

Hoosac Valley Middle School
“Hurricanes”



Student Handbook 2018-2019

Hoosac Valley Middle School
125 Savoy Road
Cheshire, MA 01225
School Telephone (413) 743-8404
Fax (413) 743-8420
www.acrsd.net

Mr. Christopher Sposato, Principal
Ms. Elizabeth Phoenix, Dean of Students

TABLE OF CONTENTS

Letter to Students	3
Mission Statement & Student Expectations	3-5
Academic Calendar	5
Middle School Staff Roster	6-8
Menu of Services	9

ATTENDANCE POLICY & PROCEDURE

Attendance Policy	10
Planned Extended Absences	10
DCF and Juvenile Court Reporting	10
Procedure for absences	10
Tardiness	10
Early Dismissal	10 - 11
Guidelines for make-up work	11
Academic Integrity	11

GENERAL POLICIES & PROCEDURES

Activities, Clubs & Organizations	11
Activity Fee	12
Athletic & Extra Curricular Eligibility	12
Student participation	12
Athletic/Extracurricular Chemical Abuse Policy	12 -13
Athletic/Extracurricular Code of Conduct	13
MIAA Eligibility Rule Waivers	13
Interscholastic Sports	14
Assembly Programs	14
Behavior in the Halls	15
Cafeteria, Food & Drink	15
Care of books and equipment	15
Corridor Passes	15
Personal Music Players, Cell Phones , Electronic Devices ,Etc.	16
Emergency Drills	16
Field Trips	17
Grading System	17
On-line Parent/Student Grade Portal	17
Home Room	17
Honor Roll/Retention Policy	17-18
Lockers	18
Lost and Found	18
Posters	18
Susan B. Anthony Resource Center	18 -19
School Attire	19
School Closing/School Hours	19
School Insurance	19 - 20
Student Social Events/Dance Policy	20
Breathalyzer Policy	20
Telephone	21
Transportation Policy	21 - 22
Use of Building	22
Auditorium	22
Gymnasium	22
Internet Use Policy	22 - 23
Student Records	24 - 25

SCHOOL COUNSELING

Mission Statement/Services	25
----------------------------	----

HEALTH SERVICES

Illness of Students in School	25
Administering Medicines to Students	25 -26
First Aid Treatment/Physical Examinations	26
Testing/Immunizations	26

STUDENT SERVICES

Hazing Notice	27
Equal Rights Statement	28
504/Non-Discrimination	29 -30
Student Discipline Special Needs	30
Guidelines for Recognizing and Dealing with Harassment	30 - 31
General Harassment/Bullying Policy	31 - 34
Non Discrimination on the Basis of Gender Identity	34
Teen Dating Violence Policy	34 - 35
Special Education	35
Physical Restraint	35 - 37
Search and Seizure	37

RULES OF CONDUCT AND DISCIPLINE

Student Code of Conduct and Interventions	38 - 40
Detentions	41
External Suspension/Alternative Learning Center	41
Specific Acts Leading to Expulsion	41
Policies Relative to Conduct of Teachers or Students	41 -43
Due Process/Suspensions and Expulsions	43 -44
Policy Relating to Chemical Abuse	45
Alcohol Tobacco and Drug Use By Students	46
Teaching About Alcohol Tobacco and Drugs	46

PRINCIPAL'S MESSAGE

Dear Family Members and Friends,

The faculty, staff and administration at Hoosac Valley Middle School welcomes you and your family to the 2018-2019 school year. We are committed to doing all we can to make this school year a successful experience for every student. We firmly believe that a home/school partnership is necessary for the success of all of our students. Learning is not an easy process! It involves sharing ideas, making mistakes, and attempting new experiences. Learning involves hard work by everyone including the teacher, the parent, the principal, but most importantly the student.

At HVMS, we value and challenge each student while providing opportunities for success. Instruction is based on the Common Core Standards. We also focus on our district's mission statement regarding lifelong learning including equipping our students to be collaborative workers, self-directed learners, participants in society, information processors, effective communicators and complex thinkers. Each student's success is at the center of all that we do.

