensure that the IEP is fully implemented. If revision of the student's IEP is required, development of an amended or new IEP shall occur;
- b. If a new program or placement is designed for the student as a result of the review, the program or placement shall be implemented immediately following parental approval of the IEP. If the parent(s)/legal guardian(s) refuses consent to the IEP, the school or parent(s)/legal guardian(s) may request a hearing to determine the appropriateness of the program. Alternatively, the parties may seek mediation to resolve the dispute. If a hearing is requested, during the pendency of the hearing, the student shall remain in the last agreed upon educational placement (the placement in effect when the dispute arose), unless another placement is agreed upon by the school and the student's parent(s)/legal guardian(s), or a court or hearing officer's order permits the school to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

Circumstances under which exclusion may be imposed for more than ten (10) school days:

1. If the school wishes to impose a suspension/expulsion which results in more than ten (10) school days, and the TEAM concludes that: the student's misconduct is not a manifestation of the student's disabilities; is not the result of an inappropriate special education program/placement, and the current IEP was fully implemented, the school shall:
 - a. Conduct a functional behavioral assessment and develop a positive behavioral intervention plan;
 - b. Provide an appropriate interim alternative educational plan for the delivery of services to the student during the period of the exclusion; and
 - c. Present the interim alternative plan to the student's parent(s)/legal guardian(s).
 - d. A copy of the interim alternative educational plan must be included in the student's file, which shall also include documentation which demonstrates that:
 - i. The school has complied with procedures required by Goss v. Lopez and by the school's Code of Conduct;
 - ii. The school has complied with procedures required by Section 615(k) of the IDEA;
 - iii. The disciplinary action is for a stated number of days;

- iv. The action is necessary in light of the needs of the student and others;
- v. The school administrators have conferred with appropriate special education staff as to the disciplinary action and have followed all the procedures outlined herein including notice to the parent(s) or guardian(s) of their right of appeal.

PLEASE NOTE THE FOLLOWING STATUTORY REQUIREMENTS:

Section 615(k) of the Individuals with Disabilities Education Act ("IDEA") sets forth the following procedures with respect to disciplining students with disabilities, as well as protections for those students who have not yet been found eligible for special education services. The IDEA was amended by Congress in 2004 and became effective July 01, 2005.

Massachusetts law defers to Section 615(k) of IDEA 2004 with regard to disciplining students with disabilities. In addition, students who fall under Section 504 of the Rehabilitation Act of 1973 also have a right to almost all of the procedural protections enumerated in Section 615(k), which follows in its entirety:

PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING - AUTHORITY OF SCHOOL PERSONNEL

(A) **CASE-BY-CASE DETERMINATION-** School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

(B) **AUTHORITY-** School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities).

(C) **ADDITIONAL AUTHORITY-** If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to subparagraph (E), the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except as provided in section 612(a)(1) although it may be provided in an interim alternative educational setting.

(D) **SERVICES-** A child with a disability who is removed from the child's current placement under subparagraph (irrespective of whether the behavior is determined to be a manifestation of the child's disability) or subparagraph shall—

- (i) continue to receive educational services, as provided in section 612(a)(1), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP; and
- (ii) receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

(E) **MANIFESTATION DETERMINATION- N GENERAL-** Except as provided in subparagraph (B), within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the IEP Team (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine—

(I) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(II) if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

(ii) **MANIFESTATION-** If the local educational agency, the parent, and relevant members of the IEP Team determine that either subclause (I) or (II) of clause (i) is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

(F) **DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION-** If the local educational agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall—

- (i) conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change of placement described in subparagraph (C) or (G);
- (ii) in the situation where a behavioral intervention plan has been developed, review the behavioral intervention

plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- (iii) except as provided in subparagraph (G), return the child to the placement from which the child was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.

(G) SPECIAL CIRCUMSTANCES- School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child--

- (i) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
- (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

(H) NOTIFICATION- Not later than the date on which the decision to take disciplinary action is made, the local educational agency shall notify the parents of that decision, and of all procedural safeguards accorded under this section.

DETERMINATION OF SETTING- The interim alternative educational setting in subparagraphs (C) and (G) of paragraph (1) shall be determined by the IEP Team.

APPEAL-

(A) IN GENERAL- The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a local educational agency that believes that maintaining the current placement of the child is substantially likely to

result in injury to the child or to others, may request a hearing.

(B) AUTHORITY OF HEARING OFFICER-

- (i) IN GENERAL- A hearing officer shall hear, and make a determination regarding, an appeal requested under subparagraph (A).
- (ii) CHANGE OF PLACEMENT ORDER- In making the determination under clause (i), the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may--
 - (I) Return a child with a disability to the placement from which the child was removed; or
 - (II) Order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

(2) PLACEMENT DURING APPEALS- When an appeal under paragraph (3) has been requested by either the parent or the local educational agency--

- (A) the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in paragraph (1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise; and
- (B) the State or local educational agency shall arrange for an expedited hearing, which shall occur within twenty (20) school days of the date the hearing is requested and shall result in a determination within ten (10) school days after the hearing.

(3) PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES-

(A) IN GENERAL- A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for in this part if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

(B) BASIS OF KNOWLEDGE- A local educational agency shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred--

- (i) the parent of the child has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special

education and related services;

- (ii) the parent of the child has requested an evaluation of the child pursuant to Section 614(a)(1)(B); or

- (iii) the teacher of the child, or other personnel of the local educational agency, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education of such agency or to other supervisory personnel of the agency.

(C) EXCEPTION- A local educational agency shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child pursuant to section 614 or has refused services under this part or the child has been evaluated and it was determined that the child was not a child with a disability under this part.

(D) CONDITIONS THAT APPLY IF NO BASIS OF KNOWLEDGE-

- (i) IN GENERAL- If a local educational agency does not have knowledge that a child is a child with a disability (in accordance with subparagraph (B) or (C)) prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors consistent with clause (ii).

- (ii) LIMITATIONS- If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this subsection, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services in accordance with this part, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

(4) REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES-

(A) RULE OF CONSTRUCTION- Nothing in this part shall be construed to prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

(B) TRANSMITTAL OF RECORDS- An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

(5) DEFINITIONS- In this subsection:

(A) CONTROLLED SUBSTANCE- The term 'controlled substance' means a drug or other substance identified under schedule I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

(B) ILLEGAL DRUG- The term 'illegal drug' means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

(C) WEAPON- The term 'weapon' has the meaning given the term 'dangerous weapon' under section 930(g)(2) of title 18, United States Code.

(D) SERIOUS BODILY INJURY- The term 'serious bodily injury' has the meaning given the term 'serious bodily injury' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Greenfield High School uses a restorative practice approach to discipline. It is a reflective system that focuses on rehabilitation through reconciliation with victims and the community at large. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible.

Electronic Devices

Greenfield High School recognizes that cell phones may be viewed as a necessity by parents for safety and that they are necessary for communication with the family regarding after school and school events. Therefore, cell phones may be brought to school as long as the following conditions are met:

- Cell phones should be off and away during the school day.
- Students may not take a photograph(s) or a video(s) on their cell phones at any time during the school day.
- Phone calls and text messaging should not be taking place during the school day. Should these occur, the cell

phone may be confiscated and may require parental/caregiver pick up.

Firearms and Dangerous Weapons

Any individual, not being a law enforcement officer, and notwithstanding any license obtained by them under the provisions of M.G.L. Chapter 140, carrying on their person a firearm, loaded or unloaded or other dangerous weapon in any building, on the grounds of the Greenfield Middle School, or at any school related event without the written authorization of the board or officer in charge of such school, shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. Firearm shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal. See individual school-site's sanctions for such violations.

Any student, who assaults a Principal, Associate Principal, teacher, instructional assistant or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

Hats, Hoods and Clothing

Students may wear hats/caps but will be asked to remove hoods when they are in the school building.

At GPS we encourage self expression and individuality in all of our students. In order to maintain a safe and welcoming school environment, we ask that students refrain from wearing clothing that may be deemed discriminatory on the basis of ethnicity, gender, or religion; or depicts weapons or acts of violence. Building administrators will have the final say on questionable articles of clothing and may request that the student change or cover up.

COMMUNICATION: KEEPING THE LINES OPEN

Court Orders

It is the parents'/caregivers' responsibility to inform the School Administration immediately of any special court orders (i.e. restraining, custody, etc.) that must be adhered to due to a court injunction that is in place or occurs during the school year. The safety of your child is very important to us and we want to ensure that the school is following legal guidelines concerning any custody issues.

Destruction of Student Records

Notice is hereby given that the temporary record of a student will be destroyed no later than five (5) years after that student transfers, graduates, or withdraws from school. If the parent/guardian or eligible student wishes to have the temporary record, they must request in writing prior to the last day of school that the documents be provided to them. No additional notice will be provided to the parent/guardian or eligible student prior to the destruction of such records. In addition, Greenfield Public Schools may destroy the following documents, which are considered part of the temporary record, on a yearly basis: disciplinary records (other than documentation of suspensions and /or expulsions), any notes from the parent/guardian concerning absences, early dismissals, late arrivals, as well as examples of student work. If the parent/guardian or eligible students want those records, they must request so in writing prior to the last day of school.