Research and experience shows us that a parent's/guardian's involvement in a child's education is directly related to his/her success in school. To maximize your child's success, emphasize the importance of education through the following:

- Ensure that your child attends school each day and on time.
- Attend parent/teacher conferences and school events.
- Monitor your child's homework daily.
- Expect and support positive behavior at school.
- Read with your child and/or encourage your child to read daily.

In addition, there are numerous volunteer opportunities in which we welcome you to become involved. Volunteers make a tremendously positive impact and enrich our school program. One of the biggest areas to contribute volunteer efforts that benefit our entire school is through our PTG, (Parent Teacher Group). Please email our PTG Officers at hvmsptg@acrsd.net if you would like more information about how to get involved with this dynamic group!

Our website, www.acrsd.net, will provide you with a variety of information so you can learn more about our school and the Adams-Cheshire Regional School District. This site will provide you with information on school and district policies, demographic data, curriculum and instructional practices, monthly newsletters, special events, and important dates.

I look forward to partnering with you to make this an exciting and successful year for our students. Thank you in advance for your support and commitment. If you have questions or concerns about any information in our Handbook, or anything related to your child's program, please feel free to contact me at the school. Our telephone number is 743-8404 ext. 5002. My email address is sposatoc@acrsd.net.

Sincerely,

Mr. Christopher Sposato
Principal
Hoosac Valley Middle School

MISSION STATEMENT

The mission of Hoosac Valley Middle School is to empower and inspire all students to apply the knowledge, skills and attitudes necessary to become creative problem solvers, to achieve personal success and to contribute responsibly to our diverse and dynamic world.

Hoosac Valley Middle School is a community of learners. We provide a rigorous, stimulating, academic environment in which students find both challenge and support. We nurture a sense of curiosity, connection, and love of learning that extends beyond the middle school years. With equal regard, we support the development of social skills by encouraging a fundamental respect for oneself, our environment, and the larger world.

Through a partnership of students, families, staff, and our community, we will ensure that every student has the skills to build a strong social and academic foundation, in order to transition into a successful high school student and responsible member of the community.

This mission is accomplished by providing a challenging, standards-based curriculum that meets the individual needs of all students and is delivered in a safe environment by a highly qualified, dedicated, and nurturing staff.

OBJECTIVES

- Every student will be actively involved in creating and promoting a safe, orderly environment that enhances learning.
- Every student will demonstrate the social skills necessary to act responsibly in the school and community at large.
 - Every student will meet or exceed the promotion criteria necessary to transition successfully into high school.

BELIEFS

WE BELIEVE that every human being is important and has value.

WE BELIEVE that the freedom and rights enjoyed in society require that individuals take responsibility for their actions.

WE BELIEVE that the family is the critical element in an individual's development.

WE BELIEVE that reaching one's potential requires great effort.

WE BELIEVE that expectations profoundly influence our own performance and the performance of others.

WE BELIEVE that motivation, strategies, and effort are essential components to maximizing achievement.

WE BELIEVE that every person is responsible for making the community a better place.

WE BELIEVE that honesty and integrity are essential to building trusting relationships.

WE BELIEVE that people learn best in a safe, healthy environment.

WE BELIEVE that Hoosac Valley Middle School will provide an educational program that challenges every student to take the risks necessary to achieve his/her maximum academic potential.

2018-2019 Academic Calendar 4th – 7th Grade

End of 1st marking period	November 1, 2018
End of 2nd marking period	January 18, 2018
End of 3rd marking period	April 5, 2018
End of 4th marking period	Last Day of Classes

Progress Reports Due:

September 28, 2018	March 1, 2019
December 7, 2018	May 10, 2019

Students may but not necessarily be given progress reports at any time if a grade falls below 70 (or at any other time a teacher feels it might be helpful).

Equally important are the parent-teacher conferences. Teachers or parents may request a conference at any time.

Hoosac Valley Middle School Staff

Grade 4		Grade 5	
Alison Collins	ELA and Social Studies	Bridget O'Neil-Hopkins	Math
Amy Anderson	Science and Social Studies	Jennifer Taylor	ELA and Social Studies
Ashley DePaoli	Math	Justin Luciani	Math and Science
Eric Brown	Math and Science	Kale Skrocki	Science and Social Studies
Jennifer Kline	ELA	Jeffrey Scull	ELA
Joann Kingsbury	Special Education	Greg Betti	Special Education
Grade 6		Grade 7	
Amanda Wright	Math	Dawn Klein	ELA
Kathryn Little	Science	Melissa Shea	Math
Mark Ziaja	Social Studies	Natasha Andenmatten	Science
Shelby Gale	ELA	Wendy Bennett	Social Studies
Rebecca Cohen	Special Education	Michelle Boire	Special Education

Exploratory 4-7

Kathleen Hill	PE
Terri Cooper	Art
Kelsey Grey	Music
Matthew McBride	Health
Richard Noel	CodeHS
Thomas Corrigan	Tech Ed/ Integration Specialist

Jacob Keplinger Band
Bridges Program 4-7

Lisa Folino

**Cornerstone Program
 4-7**

Justin
 McCarthy

Related Services / Specialists 4-7

Brianna Bressett	Speech and Language
Dawn Bishop	Literacy Coach
Diane Arduini	Speech and Language
Jamie Lamour	MS Coordinator 6/7
Joshua Kellogg	English Language Learners
Kimberley Biagini	BCBA/District Specialist
Mary Tanner	MS Coordinator 4/5
Katy Beach	School Adjustment Counselor
Shelly Cozzaglio	Student Support Center
Susan Harnick	Occupational Therapist
Lynne Robinson	Math Interventionist
Jacquelyn Daniels	Reading Interventionist
Courtney Bopp	District School Psychologist

Nurses

Tracy Gelinas
 Phillip Grover

Administrative Support

Building Secretary
 Betty Jo Poulton

Administrative Assistant
 Julie Little

Paraprofessionals

Geeta Lipinski	4th Grade
Mary Murray	4th Grade Special Education
Zulma Fisch	5th Grade
Rebecca Nitsche	5th Grade Special Education
TBA	6th Grade
Carla Rougeau	6th Grade Special Education
Timothy Clark	7th Grade
Melissa Turoczy	7th Grade Special Education
Nicole Truran	Bridges
Marla White	Bridges
Christopher Merriman	Bridges
TBA	Bridges

Custodians

Keith Lagess
 Joe Joppich
 Paul Snizek
 Chad Carpenter
 Greg LeBeau

Danielle Milesi	Bridges
Amoreena Gazaille	Bridges
Shannon Speed	Cornerstone
Sue Barthe	Cornerstone
TBA	Cornerstone

Cafeteria Staff

Roseanne Schutz	Food Service Director
Nanciann Klammer	Secretary
Deb Wroblewski	Manager
Laurie Malloy	
Sandy Furey	
Cindy Ziarnik	
Nathan Wroblewski	
Cheryl Lefave	
Flossie Hoellerich	
Marcia Rand	

Hoosac Valley Middle School Menu of Services	
Title of Personnel	Services Provided
Administration	Investigation, Determination decisions, supervision, team meetings, curriculum, communication, evaluation, observation, budget, parent intervention, court, facilities, deliver admin level consequences
School Psychologist	Evaluation/ testing, specific group counseling, consultant of sped/admin, report writing, special education meetings, teacher specific topics, liaison to supporting agencies
School Adjustment Counselor	Counsels students, liaison to private counseling, lunch groups, social skills groups, 504 liaison, consult to teams, consult to admin, help with state testing, consult with SSC
Special Ed. Supervisor	Run team meetings, coordinate IEP/ progress report due dates/ meetings, support special education teachers and students
Student Support Center Para	Deals with Tier 2 interventions, consults with teachers to support students, provides student breaks
Nurse	Address student health concerns, manage student health records, vision/ hearing testing, log student visits in computer, consult with teachers, parents, and health care providers
Reading Interventionist	Small group intervention
Math Interventionist	Small group intervention
Literacy Coach	Coordinates ELA curriculum, coordinates ELA progress monitoring, assists with state testing
ESL	Small group instruction of identified ELL students
Speech Therapists	Small group/ individual therapy to students identified via IEP or 504 plan, testing students referred
Occupational Therapists	Small group/ individual therapy to students identified via IEP or 504 plan, testing students referred
Special Education Liaisons	Write, monitor and implement IEP's for students on caseload, work with gen ed teachers to support identified students
Main Office Staff	Greet visitors, answer phone calls, refer people to appropriate place, create student schedules, maintain school records