GHS School Council

The GHS School Council meets monthly and meetings are open to all. The GHS School Council is composed of parents/caregivers, staff, and community members and serves as a sounding board that can provide perspective for the principal on a variety of school-related topics. Please contact Principal Cavallo if you are interested in being a part of this year's School Council.

Non-Custodial Parents' Access To School Records

In order for Greenfield Public Schools to release student information to a non-custodial parent, the directives of Massachusetts General Laws c. 71 Section 34H must be satisfied. Section 34H requires that the School provide information to a non-custodial parent only if the non-custodial parent is eligible to receive information pursuant to this section.

The Massachusetts Department of Education amended its regulations governing non-custodial parent access to their child's school records in order to bring them into line with the federal Family Educational Rights and Privacy Act ("FERPA").

In the past, school districts were required to go through an annual process to determine whether a non-custodial parent was entitled to have such access based upon his/her legal standing via certified copies of Probate & Family Court orders or judgments.

Under the new regulation, the burden of providing this information now falls upon the custodial parent. The school district's only action upon receiving a request from a non-custodial parent for school records is to contact the custodial parent, advise them of the request, and provide the custodial parents twenty-one (21) days in which to supply documentation showing that the non-custodial parent should be denied access. If the school district receives no response from the custodial parents within twenty-one days, it must release the records to the non-custodial parent.

Further, the former regulations required that the non-custodial parent provide information regarding his/her legal status on an annual basis. Under the new regulations, this annual requirement has been removed. The burden is now upon the custodial parent to alert the school district whenever there is a change in the legal status of the non-custodial parent that would render him/her ineligible to access the children's records.

The information provided to the non-custodial parent shall be marked to indicate that it may not be used to support admission of the child to another school.

Progress Reports/Report Cards

Report cards will be issued quarterly throughout the year; please see the school calendar on page 14 of this handbook for the specific dates. Progress reports will be issued at the midpoint of each quarter or later if needed. Students receive letter grades.

We encourage students and their families to monitor student progress and attendance by accessing the PowerSchool portal. Parents/caregivers and students are issued codes to access their PowerSchool account so that they can see what assignments students have completed and grading information. We mail information about PowerSchool access at the beginning of the school year but if you have questions or need assistance, please contact the Main Office staff.

Publicity

It is the practice of the Greenfield School District to give permission for school personnel and the media (e.g., cable television, newspapers, commercial television, radio, and the world wide web) to develop and present in the classroom, in the school hallways, on websites, to the public, print, pictures, and voice related to school programs and students for the purposes of public relations and the dissemination of non-confidential information (i.e., news stories). The Greenfield School District gives such permission without the prior individual approval of parents and caregivers.

If you do not wish for your child's name to be released, or to be photographed, and/or videotaped on such occasions, or for any reason, please inform the Principal at the individual school your child is attending, in writing, prior to September 15th of the school year. It is the parents'/caregivers' responsibility to notify the school in writing, prior to September 15th, if there are any concerns and or restrictions regarding the publicity of their child's picture, name, voice, or representation in the classroom, school building, local media outlets, such as newspaper, television, radio, or digital recording for teacher/student evaluation purposes. If we do not receive written documentation to the contrary, then we will assume that the school has your permission.

Special Education Parent Advisory Council

The Special Education Parent Advisory Council (SEPAC) is a volunteer organization of parents, caregivers, and other members of the community concerned with the delivery of appropriate special education services in Greenfield Public Schools. The SEPAC holds regular meetings that are open to the public, and notices of meetings are posted within the schools and on the website. Special education parent advisory councils are a requirement of the current Massachusetts Special Education Regulations. The Regulations specify two of the responsibilities, and others can be added. The two include advising the School Committee on matters pertaining to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development, and evaluation of the School

Committee's special education programs. The Greenfield SEPAC typically works with the Pupil Services Office to plan workshops for parents including an annual workshop about parents' rights in special education.

SAFETY IS OUR TOP PRIORITY

Building Security and Safety Plan

In order to support facility safety and security within the Greenfield School District for all school personnel, students and visitors, the following district-wide and school-site procedures shall be followed during regular school hours:

After all school personnel and students arrive in the morning and are in their classrooms or work areas ready to begin the regular school day, all exterior doors shall be closed and locked for the duration of the regular school day. Prior to the time when doors are closed and locked, school administrators shall assign available school personnel to areas of the facilities requiring special supervision.

After the doors are locked, individuals wishing entry into the school building must enter through the front doors only and immediately proceed to the main office.

Individuals must report directly to the school office upon entering the buildings. Individuals may not leave the school offices for other areas of the building without permission, and must sign-in and wear badges (e.g. visitor badges). Prior to leaving the building, individuals must report back to the main office, return the badges, and sign out.

All students arriving late, leaving early, or being taken out and brought back during the school day (e.g. for medical or dental appointments) must report to the main office in the company of parent, guardian or designated person, in order to be signed out/in by the office secretary or other designated individuals. Parents/Caregivers or other individuals entering the building in order to dismiss or return a student must report to the main office. No one may go directly to a classroom without authorization from the main office and issuance of identification badges.

At dismissal time (i.e. at the end of the regular school day), students or other individuals must leave or enter the building through the Sanderson Street doors. Available school personnel shall be assigned to supervise specified areas at dismissal time (e.g. the bus loading area and the student pick-up area).

Individuals are encouraged to report information which could help keep our schools safe and prevent potential violence. Information should be reported directly to a school administrator.

Emergency Evacuation Procedures

Emergency evacuation routes are posted within each classroom and procedures will be reviewed periodically with students. Emergency evacuation drills will also be held periodically. The function of these drills is to create a rapid, safe and organized method of evacuation of the building. All persons present during a drill or actual emergency should follow the established evacuation routes and procedures. Any visitor or student that is not with his/her class at the time the alarm sounds should leave the building by the closest exit. Students should report to the nearest adult for further instructions. All individuals in the school building at the time are expected to evacuate and move away from the building according to the requirements of the Fire and Police Departments.

ALL DRILLS MUST BE CONSIDERED AN ACTUAL EMERGENCY. No one should return to the building until the all clear signal has been given.

SUPPORTING OUT STUDENTS AT GREENFIELD HIGH SCHOOL

Academic Honesty and Integrity

Students are expected to do their own work. Plagiarism (copying) of material from any source, for any and all academic works including: papers, presentations or reports, submitting someone else's work as one's own, using google translate, copy and pasting electronic material, copying "crib sheets," the unauthorized removal of test/exam documents/materials from a classroom, photographing test/exam documents, are all considered forms of academic dishonesty.

Athletics

Greenfield High School sponsors the following athletic teams:

Fall	Winter	Spring
Cross Country (B&G) Cheerleading Field Hockey Football Golf Soccer (B&G) Volleyball (Girls)	Basketball (B&G) Cheerleading Ice Hockey	Baseball Softball Tennis (B&G) Track & Field (B&G) Volleyball (Boys)

Interscholastic Athletic Philosophy

Interscholastic athletics shall be a part of the total educational program at Greenfield High School. We believe that the opportunity for participation in the athletic program is a vital part of the educational development of the student. Athletics promote teamwork, good citizenship, sportsmanship, hard work, and goal achievement. Athletics exercises the body as well as the mind, and in doing so builds valuable skills that will take students to higher levels of achievement for the rest of their lives. Athletic competition adds to our school spirit and helps all students, faculty, and community develop pride in our schools.

To support the opportunity for student participation in the athletic program and to foster the maximum overall development of the athlete related to the stated attributes found within the preceding paragraph, coaches will emphasize playing time for all athletes on all sub-varsity sports teams.

A coach will cut players from any team when the number of students trying out is beyond the coaching staff's ability to properly supervise and play students. It is the responsibility of the Greenfield High School Athletic Department to insure the safety of all student athletes and to promote the instructional value of student participation in athletics.

Participation in Greenfield High School Athletics is a Privilege

All athletes are expected to provide leadership for other students and to represent their team, the school, and the community in an exemplary manner. Athletes who violate MIAA, PVIAC, school, or team rules are barred from participating in any and all team practices and/or contests. Furthermore, these athletes are barred from traveling with the team, sitting on the team bench, or communicating with team members or coaches during contests or practices. These athletes are also not allowed to attend or view practices until they are declared eligible by the Principal and Athletic Director. In addition, if the athlete is suspended from school by the administration he/she is not allowed on school grounds or at any school practice or contest, including away games. The coach cannot waive any rule or allow participation in any practice or contest without the approval of the Principal and Athletic Director.

ATTENDANCE ELIGIBILITY

All participants must be in attendance on the school day of the activity or the day prior to an activity on a non-school day unless granted permission by the building Principal. "Attendance" means the student is present for more than one-half of the school day (arrive before 11 a.m. or cannot be dismissed until after 11 a.m.). All students must be present at all activity sessions unless absent from school or personally excused by the advisor.

ACADEMIC ELIGIBILITY

- 1) To be eligible all students must be taking the equivalent of 5 courses per semester that meet each day (not including Physical Education).
- 2) A student must secure during the last marking period preceding the activity (e.g. second quarter marks and not semester grades determine third quarter eligibility) a passing grade in the equivalent of 4 major subjects. To satisfy this requirement, students must have passed sufficient courses for the marking period which carry credits totaling the equivalent of 4 one-year major English courses. Additionally a student, in order to be eligible for extra-curricular activities, must maintain a 70 average during the last marking period preceding membership in the organization. The average will be calculated using a full-time major subject for which a letter

grade is awarded.

REVIEW BOARD PROCEDURES: Those student athletes not meeting the 70 average criteria for eligibility will have their cases reviewed by an Athletic Eligibility Review Board.

Age Limits

All student athletes must be under 19 years of age as of September 1st.

Athletic Regulations and Permission Form

A student must have a signed athletic regulations and permission form turned in to the athletic department before they will be permitted to try-out for a team. The parent/guardian and student must sign this form prior to each sport season.

Bona Fide Team Member

A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. Students cannot be given special treatment (late arrival, early dismissal, etc.) for non-school athletic programs. Saturday and Sunday practices ONLY may be excluded from this rule and no waiver is required.

First Offense: Student-athlete is suspended for 25% of the season (see chart on Rule 62 of MIAA Handbook).

Second Offense: Student-athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of the violation. See Rule 98 for additional tournament restriction and Rule 88 for waiver guidelines.

45.1 A student-athlete must be a Team Member for 50% of the regular season schedule for that sport to participate in any MIAA Tournament competition (team member: any student athlete who attends practices or games for their sport team – e.g. Freshman basketball player moved to JV and then Varsity).

45.2 If ineligible, cannot be in uniform. Attendance at the event to be determined by the High School Principal.

Chemical Health (MIAA: http://miaa.net/contentm/easy_pages/view.php?sid=38&page_id=88) *62.1 From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, , VAPE pens & all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes products such as “NA or near beer,” inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one’s mental state. It is not a violation for a student to be in possession of a defined drug specifically prescribed for the student’s own use by his/her doctor.*

Penalty for first violation:

When the Principal confirms, following an opportunity for the student athlete to be heard, that a violation occurred, the student-athlete shall lose eligibility for the next consecutive 25% of all interscholastic contests in that sport.

Penalty for second and subsequent violations:

When the Principal confirms, following an opportunity for the student athlete to be heard, that a violation occurred, the student-athlete shall lose eligibility for the next consecutive contests totaling 60% of all interscholastic contests in that sport.

Equipment & Uniforms

Athletes will be financially responsible for all lost and damaged (other than normal wear and tear) equipment or uniforms issued to them.

Medical Examinations/Physicals/Epi-Pens/Injuries

All students must pass a physical examination within thirteen months before participation in any sport. A copy of the

physical must be on file with the school nurse before any student will be permitted to try-out, practice or compete. Physical examinations must be performed by the appropriate medical authority as defined by the MIAA Sports Medicine Committee (i.e., physician or physician's assistant).

Any student who does not fulfill this requirement is considered ineligible. A student in violation shall be suspended for the number of contests in which he/she participated without a proper physical.

Please Note - Epi-Pens:

For those student athletes who have a medical order for an Epi-Pen, it shall be the parent's responsibility to provide such an Epi-Pen to the appropriate coach for possible use after normal school hours, since the nurse's office closes soon after dismissal and is not open on weekends.

Injuries/Clearance During the Season:

Following an injury in which an athlete is forbidden to participate by a physician, the athlete must receive medical clearance from the attending physician or associate before being permitted to rejoin the team for physical practice or competition. An injury that requires follow-up treatment must be cleared by the attending physician before the athlete will be allowed to practice or compete.

School Discipline - Student Athletes

Any disciplinary infraction will void a student's ability to attend or participate in any extra-curricular or school-sponsored event until the disciplinary consequence has been satisfied. Student athletes are expected to fulfill disciplinary obligations (e.g., teacher detention, office detention, or internal suspension) before reporting for an athletic practice or game. Under no circumstances will a student athlete be allowed to change the dates/times of after school detentions or make-ups in order to attend practice or a game. Student athletes are expected to serve the full detention period and should not expect to be released early from detention in order to attend practice, play in a home game or board the bus for an away game. Student athletes who skip detention in order to attend practice or compete in a contest will be disciplined as stipulated in the Code of Conduct. Additionally, they will not be allowed to compete in the next scheduled contest. Student-athletes who violate this rule and participate in an athletic contest, match, game, etc. subject the team to forfeit said contest, match, game, etc.

Sportsmanship

Greenfield High School values good sportsmanship, not only from our athletes and coaches, but also from our spectators. Greenfield High School expects all spectators to be respectful of visiting spectators, opponents, and game officials. Our school will be judged not only by our performance but also by our sportsmanship.

Expectations for all spectators:

1. Cheer for both teams as they come onto the playing area
2. Accept the decisions of officials as final
3. Applaud the outstanding plays made by either team
4. Remain silent during a free throw
5. Inappropriate jeering, cheering or taunting will not be tolerated at Belchertown High School or at outside venues.

At all MIAA contest sites and tournament venues, appropriate management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators are subject to ejection. If you plan on attending athletic contests, please be sure to show good sportsmanship. Remember you are representing GHS. Please show respect to all of those in attendance. No noisemakers, pom poms, confetti, or signs are allowed at tournament games.

Team Selection

No student will be allowed to try out for a team after the team roster has been finalized without approval from the coach, Director of Athletics, and Principal.

Please note: 1. Students who are grade ineligible at the beginning of a season may not join a team in which cuts have been made if and when the student may become grade eligible. 2. **For football**, the student will be required to participate in at least 15 practice sessions before being permitted to compete.

Transfer Students (57.1)

A student who transfers from any school to an MIAA member high school is ineligible to participate in any interscholastic athletic contest at any level for a period of one year in all sports in which that student participated at the varsity level or its equivalent during the one year period immediately preceding the transfer. (see exemptions listed in Rule 57.7) Transfer students must check with the Athletic Director to determine if an MIAA waiver is possible to allow participation.

Transportation

Any athletic event sanctioned by the school, in which its students participate, constitutes an extension of the school day, regardless of time or place of the event. Therefore, to assure proper supervision and optimum safety conditions, transportation for athletes will be provided to and from away athletic events. An exception to this policy may be granted for a parent/guardian may provide transportation for away athletic events for his/her son or daughter only if a written statement is given to the coach. Release of the student will be granted once the coach has received the written statement.

Conflict Resolution

During a season, there are times when questions, concerns, and conflicts may occur between coaches, students, and parent(s)/guardian(s). The best interest of the student is served when there is open communication among all parties. When a conflict does arise, it needs to be addressed as quickly as possible, in order that it is resolved as soon as possible. Following is the procedure that should be used when handling conflicts that may arise among coaches, students, and parent(s)/caregiver(s).

Step 1: Meet with the Coach

The student should present the issue to the coach as soon as possible. The student is encouraged to communicate his/her feelings in a one-on-one meeting with the coach. If this is not possible, the student should ask the team captain to attend the meeting. If this is also not possible, the student's parent(s)/guardian(s) should contact the coach to arrange a meeting. Meetings should not be held at the following times or under the following circumstances:

- a) prior to, during, or immediately following a contest,
- b) during practice,
- c) in public or when other students are present, or
- d) is not sufficient time to complete the conversation.

It is suggested that the meeting takes place at a scheduled time, in person or over the phone. A note to have a coach call the student's home may be left with the Athletic Director.

Step 2: Contact the Athletic Director

If a solution has not been reached at Step 1, the coach, student, parent or guardian should contact the Athletic Director. While no guarantee can be made that all parties will agree with the result, a better understanding of each other's concerns, perceptions, and decisions may occur as a result of open communication.

Step 3: Contact the Principal

If there is no satisfactory resolution after Step 2, the student or parent/guardian should contact the Principal. The Athletic Director should be informed of this contact.

Exams

All students will be required to take both a formal Mid-Year and Final Exam in each of their classes. The exams will each count as ten (10) percent of the students' final grade for a total value of twenty (20) percent. Schedules for said exams will be announced prior to their administration.

Extracurricular Activities

The activities program at Greenfield High School is designed to provide experiences which supplement the regular academic program. Students are encouraged to participate in as many of these activities as possible in order to more fully develop their character, personality, sense of citizenship and appreciation for fair play and teamwork. These experiences will hopefully increase a student's pride in himself/herself and his/her school.

Health Services: Illness & Injury

If determined by the School Nurse, the student is unable to remain in school, parent(s)/caregiver(s) will be contacted to make arrangements for dismissal.

Immunizations

Each student prior to entering Grade 10 is required to provide a current physical examination (less than one year old) with written documentation from their physician including the following immunizations: Tetanus/Tdap within the last five years, three or more doses of Polio, two doses of Measles, Mumps & Rubella, three doses of Hepatitis B and immunization or verified proof from a physician of Varicella/chickenpox disease. Failure to do so will result in exclusion from school. Exemptions for religious beliefs or medical reasons are allowed with written doctor verification. <https://www.mass.gov/info-details/school-immunizations>

As of the 2021-2022 school year, students in grades 7, 8, 11, and 12 will need meningococcal conjugate vaccine, MenACWY (brand names *Menveo* or *Menactra*) for school entry.

Grade 7 and 8 entry: 1 dose of MenACWY for all students.

Grade 11 and 12 entry: 1 booster dose of MenACWY received on or after 16 years of age. (1 or more doses of MenACWY are acceptable as long as 1 dose was received on or after 16 years of age.)