ATTENDANCE POLICY & PROCEDURE

PROCEDURE FOR ABSENCES:

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

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

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

For Juvenile Court Purposes:

- For middle-school students, the school will begin delinquency proceedings when a student misses 7 or more day sessions or 14 or more ½ day sessions within a 6-month period. Documented medical and court appointments are excluded. The delinquency is filed against any and all custodial guardians for “failure to send.”

PLANNED EXTENDED ABSENCES

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

TARDINESS

All students are to report to the office to sign in and receive a tardy slip if they are not in **homeroom** by 8:30 a.m. **All tardies are unexcused unless they are due to a medical or court appointment and are accompanied by written/signed verification. If transportation provided by the school arrives late to the school, students will not be marked tardy. If, however, a parent or guardian decides to drive a student to school and the student is late, he/she will be marked tardy.**

Students will be assigned an office detention after the accumulation of three unexcused tardies within a two-week period.

- **Students who are tardy on the day of any school event or activity must serve detention that day in order to participate in any after school functions (including athletics) and/or field trips that day, or on weekends for Friday tardies.**

EARLY DISMISSAL

A student who wishes to be dismissed is encouraged to report to the office as soon as possible to sign and receive an early dismissal slip. Students will be allowed to report to the office during homeroom for dismissal slips but should not be released from class for dismissal slips. All dismissal requests must come in written/signed form from parents. As of August 2014, for liability purposes, the school can no longer accept dismissal notifications made by phone, email, or text. All dismissal notifications need to be in written form, signed by the parents or guardian. NOTE: Even with a school-approved parent/guardian dismissal, students' absences from classes, for state

reporting and credit purposes, will count against the 20 allowable absences. Every effort should be made to arrange doctor, dentist and other appointments after school hours.

- Medical dismissals approved by the nurse and administration will not count against the 20 allowable absences.
- **Students who are dismissed at any point prior to the end of the school day for any reason other than documented medical or court appointments, will not be allowed to participate in any after school functions that day or on the weekend for Friday dismissals.**
- Dismissed students are required to show their dismissal pass to the classroom teacher at the time of the dismissal before signing out in the office and leaving through the front doors.

GUIDELINES FOR MAKEUP WORK

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

HVMS ACADEMIC INTEGRITY

Nationally, there has been a rise in academic dishonesty. The most common forms of academic dishonesty are cheating (gaining advantage dishonestly) and plagiarism (presenting someone else's words or ideas as if they were one's own). Since students are sometimes unsure about what is acceptable and what is not, teachers will clearly communicate their expectations to students and make every effort to avoid situations in which students are confused about how they are expected to meet assignment requirements.

There is often a great deal of pressure on students to cheat or plagiarize. The pressure to get good grades can be directly related to eligibility for school activities and athletics, acceptance to certain colleges, etc.. Students have to realize that once they take that step to cheat, whether it is on homework, a project, a quiz or a test, or to plagiarize, they are being dishonest to themselves. Moreover, cheating has a way of demoralizing the students in a school and adversely affects the school culture and climate.

GENERAL POLICIES & PROCEDURES **ACTIVITIES, CLUBS & ORGANIZATIONS**

The following activities, clubs, and school organizations allow the students to extend their interests and participation in school activities. Students should see advisors for criteria for participation and are encouraged to get involved. This list is tentative and subject to change

Forensic Club
Gardening
EXPLORE after school program
Band 5-7
Chorus
Leo Club (Community Service)
M.S. Student Council

ACTIVITY FEE

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

1. The annual fee is \$100.00 per Student.
2. There is a family cap of \$200.00 in the event a family has more than two children in the school during one year.
3. Students that would traditionally qualify for free lunch are exempt from the fee.
4. Students that would typically qualify for reduced lunch will be charged a \$50.00 fee.
5. **The fee is due to the district office before the start of school.**
6. Students will not be able to fully participate in sports or activities until the fee has been paid.