Medical Testing

- Students in 9th grade will undergo an annual visual screening and hearing examination. Parents/caregivers will be notified of any problems and urged to seek advice from a specialist in the field.
- Students in 10th grade will undergo height and weight screening.
- Scoliosis screening will be performed on all students in 8th and 9th grades. Parents/caregivers will be notified of any abnormal findings for further evaluation.
- Students are required to have a physical examination prior to 10th grade. Information will be sent home in 9th grade.
- Students in 9th grade will participate in the Screening, Brief Intervention, and Referral to Treatment (SBIRT) program related to the use of alcohol, marijuana and other substances
- Parents have the right to opt their child out of any of the screening programs, and will be notified of that option prior to the start of annual screenings.

Physical Education Excused Absences

All students are expected to participate in Physical Education classes. If there is a medical reason that your child cannot participate in Physical Education classes, please send a note to your child's teacher. A note written and signed by the parent/guardian, stating the reason, will allow an excused absence once per term.

If there is a medical reason that your child cannot participate in Physical Education class on an ongoing basis, please provide a note from your child's physician for review by the school nurse. The school nurse may excuse students from Physical Education classes for medical reasons without a doctor's note once per term.

Honor Roll

The honor roll is recognition of superior achievement and as such should be difficult to attain and a goal for which students should strive. Recognizing this, an honor roll for grades 8-12 has been established with the following criteria: **HIGHEST HONORS** - 90-100, all As **HIGH HONORS** - 80-100, all As and Bs **HONORABLE MENTION** - 77-100, C+ or higher

Meal Program

The Greenfield Public Schools participates in the USDA National School Lunch and Breakfast programs and is required to follow all USDA policies related to these programs.

The Greenfield Public School Food Service Department recognizes the importance of student nutrition and the role proper nutrition plays in successful learning. **To that end, breakfast is FREE for all students in the Greenfield Public Schools and, during the 2021-2022 school year, LUNCH will be FREE for all students as well through the Seamless Summer Option (SSO).** In the 2022-2023 school year and beyond, Greenfield High School, Greenfield Middle School, Newton Elementary, Federal Street Elementary and the Academy of Early Learning will be part of the Community Eligibility Provision and are therefore able to provide FREE LUNCH to all students who attend, without the need for a household application. In the 2022-2023 school year, students at the Discovery School of Four Corners may receive a free or reduced priced lunch based on their household application. Applications are free and are available in the Food Service Office at 195 Federal Street, Suite 100, as well as available on the website,

<https://www.gpsk12.org/gps-district-wide/food-services/free-and-reduced-meal-program>. You may request a new free and reduced lunch application from your school at any time or by calling the Food Services Office at 413-772-1334.

For online payment and additional payment information, please visit the Food Services Payment Portal under the Food Services Department on the Greenfield Public Schools district website at www.gpsk12.org. The *My School Bucks* link can be found there. From this link, you may pay or prepay your child's account. Please note that there is a \$2.49 transaction fee. It is recommended that you make larger payments at one time to avoid more fees, when using the online payment method. You will need the child's name, student ID number and the zip code 01301, or see our instructions under the dropdown bar on the website.

- 2021-2022 School lunch prices:
- FREE for all students through the Seamless Summer Option (SOS) program
- Separately Purchased Milk - \$0.60 (Milk is free with school provided meals)
- At Greenfield High School only: additional a la carte items are sold at Greenfield High School. These additional a la carte items include A-list approved snacks and beverages sold individually. Money must be added to accounts in order to purchase any a la carte items at any school location as these are not part of the FREE lunch program offered through the Community Eligibility Provision nor the Seamless Summer Option.

Referrals of Students Regarding Suspected Disabilities

The parent/caregiver of a Greenfield resident who is between the ages of 2.5 years and 22 years old may contact the Pupil Services Office with concerns or to request special education evaluations related to a known or suspected disability. Some examples of areas of concern are academic skills, social/emotional and/or behavioral difficulties, fine motor skills, gross motor skills, and speech and/or language skills. The Pupil Services Office may be reached at 413-772-1320 ext. 3327. In addition, parents/caregivers can share concerns with their child's school principal, who can forward the information to the Pupil Services Office.

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KI - CLASSROOM VISITATIONS

File: ACAB - HARASSMENT

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the Greenfield Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

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

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual

harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose ~~such~~ corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;

- 2) A prohibition of the single investigator model, instead requiring a decision -maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators , investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Greenfield Public School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District's Title IX Coordinator

List the appropriate party by name and phone number to receive a complaint in each District School

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. 151B:3A

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b) (2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

Note: Further changes to the Harassment/ Sexual Harassment MASC Policies are under discussion, awaiting further guidance, principally at the federal level.

SOURCE: MASC May 2021

Approved by Greenfield School Committee June 22, 2021

File: ADF - SCHOOL DISTRICT WELLNESS PROGRAM

The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

Wellness Committee

The school district will establish a wellness committee that consists of at least one (1): parent/guardian, student, nurse, school food service representative, School Committee member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. The school committee designates the following individual(s) as wellness program coordinator(s): School Nurse Leader. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in consultation with the wellness committee, will be in charge of implementation and evaluation of this policy.

Nutrition Guidelines

It is the policy of the school district that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The district will create procedures that address all foods available to students throughout the school day in the following areas:

- guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage sold within the school environment;
- separate guidelines for foods and beverages in the following categories:

1. foods and beverages included in a la carte sales in the food service program on school campuses;
2. foods and beverages sold in vending machines, snack bars, school stores, and concession stands;
3. foods and beverages sold as part of school-sponsored fundraising activities; and
4. refreshments served at parties, celebrations, and meetings during the school day; and
5. specify that its guidelines will be based on nutrition goals, not profit motives. Nutrition and

Physical Education

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. The school district will provide physical education training aligned with the standards established by the Dept. of Elementary and Secondary Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.

Nutrition Education

The following list contains examples of goals your school district may want to consider for inclusion in its policy. Each school district must determine its own goals and include them in its policy.

- Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.
- Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.
- Students receive consistent nutrition messages from all aspects of the school program.
- Division health education curriculum standards and guidelines address both nutrition and physical education.
- Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
- Schools link nutrition education activities with the coordinated school health program.
- Staff who provide nutrition education have appropriate training.
- The level of student participation in the school breakfast and school lunch programs is appropriate.

Physical Education Activities

The following list contains examples of goals your school district may want to consider for inclusion in its policy. Each school district must determine its own goals and include them in its policy.

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
- Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.

Other School-Based Activities

The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.

The following list contains examples of goals your school district may want to consider for inclusion in its policy. Each school district must determine its own goals and include them in its policy.

- An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.
- All children who participate in subsidized food programs are able to obtain food in a non- stigmatizing

manner.

- Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware have been considered and implemented where appropriate.
- Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.

Evaluation

The wellness committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the state and district's educational goals and standards. Wellness program coordinators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. Wellness program coordinators will report to the School Committee annually.

SOURCE: MASC ADOPTED: April 20, 2006

LEGAL REFERENCES UPDATED: September 2019

LEGAL REFS.: The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108 -265
The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1769h The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 - 1789
M.G.L. [111:223](#) 105 CMR 201

CROSS REFS.: [EFC](#), Free and Reduced-Cost Food Services

[IHAMA](#), Teaching About Alcohol, Tobacco and Drugs [KI](#), Public Solicitations/Advertising in District Facilities

Approved by Greenfield School Committee: July 1, 2021

File: BDFA SCHOOL COUNCILS

The School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school District.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee as outlined by within MGL C71:559

The following guidelines define the role of the school council:

The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.
3. Review of the school building budget.
4. Formulation of a school improvement plan that may be implemented only after review and approval by the Superintendent of Schools.

SOURCE: MASC LEGAL REFS.: M.G.L. 71:38Q, 71:59C Draft: 4-5-05 Adopted 4- 27-05

File: EBCD EMERGENCY CLOSINGS

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

SOURCE: MASC LEGAL REFS.: M.G.L. 71:4; 71:4A CROSS REF.: EBC, Emergency Plans Greenfield Public Schools Crisis Manual Parent/Student Handbook Draft: 10-26-05 Adopted 11-09-05

EBC-S - POLICY ON COVID-RELATED ISSUES

The School Committee takes note of the COVID-19 emergency; resulting disruption of the traditional school day and year; growing concerns of students, families and the community; and the growing number of issues that will affect public education.

Therefore, the school committee establishes an emergency, interim policy to:

- promote public safety and safety of students and faculty,
- maintain to the extent possible the high and efficient level of educational services,
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk, and
- comply with the emergency orders of the governor and adhere to the extent possible, to the guidance of the Department of Elementary and Secondary Education and other agencies of state and federal government and expedite the safest strategy for returning students to school.

The school committee will approve the final plan submitted to DESE which will outline its strategy for returning students to school and will, in collaboration with the superintendent, make such modifications to the "back to school plan," and district policy, and will authorize the superintendent to suspend, revise or create protocols to facilitate the safe return to school.

The superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the school committee as needed.

The school committee will authorize the superintendent to act expeditiously in executing the "back to school" plan in accordance with current law and regulation and will, where noted, authorize the superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.

The "back to school" plan shall constitute the policy of the school district during the pandemic emergency, and the

superintendent shall exercise the authority provided in law to carry out the plan as needed.

- General district goals affected by the pandemic.

The superintendent, with the advice and consent of the school committee, may suspend or modify individual district policies to address the COVID-19 emergency as declared by the governor. Such suspension of policy shall expire upon the end of the emergency as declared by the governor.

The goal of emergency pandemic policies shall be to:

- o ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;
- o provide the most effective educational services as possible to students under the circumstances;
- o authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;
- o conduct the district business and operational functions of the district as efficiently as possible;
- o allow the superintendent and staff to act quickly to carry out a "back to school" plan and,
- o facilitate the re-establishment of a safe and productive school day and year.

- Student assignment to schools (File [JCA](#))

Subject to the guidance from the Department of Elementary and Secondary Education, the superintendent may suspend or revise the assignment of students to schools, including the assignment of new students for such a period as the emergency declaration is in force.

- School calendar (File [IC/ICA](#))

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or revise the school calendar with the approval of the school committee.

- Class size (File [IIB](#))

In order to maintain healthy, safe, and effective classrooms, the superintendent may suspend district policy on class size, subject to the provisions of the collective bargaining agreements where applicable.

- Attendance (File [JH](#))

Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between and absences when appropriate, (including the link between attendance and grades), chronic absence policies, and accommodations for students requiring special placements

- Time on learning (File [IC/ICA](#) and [ID](#))

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or amend requirements for time on learning for the duration of the COVID pandemic.

- Grading and retention (File [IKE](#))

In accordance with guidance from the Department of Elementary and Secondary Education, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district for grading and retention of students.

- Local graduation requirements (File [IKF](#))

In accordance with guidance from the Department of Elementary and Secondary Education and modifications to current regulation or law, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district regarding graduation requirements.
DUPLICATE STATEMENT IN SPECIAL EDUCATION

- Special education (File [IHB](#), [IHBA](#), [IHBAA](#), [IHBF](#))

The superintendent and school committee should be mindful that attainment of a high school diploma may render certain students ineligible for further services.

- Discipline and Suspension/Expulsion with home schooling rights (File [JIC](#), [JK](#))

The "back to school" plan recommended by the superintendent and subject to the approval of the school committee shall contain protocols for serving students who are disciplined or suspended during the pandemic emergency.

Further, the superintendent shall provide in these "back to school" plans provisions for students were disciplined or suspended or who may elect to remain at home under the provisions of the policies related to home schooling, or who may elect remote learning in the interests of safety or health concerns.

- Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students) (File [JL](#))

The superintendent shall provide protocols to principals and teachers regarding students who may require special exemptions from health and safety standards during the pandemic emergency. Such protocols may address exemption for utilizing support animals.

- Job descriptions (File [GCA](#))

The superintendent may revise job descriptions for district staff, considering the provisions of current collective bargaining agreements, in order to secure the safety and health of students and staff, establish effective communications between school and community, maintain facilities, transport students as needed, provide food services, and acquire necessary materials to operate schools safely and securely during the pandemic. The superintendent will inform the school committee of any such changes. Any changes to job descriptions shall expire at the end of the declared emergency situation.

- STUDENTS AT RISK ([JIE](#), [JL](#), [JLC](#), [JLCC](#))

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.

- Privacy of Students. (File [JRA](#))

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.

Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

- Pivoting back to remote learning, or back to in-school instruction

The superintendent shall incorporate into the "back to school" plan protocols for modifying these plans including addressing the needs of students who may require reversion from in-school to remote learning modalities because of the pandemic emergency.

- Home schooling File [IHBG](#) (temporary), home-bound instruction File [IHBF](#) (e.g., students with physical disabilities) and remote instruction for students in quarantine

The "back to school" plan shall provide for students who are temporarily homebound due to illness, quarantine, or disability

- Public Safety Officers, including the school resource officer (MOA with the local police.)

Subject to current law or regulation, the superintendent shall report to the school committee of any change in status of the school resource officer. (If the district eliminates visitors to school during the school day, the SRO may be impacted.)

- Eligibility for participation in extra-curricular activities, including sports (File [JJ](#))

Subject to law, regulation and standards established by the appropriate and legitimate regulatory body, the superintendent may propose changes to district protocols for participation in extracurricular activities including sports subject to the rules established by the Massachusetts Interscholastic Athletic Association.

- Attendance vs. participation in events (File [JH](#) and Student/Athletic Handbooks)

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

- Visitors in schools and buildings (File [KI](#))

Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.

Illness and contact tracing (File [JLCC](#))

Subject to the provisions of the "back to school" plan, the superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the COVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

- Transportation and busing (File [EEA](#), [EEAA](#), [EEAEC](#), [EEAG](#))

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP's that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district "back to school" plan.

- Operations and plant maintenance (File [EC](#), [ECA](#))

Subject to the provisions of law, regulation and collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district maintains.

SOURCE: MASC - July 2020

Approved by Greenfield School Committee: June 9, 2021

File: EBCFA - FACE COVERINGS

The Greenfield Public School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice for all staff and students per the guidance revised by the DESE on May

17, 2021 and the Massachusetts Interscholastic Athletic Association issued on May 17, 2021. The School Committee will abide by these guidelines and charge the Superintendent to keep the administrative guidelines current and distributed to stakeholders.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds and on school transportation, even when physical distancing is observed. Based on guidance from health authorities, neck gaiters, open-chin triangle bandanas and face covering containing valves, mesh materials or holes of any kind will not be considered appropriate masks.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- in incapacitated;
- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate physical distancing is enforced:

- during mask breaks (2 times per day, outside the building, weather permitting);
- while eating or drinking;
- for students only, while outside (recess, physical education, youth sports, and outdoor learning environments) per the DESE guidelines, published May 17, 2021;
- for athletes on spring teams in active play outdoors, on the bench/dugout, indoors at low- risk sports where 14 feet or more of distance are consistently maintained between each participant (per MIAA guidelines, published May 17, 2021);
- spectators, chaperones, coaches, staff, referees, umpires/other officials who can meet the district's 6-foot distancing guidelines outdoors only (per MIAA guidelines, published May 17, 2021).

Adults must continue to wear masks outdoors if distancing cannot be maintained, per the May 17, 2021 DESE guidelines. Visitors, spectators, volunteers, and staff must wear masks indoors during athletic events per the May 17, 2021 MIAA guidelines.

Additional requirements per the *Guidance for Courses Requiring Additional Safety Considerations* issued by the Massachusetts Department of Elementary and Secondary Education (DESE) in March, 2021 are as follows.

For chorus, singing, musical theater:

- **If outdoors, with masks encouraged if possible**, these activities can occur with at least 10 feet of distance between individuals.
- **If indoors, with masks required**, these activities can occur with at least 10 feet of distance between individuals if in-person school is occurring
- **Note: These activities cannot occur indoors without a mask. For using brass**

or woodwind instruments:

- **If outdoors, with masks encouraged if possible**, these activities can occur with at least 10 feet of distance between individuals.
- **If indoors, with masks encouraged if possible**, these activities can occur with 10 feet of distance between individuals if in-person school is occurring.

For non-musical theater:

- **If outdoors, with masks encouraged if possible**, these activities can occur with 6 feet of distance between individuals.
- **If indoors, with masks required**, these activities can occur with 6 feet of distance between individuals.
- **Note: These activities cannot occur indoors without a mask. For physical**

education activities and dance:

- **If outdoors, without masks**, these activities can occur with 6 feet of distance between individuals.
- **If outdoors, with masks required**, these activities can occur with 6 feet of distance between individuals.
- **If indoors, with masks required**, these activities can occur with 6 feet of distance between individuals.
- **Note: These activities cannot occur indoors without a mask.**

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one. The district will also supply N-95 masks (or KN-94 or KN-95 masks if N-95 are not available) to all educators upon request.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility. This policy will remain in place until rescinded by the School Committee.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 - <https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention - Considerations for Wearing Masks -

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary Education - Reopening Guidelines - <http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts - Mask Up MA! - <https://www.mass.gov/news/mask-up-ma>

SOURCE: MASC - August 2020

Amended by Guidance from the DESE: March, 2021

Approved by the Greenfield School Committee: March 10, 2021

Amended by the Greenfield School Committee: March 25, 2021, May 21, 2021

File: EFC FREE AND REDUCED PRICE FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committee, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his parents or guardians.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

SOURCE: MASC LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760) Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended M.G.L. 15:1G; 15:1L; 69:1C; 71:72 Note: The complete policy statement adopted by the Committee and reviewed by the Massachusetts Department of Education is on file in the Superintendent's office.

Draft: 10-26-05 Adopted 11-09-05

File: GBJC CORI REQUIREMENTS

In accordance with state law, that all prospective employees and volunteers shall execute a release of information form whereby the Public Schools shall be authorized access to the Criminal Offender Records Information (C.O.R.I.) from the criminal history systems board for potential employees and volunteers who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children.

In addition, as a condition of being offered employment, every applicant for any position within the Public Schools shall have had a C.O.R.I. reviewed by the Superintendent. The Superintendent has the final responsibility for making or approving employment decisions for all school personnel as permitted by law.

The Superintendent shall also request C.O.R.I. information on contractors or other individuals who may be in direct and unmonitored contact with students.

The Superintendent or designee shall periodically, but not less than every three (3) years, obtain all available criminal offender record information from the criminal history systems board on all such employees and volunteers during their term of employment or volunteer service.

Access to C.O.R.I. information must be restricted only to those individuals certified to receive such information.