PARTICIPATION BY MIDDLE SCHOOL STUDENTS IN ATHLETICS AT HVMS

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

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

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

ATHLETIC AND EXTRACURRICULAR ELIGIBILITY

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

Eligibility applies equally to interscholastic and extracurricular activities. In summary, if a student is determined ineligible by reason of failure, he/she is restricted from participation in interscholastic and extracurricular competition, but may participate in tryouts and/or practices/meetings at the discretion of school administration.

The eligibility requirements shall apply to all students participating in activities although activities, including athletic participation, do not carry the academic credit toward graduation. They provide the opportunity for students to appear publicly before student or community groups as representatives of Hoosac Valley Middle School.

1. **A student will not be allowed to participate in any interscholastic or extracurricular events when suspended.**
2. **If a student is absent or dismissed, he/she will only be allowed to participate after providing documentation of a medical or court appointment on that day. As per the school's attendance policy, if a student is tardy, he/she must serve a full detention after school that day prior to participating in any events.** In the case of a Saturday or weekend event this rule applies to the last regular school day. All detentions must also be served in order to participate in meetings, practices and games on any given day.
3. **If a student is dismissed by the school nurse for illness or injury, he or she must present documentation of clearance from a medical provider in order to participate in any interscholastic or extra-curricular events.**
4. Failure at the end of quarter one determines eligibility for winter sports. Students must have passing grades, including Math and English. Students may become eligible during the season, at the coach's and principal's discretion, when quarter two report cards come out, as long as the student is passing 20 credits, including Math and English.
5. Failure at the end of quarter two determines eligibility for spring sports. Grades in Math and English must be passing for quarter two (see 2 above).

6. Failure of yearlong courses determines eligibility for fall sports. Students must have passing final grades, including English and Math. Students attending and passing school sanctioned summer courses designed to recover credits for failed classes, may become eligible prior to the fall season.
7. Academic eligibility in relation to athletics is determined by the MIAA rules of eligibility on the day that report cards are issued.
8. Students participating in clubs can become eligible as soon as report cards come out, as they are not based on seasons.
9. Students who are involved in a sport, extracurricular activity, and/or class office will be allowed to participate in tryouts, practices, meeting, etc., but will not be allowed to perform or compete as an active member of the group if they become ineligible when report cards are published any time during the year.
10. Final grades in grade 7 determine eligibility for fall sports in grade 8

ATHLETIC AND EXTRACURRICULAR ADDITIONAL CHEMICAL ABUSE POLICY

- Any student found in violation of this rule on school grounds, in connection with school sponsored events, or **outside of school** (confirmed and documented illegal use), will be subject to punishment as listed below. Repeat offenders will proceed immediately to the second level listed below.
- The season of practice or play for varsity and JV players is defined as from the first practice day to the final day of play for the varsity team, which includes tournament play.
- See school policy on chemical abuse for additional consequences for alcohol and/or chemical abuse during school and at school sponsored events.
- **In addition, all athletes are subject to MIAA rules and regulations.**

During the season of practice or play, a student shall not, regardless of quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as “Near Beer or NA”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. This rule represents only a minimum standard upon which schools may develop more stringent requirements.

The MIAA statewide minimum standard is not intended to render “guilt by association”, e.g. many student athletes might be present at a party where only a few violate this standard.

If a student in violation of this rule is unable to participate in interscholastic sports due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again.