SOURCE: MASC LEGAL REFS.: MGL 71:38R, 151B:9 71:59B CROSS - Section ADDA Reference Draft 9-8-04 Adopted 10-27-04

File: IHBA PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

SOURCE: MASC Draft 11-17-04 Adopted 12-8-04

File: IHBA - OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parent(s)/guardian for initial scheduling conversation within five (5) days of receipt of the parents'/guardian's request.

3. When a parent/guardian requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Superintendent/Designee and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and those of others.
9. If applicable, the observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. They are not there to evaluate a teacher's ability to perform his or her contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.
12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s)/guardian prior to any follow-up TEAM meeting.

LEGAL REF.: MGL 71B:3

Massachusetts Department of Elementary and Secondary Education Technical Assistance
Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools SOURCE: MASC

ADOPTED: September 2009

NOTE: The following quotes from the DESE Advisory are important points of understanding to the implementation of this policy.

"School districts and parents/guardians have reported that, typically, observations are between one and four hours. While useful as a general rule, the Department recommends that district policies and practices specify that the duration and extent of observations will be determined on an individual basis. Districts should avoid rigid adherence

to defined time limits regardless of the student's needs and settings to be observed. The complexities of the child's needs, as well as the program or programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it. Discussion between school staff and the parent/guardian or designee is a good starting point for resolving the issue."

"The observation law states that districts may not condition or restrict program observations except when necessary to protect:

- the safety of children in the program during the observation;
- the integrity of the program during the observation;
- and children in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program."

Approved by Greenfield School Committee: June 22, 2021

File: IHBHE - REMOTE LEARNING

In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such an emergency and shall, as soon as possible, obtain the approval of the school committee. The remote learning plan below will be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by government officials, the school committee, or the superintendent.

When it becomes necessary for the school district to provide support to students who are unable to attend classes or access appropriate services due to an extended closure, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from school.

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community. Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
- use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances

and conditions;

- equitable access to appropriate content for all students;
- specific accommodations for students at high risk, including clients of special education, students with disabilities, English learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

LEGAL REFS.: 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

15 U.S.C. §§ 6501-6506 Children's Online Privacy Protection Act (COPPA) CROSS REFS.:

[EBCD](#) - Emergency Closings

[IGA](#) - Curriculum Development [IGB](#) - Support Services

Programs [IHBEA](#) - English Learner Education [IJND](#) -

Access to Digital Resources [IJNDB](#) - Empowered

Digital Use [IJNDC](#) - Internet Publication [IJNDD](#) - Policy

on Social Media [IHBEA](#) - English Language Learners

[JB](#) - Equal Educational Opportunities [JBB](#) - Educational
Equity

SOURCE: MASC - May 2020

Approved by Greenfield School Committee: June 9, 2021

File: IJNDB - EMPOWERED DIGITAL USE POLICY

Purpose

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- digital devices, software, and networks shall be used in school for educational purposes and activities.
- an individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.

- individuals will show respect for themselves and others when using technology including social media.
- users shall give acknowledgement to others for their ideas and work.
- users shall report inappropriate use of technology immediately.

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

SOURCE: MASC, August 2015

Approved by Greenfield School Committee March 10, 2021

File: IJNDB-R - EMPOWERED DIGITAL USE POLICY: REGULATIONS

Purpose

The Greenfield Public Schools maintain a computer network and computer systems to provide students, faculty and staff with access to a host of resources both internally within the district and on the Internet. These resources include, but are not limited to, desktop, laptop, and tablet computers, personal digital assistants, network and Internet access, e-mail, telephones, voicemail and facsimile machines (collectively to be called "Electronic Resources"). The Greenfield Public Schools network is established to support the educational mission and administrative operations of the individual schools.

Responsibilities

As a student or employee at the Greenfield Public Schools you may have access to Electronic Resources, including the network and Internet. The network is viewed as an extension of the public schools community and all expectations regarding standards of behavior as outlined in the Student, Employee or Employee Handbook apply to your actions while utilizing or accessing the network or other Electronic Resources. You are expected to use the Electronic Resources in a mature, ethical, and responsible manner. Personal use is allowed but Greenfield Public Schools reserves the right to limit your access. If you believe a website is blocked in error, please contact the Greenfield Public Schools Office of Information Technology to initiate a review. Access to the Greenfield Public Schools network is a privilege and not a right. Unacceptable Uses and Behavior Activities that are considered violations of this electronic resources acceptable use policy and school rules include: Illegal Activities · involvement in any activity prohibited by law. · intentional use of invasive software such as "viruses," "worms," "Trojan Horses" and other malicious software. · interfering with the normal and proper operation of this network, the Internet or any other network. This includes: "hacking," "cracking," probing, attempting to gain access to network servers and equipment, utilizing excessive amounts of bandwidth, and setting up servers on the network of any type without express permission. · adversely affecting the ability of others to use equipment or services. Plagiarism and Copyright Infringement · transferring, utilizing or storing materials in violation of copyright laws or license agreements.

This includes software, music files, images and text. · plagiarizing work found on the Internet - all sources of work must be cited and credited. · tampering with computers, printers, network devices and other equipment belonging to Greenfield Public Schools or other people. · using the network for financial and/or personal gain or for political lobbying except as expressly allowed during a school activity. · attempting to log on to the network as the system administrator or gain access beyond your authorized access level. · attempting to bypass security systems and software. · sharing passwords or using someone else's password or attempting to discover another person's password. · trespassing in another's folders, e-mail, work, or files or using another person's account. · changing computer files that do not belong to you. · conducting yourself in ways that are harmful to others. · creating, transferring or otherwise using any text, image, movie, or sound recording that contains pornography, profanity, vulgarity, obscenity, or language that offends or tends to degrade others. · sending or forwarding "chain" type letters, hate mail, anonymous or threatening messages. · viewing, storing or transferring obscene, sexually explicit or pornographic material. · posting or sending e-mail or voicemail messages that are personal attacks, including any prejudicial, discriminatory, racist or sexist content, could cause damage or disruption, contain false or defamatory

information about a person or organization, or harassing another person. If you are told by a person to stop sending them messages, you must stop. · posting personal contact information about yourself or other people. This includes your address, telephone number, school address, etc. Disciplinary actions Violation of this Acceptable Use Policy is considered a violation of district policy. Some behaviors are considered violations of a major school rule. Violations will result in one or more of the following disciplinary actions (Greenfield Public Schools will decide in its sole discretion which disciplinary action is warranted under the circumstances): · verbal warning · written warning · restriction of access privileges · removal from a class activity · removal from a course ` confiscation of computer equipment · student detention, restrictions or work hours · suspension or expulsion · payment for damages due to your actions · referral to legal authorities Privacy Users of the network or other Electronic Resources have no reasonable expectation of privacy concerning any materials transferred over or stored within the Greenfield Public Schools network or on other Electronic Resources (e.g., voicemail and e-mail). Information such as e- mails transmitted over the network may be a public record. The network is subject to monitoring. Limited Liability Greenfield Public Schools makes no guarantee that the functions or the services provided by or through the network will be error-free or without defect. Greenfield Public Schools will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. Greenfield Public Schools are not responsible for the accuracy or quality of the information obtained through or stored on the system. Greenfield Public Schools will not be responsible for financial obligations arising through your use of the system. You are responsible for your activities. By signing below, I acknowledge that I have completely read, understood and agree to abide by the Greenfield Public Schools Acceptable Use Policy. _____

_____ Printed Name of Student or Staff Member Signature Date

_____ Printed Name of Parent (if Required) Signature D

Approved by Greenfield School Committee: March 10, 2021

File: IJOC SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators.

SOURCE: MASC Cross Ref: GBJC (Cori Policy)
Draft 11-17-04 Adopted 12-8-04

File: IKE PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The Principal, Teacher and other professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

SOURCE: MASC
Draft 11-17-04 Adopted 12-8-04

File: JBB - 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 district wide 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 practicable, 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.

SOURCE: MASC

ADOPTED: September 12, 2019

Approved by Greenfield School Committee: June 9, 2021

File: JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families 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 preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

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 or economic hardship;
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. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. 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 resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted 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.

Records from the student's previous school shall be requested from the previous school pursuant to district policies. 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.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

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 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.

LEGAL REFS.: Title I, Part C No Child Left Behind Act, 2002

Approved by Greenfield School Committee: June 9, 2021

File: JFABE - 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.

LEGAL REFS: M.G. L. [15E](#); Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC October 2019

Approved by Greenfield School Committee: June 9, 2021

File: JF-E-1 SCHOOL ADMISSIONS

Purpose and Construction of 603 CMR 26.00

(1) 603 CMR 26.00 is promulgated to insure the right of access to the public schools of the Commonwealth and the equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools without regard to race, color, sex, religion, disability, sexual orientation or national origin. 603 CMR 26.00 shall be liberally construed for these purposes.

(2) The obligation to comply with 603 CMR 26.00 is not obviated or alleviated by any local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, sex, religion, disability, sexual orientation or national origin.

School Admissions

(1) All public schools in the Commonwealth shall admit students without regard to race, color, sex, religion, disability, sexual orientation or national origin. This includes, but is not limited to regional vocational-technical schools, elementary, secondary, trade, and selective academic high schools. (2) No school shall discourage in any express or implied manner, applicants for admission because of race, color, sex, religion, disability, sexual orientation or national origin. Written materials used by a school to recruit students shall not contain references suggesting the predominant sex of the students presently enrolled or the anticipated sex of the students to be recruited. Pictorial representation, in the agreed, in such material shall depict students of both sexes and of minority groups. Reference to only one sex in the name of schools, programs or activities shall not be retained.

(3) The national citizenship of any applicant shall not be a criterion for admission to any public school nor shall national citizenship be a factor in the assignment or availability of courses of study or extracurricular activities.

(4) Any standards used as part of the admissions process to any public school, including but not limited to testing, the use of recommendations, and interviewing (as referred to in 603 CMR 26.02 (1)) shall not discriminate on the basis of race, color, sex, religion, disability, sexual orientation or national origin. Limited English-speaking ability (as defined by M.G.L.c.71A) shall not be used as a deterrent to or limitation on admissions.

(5) If admission to any school, including but not limited to selective academic high schools, regional vocational-technical schools and trade schools, is dependent upon the participation or completion of courses or programs which were previously limited to students of one sex or if close scrutiny reveals that access mechanisms or other administrative arrangements have limited the opportunities of any racial, ethnic or religious group of students to participate in such programs,

Massachusetts Association of School Committees - 2003 then such criteria must be abolished. Draft May 26, 2004

File: JH STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in the family.
3. Weather so inclement as to endanger the health of the child.
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by refusing to allow them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

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

SOURCE: MASC LEGAL REFS.: M.G.L. 76:1; 76:16; 76:20

Draft May 26, 2004 Adopted July 7, 2004

File: JHD - EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ENROLLMENT

Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District, whether a virtual or brick-and-mortar school.

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

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;

Having been expelled during the same school year from this District or any district in the Commonwealth, or from a private school depending on the reason for expulsion;

Not being a resident of the District and the District has opted not to participate in the School Choice Law provision except as per the McKinney Vento Act for Homeless Children or lack of seats for choice;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law;

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37H; 76:12; 76:12A; 76:12B 603 CMR 26:00

Drafted: May 5, 2021

Approved by Greenfield School Committee: May 12, 2021

File: JIC - STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

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.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

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

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian 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/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

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/guardian 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/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian 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/guardian; 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 - not more than 10 days consecutively or cumulatively

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

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

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/guardian, 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/guardian 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 of more than 10 days but less than 90 days (consecutive or cumulative)

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/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; 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/guardian 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/guardian upon request.

The Principal shall provide the parent/guardian, 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/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

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/guardian 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/guardian 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/guardian 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/guardian 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/guardian 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/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian 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/guardian 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/guardian 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.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian 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/guardians 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/guardian 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 student with a disability status in accordance with law and regulation.

SOURCE: MASC December 2014

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); 603 CMR [53.00](#)

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. [71, S. 37H](#) or [37H½](#). The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

Approved by the Greenfield School Committee: August 11, 2021

File: JICA STUDENT DRESS CODE

Moderation in all things is an admirable virtue and moderation in dress and grooming is not a difficult goal to achieve. Neatness, cleanliness and appropriateness are the keystones of school dress and appearance at Greenfield Public Schools. Personal dress and appearance may not violate reasonable standards of health, safety, cleanliness and propriety.

PERSONAL DRESS AND APPEARANCE WHICH IS VULGAR OR PLAINLY OFFENSIVE OR WHICH DISRUPTS OR SUBSTANTIALLY INTERFERES WITH THE EDUCATIONAL PROCESS OR WITH OTHER STUDENT'S ABILITY TO RECEIVE AN EDUCATION IS PROHIBITED.

BASIC REGULATIONS

- A. Boys shall wear pants with shirts or sweaters. Girls shall wear dresses, slacks, or culotte skirts with shirts, blouses or sweaters. No low cut or half shirts are allowed.
- B. Footwear shall be worn; however, it should not be unduly heavy, noisy, or insecurely attached. C. The wearing of shorts to school is permissible as long as the following guidelines are followed: 1. Wearing of shorts are allowed as long as they are clean, respectable and are not revealing. No gym or track shorts or tight fitting shorts (i.e. bicycle or dance shorts) are permitted. 2. Shorts are to be in good condition and of an appropriate length and filling (i.e. knee-length and not v-slit like track shorts). 3. As with all school wear, shorts should be neat, clean and consistent in appearance with what parents and teachers would recognize as appropriate for school attire.
- C. Hats or headgear may serve a purpose under specific circumstances. The wearing of hats/headgear, However, in an educational setting such as a classroom, assembly, etc., is judged as inappropriate. There, once a student has entered the building, he/she removes his/her hat/headgear and refrains from wearing it during the official school day. Offenders will be subject to disciplinary action.

Massachusetts Association of School Committees - 2003 Massachusetts Association of School Committees - 2003
Draft 6-14-04 Adopted July 7, 2004

File: JICC (also EEAEC) STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. Pupils are under the jurisdiction of the school authorities from the time they board the bus to school until they leave the bus which returns them home. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal. In any emergency situation, the bus driver shall be the Principal's designee while the bus is in transit.

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 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 policies approved by the School Committee.

SOURCE: MASC

Draft May 26, 2004, Amended: 6-14-04, Adopted July 7, 2004 Reviewed by Policy Subcommittee April 27, 2010 May 13, 2010, First Reading for revision (tabled); June 10, 2010, First Reading for revision (tabled) June 26, 2010, First Reading for revision July 8, 2010, July 22, 2010, Second Reading and Adoption July 22, 2010 Adopted

File: JICC-R (also EEAEC-R) STUDENT CONDUCT ON SCHOOL BUSES

Procedures for Drivers and Parents

- 1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school Principal. He/she will report the incident in writing to the parent concerned, with a copy to the Superintendent.
- 2. In case of a repetition by the same student, the Principal will suspend the student's transportation privileges with written notice to the parent to report at once with the child to the Superintendent's office.
- 3. After a second offense and a conference with the Superintendent, if a third such incident occurs, bus privileges will be denied the student and the responsibility for transportation will then rest with the parent.
- 4. Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct Aboard the Bus

1. Riders must remain in seats or in place when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Profanity and obscene language are forbidden.
4. Smoking is prohibited.
5. The following disturbances are prohibited:

- Pushing or wrestling
- Annoying other passengers or disturbing their possessions
- Talking to the driver
- Throwing objects within the bus or out of windows
- Climbing over seats
- Opening or closing windows
- Leaning out of windows
- Littering the bus

6. Parents will be held responsible for any defacing or damaging of the bus.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read.

SOURCE: MASC Draft May 26, 2004 Adopted July 7, 2004

File: JICF 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 on 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.

SOURCE: MASC CROSS REFERENCE POLICY: JICA

Draft May 26, 2004, Adopted July 7, 2004 Reviewed by Policy Subcommittee April 27, 2010 May 13, 2010, First Reading for revision (tabled); June 10, 2010, First Reading for revision June 24, 2010, First Reading for revision July 8, 2010, July 22, 2010, Second Reading and Adoption July 22, 2010 Adopted

File: JICFA PROHIBITION 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.

Hazing is defined in M.G.L. Ch. 269 §17, as “any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. “Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.”

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 suspension from school.

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

Any student determined by the Superintendent or 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.

SOURCE: MASC LEGAL REF.: M.G.L. 269:17, 18, 19

Draft May 26, 2004, Adopted July 7, 2004 Reviewed by Policy Subcommittee April 27, 2010 May 13, 2010, First Reading for revision (tabled); June 10, 2010, First Reading for revision June 24, 2010, First Reading for revision July 8, 2010, July 22, 2010, Second Reading and Adoption July 22, 2010 Adopted

File: JICFA-E HAZING

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

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

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

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

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

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

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

Draft: May 26, 2004 Adopted: July 7, 2004

File: JICFB - BULLYING PREVENTION

The School Committee 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, or cyber-bullying.

"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 themselves, or of damage to their 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.

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

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

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 school district;

Bullying and cyber-bullying 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 school district 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.

Prevention and Intervention Plan

The Superintendent and/or their 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

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

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.

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.

Investigation Procedures

The Principal or their 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 perpetrator 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 a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

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.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, 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 within fourteen school days 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 their 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 or retaliation shall be in accordance with district 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.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, 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 shall be incorporated into the curriculum for all K to 12 students.

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 school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

LEGAL REFS.:

Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26:00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS:

[AC](#), Nondiscrimination

ACAB, Harassment

[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

SOURCE: MASC August 2013

Approved by Greenfield School Committee: June 22, 2021

File: JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

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 for 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.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law.

Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC February 2018

LEGAL REF.: M.G.L. [71:2A](#); [71:97](#); [71:96](#); [272:40A](#)

CROSS REF.: IHAMB Teaching About Drugs, Alcohol, and Tobacco [GBEC](#), Drug Free Workplace Policy

Adopted 5-21-18

Draft: May 26, 2004

Amended: June 14, 2004

Adopted July 7, 2004

Approved by Greenfield School Committee: June 9, 2021

File: JIE PREGNANT STUDENTS

School-age mothers, unless they receive adequate assistance, might drop out of school without acquiring the necessary education or without marketable skills.

Pregnant students will be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The physician's approval of this continued attendance must be on file at the school. The student and her physician, in cooperation with the school staff, will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided.

SOURCE: MASC LEGAL REF.: M.G.L. 71:84

File: JIH SEARCHES AND INTERROGATIONS

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

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.

Interrogations by Police

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/her 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 are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

SOURCE: MASC Draft May 26, 2004 Adopted July 7, 2004

File: JII 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.

The traditional "open door" policy in the public school system will be continued. Students--and their parents and/or guardians--who believe that the students have received unfair treatment in the form of disciplinary action will have the right to appeal. 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, appeals 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, which possesses the ultimate authority for discipline in the school system.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner. In order to keep such discussions within a practical size, no more than six student representatives will be permitted to participate with the Principal, staff members, or School Committee members who may be involved.

SOURCE: MASC LEGAL REF.: M.G.L. 76:17

Draft May 26, 2004 Adopted July 7, 2004

File: JJIF HEAD INJURIES AND CONCUSSION POLICY

The Greenfield School Committee supports a policy on head injuries and concussions that is in compliance with Massachusetts statute and regulations, 105 CMR 201. School administrators are charged with knowing and implementing state guidelines. Athletic Directors and school nurses will also take a leadership role with their building administrators to assure their schools are compliant and that training programs are available and annually reviewed.

State guidelines: 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 any existing school health/wellness advisory committees.

Policies and procedures must address sports-related head injuries occurring in extracurricular athletic activities but may be applied to all head injuries in 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 as the person 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 (hereinafter "Department Preparticipation 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 so the parent 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 reentry 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 school district's or school's policy.

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. Referees and umpires who are employees, contractors, or agents of a school;
8. Directors responsible for a school marching band, whether employed by a school or school district or serving in such capacity as a volunteer;
9. Parents of a student who participates in an extracurricular athletic activity; and
10. 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 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 shall submit to the Athletic Director as a prerequisite 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.

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 Concussion History Form, signed by both the student and the parent, 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 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 if the injury occurs outside of those settings, 3 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 shall communicate the nature of the injury directly to the parent 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 also must provide this information to the parent in writing by the end of the next business day.

4. The coach 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 building-based student support and assistance team 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 or nurse a Department Post Sports-Related Head Injury Medical Clearance and Authorization Form (hereinafter "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, 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.

If a situation arises such that the student has been cleared to participate and the school staff notes that the student is still experiencing symptoms, that student shall be removed from play. The school has the authority to make the final determination whether a student may safely participate in a given extracurricular activity/sport. Participation is a privilege that may be permitted or withheld by the school staff based on individual circumstances. If these situations arise the school staff will communicate to the health care provider who provided the clearance, the specific symptoms and reason for concern and that the student is not symptom-free.

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 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.

First Reading, for Adoption: December 15, 2011 Affirmation and Adoption: January 19, 2012

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

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring themselves, 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/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving an investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention ~~in~~ and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603

CMR [46.03](#)(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#),

- A process for obtaining Principal approval for a time out exceeding 30 minutes.

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

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

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

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

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

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

SOURCE: MASC ADOPTED: 9 May 2018

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

Approved by Greenfield School Committee: May 18, 2021

File: JLA STUDENT INSURANCE PROGRAM

A noncompulsory accident insurance plan totally administered by an insurance company may be made available to students. The District does not assume any responsibility regarding service, claims, or other matters relating to the insurance program. All students participating in competitive athletics shall be required to be covered by a medical insurance plan.

SOURCE: MASC Draft May 26, 2004 Adopted July 7, 2004

File: JLCB INOCULATIONS OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against 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 by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

SOURCE: MASC March 2021

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JR, School Admissions

Drafted: May 5, 2021

File: JLCC 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 Health guidelines. 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 handicapped child 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.

SOURCE: MASC February 2019

LEGAL REF.: M.G.L. 71:55

Draft May 5, 2021

Approved by Greenfield School Committee: May 12, 2021

File: JLCD ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

SOURCE: MASC LEGAL REF.: M.G.L. 71:54B Dept. of Public Health Regulations: 105 CMR 210.00 Draft May 26, 2004 Adopted July 7, 2004

File: JLD 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 school system's guidance program will be based on this definition and developed from these broad fundamental principles:

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

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.

SOURCE: MASC LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G 603 CMR 26.04 Draft May 26, 2004
Adopted July 7, 2004

File: JP STUDENT GIFTS AND SOLICITATIONS

Because of the embarrassment that might result among children, students will be discouraged from giving gifts to classroom teachers and other school personnel. For the same reason, there will be no formal exchange of gifts between students in the classroom.

Solicitation of funds for charitable purposes from students of the school system will be made only as approved by the School Committee.

Any organization desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the Superintendent.

SOURCE: MASC CROSS REFS.: GBECB, Staff Gifts and Solicitations JJE, Student Fund-Raising Activities KHA, Public Solicitations in the Schools KHB, Advertising in the Schools Draft May 26, 2004 Adopted July 7, 2004

File: JQ 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. No student will be denied access into any program because of inability to pay these supplementary charges.

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

Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.

Charge for lost and damaged books, materials, supplies, and equipment.

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

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are

to be paid and of the penalties for their failure to pay them. Permissible penalties include denial of participation in extra class activities while the student is enrolled in this District.

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

SOURCE: MASC Draft May 26, 2004 Adopted July 7, 2004

File: JRA 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 enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

SOURCE: MASC LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 103-382, 1994 M.G.L. 66:10 71:34A, B, D, E, H Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002. 603 CMR: Dept. Of Education 23.00 through 23:12 also Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995 CROSS REF: KDB, Public's Right to Know Draft May 26, 2004 Adopted July 7, 2004

File: JRA-R STUDENT RECORDS

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

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

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

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

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

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

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

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

Authorized school personnel: shall consist of three groups:

(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(3) The evaluation team that evaluates a student.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Such notice may be included in the routine information letter required under 603 CMR 23.10. 3 of 5 File: JRA-R Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.34H, a noncustodial parent may have access to the student record in accordance with the following provisions. (a) A non-custodial parent is eligible to obtain access to the student record unless:

1. The parent has been denied legal custody 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 to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

(b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:

1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07(5)(a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.

(c) The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07(5)(a).

(d) Upon receipt of the request (initial and annual) 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). Massachusetts Association of School Committees - 2003 Massachusetts Association of School Committees - 2003

(e) The school must delete the 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.

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

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

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

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

SOURCE: MASC LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 103-382, 1994 M.G.L. 66:10 71:34 A, B, D, E, H Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002 603 CMR: Dept. Of Education 23.00 through 23:12 Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995 CROSS REF: KDB, Public's Right to Know Draft May 26, 2004 Adopted July 7, 2004

File: JRD STUDENT PHOTOGRAPHS

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures. Awarding of the photographic services shall be conducted through bidding procedures.

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 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 if school related.

Students may be required to have an individual picture available 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 and students.
- Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

SOURCE: MASC

Draft May 26, 2004 Amended 6-14-04 Adopted July 7, 2004

File: KE PUBLIC COMPLAINTS

Although no member of the community will be denied the right to bring their complaints to the Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

SOURCE: MASC LEGAL REFS: 603 CMR 26:09 and 26.10

Adopted: 5-10-06

File: KEB-R PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism

of particular school employees by a citizen of the School District which includes or implies a demand for action by school authorities. Other comments and suggestions will be referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee will refer him/her to the building Principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will immediately inform his/her supervisor of the complaint.
2. If a complaint comes first to the Principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no commitments, admissions of guilt, or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the person criticized and should inform that person immediately of the complaint. If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his complaint in writing and offer to send him the appropriate form regarding a school employee's behavior, character or qualifications.
3. If a complaint comes first to any other school employee, that employee will refer the complainant to the person criticized or his immediate supervisor and immediately inform both.
4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.
5. When a written complaint form is received, the Principal or other supervisor will schedule a conference with himself, the complainant, the person criticized, and if advisable, the department chairman or other personnel that either the supervisor or the person criticized feels could contribute resolution of the problem.
6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.

Adopted: 5-10-06

File: KEC PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The School Committee, though it is ultimately responsible for all curriculum and instructional materials (including library books), recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the school system's educational philosophy and goals.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials that the Committee has adopted.
2. The Committee will not permit any individual or group to exercise censorship over instructional materials and library collections, but recognizes that at times a reevaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use:
 - a. The person who objects to the book or other material will be asked to sign a complaint on a standard form on which he/she will document his criticism.
 - b. Following receipt of the formal complaint, the Superintendent will provide for a reevaluation of the material in question, he/she will arrange for the appointment of a review committee from among the faculty to consider the complaint.
 - c. The Superintendent will review the complaint and the committee's reevaluation and will render a decision in the matter. Should the decision be unsatisfactory to the complainant, he/she may appeal it to the Committee.

In summary, the Committee assumes final responsibility for all books and instructional materials it makes available to students; it holds its professional staff accountable for their proper selection. It recognizes rights of individual parents with respect to controversial materials used by their own children; it will provide for the reevaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach will be respected.

SOURCE: MASC LEGAL REFS.: 603 CMR 26.09 and 26.10 CROSS REFS.: IJ, Instructional Materials Adopted: 5-10-06 Massachusetts Association of School Committees - 2003 IJJ, Selection and Adoption of Textbooks IJL, Selection

and Adoption of Library Materials A copy of the form on which citizens request reconsideration of materials is often included under code KLB-E.

Adopted: 5-10-06

File: KI VISITORS TO THE SCHOOLS

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

Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the School District's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

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

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

SOURCE: MASC

Adopted: 5-10-06