Minimum penalties:

First violation: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next interscholastic contest totaling 25% of all interscholastic contests in the sport. For the student, these penalties will be determined by the season in which the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated, i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

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

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

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

GENERAL ATHLETIC AND EXTRACURRICULAR CODE OF CONDUCT

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

Penalties for Violation

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

MASSACHUSETTS INTERSCHOLASTIC ATHLETIC ASSOCIATION ELIGIBILITY RULE WAIVERS

An Advisory

- I. In the general interest of 365 Massachusetts Interscholastic Athletic Association (MIAA) member schools and for the general well being of the 160,000 student-athletes who participate in more than 90,000 athletic contests annually, a number of statewide student eligibility requirements (rules) exist.
- II. The MIAA has established a due process procedure, which provides a full and multi-faceted review of all requests to set aside an eligibility requirement for an individual high school student.
- III. Initially, a student or his/her parent should notify the high school principal of the student's desire to participate in the school's interscholastic program in spite of being ineligible by virtue of a rule. The principal may then initiate the MIAA "waiver request" process as outlined in the Rules and Regulations Governing Athletics (Blue Book) established by the MIAA.
- IV.
 - A. The MIAA waiver process begins with a review of the written record by the Association's Eligibility Review Board (ERB), which then votes to grant or deny the request for a waiver of the rule. Your high school principal should endorse (by signature) the original request to the ERB.
 - B. An adverse decision by the ERB may be personally appealed to the three-member eligibility committee of the Board of Control provided that your superintendent of schools and school committee formally endorses this appeal.
 - C. An adverse decision of the Board of Control may be personally appealed to three member eligibility committee of the Massachusetts Interscholastic Athletic Council provided the appeal is formally endorsed by your superintendent of schools and school committee.
- V. Each board and committee that considers a waiver request weighs the following standards. (E applies additionally to age rule waiver requests.)
 - A. The rule works an undue hardship on the student.
 - B. Granting the waiver will not result in an unfair competitive advantage over other students.
 - C. The waiver approval would not cause displacement of another student-athlete from the appellant's own team.
 - D. The waiver would not be in conflict with the general well being of interscholastic athletics in the State.
 - E. In all cases involving age rule waivers, total body and physical maturation will be considered.

ATHLETICS – INTERSCHOLASTIC SPORTS

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

ASSEMBLY PROGRAMS

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

BEHAVIOR IN THE HALLS

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

CAFETERIA, FOOD & DRINK

Breakfast and Lunch will be free for all Hoosac Valley Middle School Students.

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

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

CARE OF BOOKS AND EQUIPMENT

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

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

CORRIDOR PASSES AND BEHAVIOR

Students are encouraged to avoid leaving class for any reason. If a student must leave the room during class, he/she needs to have the classroom pass. Failure or refusal to show an official pass will result in disciplinary action. Students will be required to sign in and out of classes. Class logs may be collected and reviewed by administration. Students who repeatedly leave classes during instruction will be questioned and counseled. Students are expected to behave courteously and respectfully in the halls, move appropriately in the direction of their next class, and

minimize public displays of affection. Students who do not follow these social expectations may be disciplined accordingly.

PERSONAL MUSIC PLAYERS, CELLULAR PHONES, ELECTRONIC DEVICES, ETC.

Acceptable use for devices:

- Prior to the beginning of homeroom period (but not during HR... 8:05 a.m.)
- After the end of the day (2:35pm)

Devices are not allowed to be used in ANY classrooms at ANY time. This means cell phones will not be allowed to be used as calculators, listening devices, mini computers, etc. Teachers will NOT be giving you permission to use your devices during ANY classes.

In addition, devices are not to be used

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

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

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

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

EMERGENCY DRILLS

Student Protocol

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

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

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

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

Additional Information

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

FIELD TRIPS

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

GRADING SYSTEM

GRADES, REPORT CARDS, PROGRESS REPORTS

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

1. Term grades and the final grade shall be recorded as a numerical average unless otherwise specified.
2. The yearly average for each subject will be the numerical average of the four marking periods.
3. The passing grade shall be a mark of 65 or above.
4. The grading procedure may provide for a mark based upon effort, Participation, as well as upon the mathematical percentage obtained from test results. A marking period is approximately nine weeks long

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

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

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

Quarter Start/Stop Dates

Q1	8/29/2018-11/1/2018	Q2	11/2/2018-1/18/2019
Q3	1/19/2019-4/5/2019	Q4	4/6/2018-Last Day of Classes

ON-LINE PARENT/STUDENT PORTAL

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

HOMEROOM

Each student is assigned to a homeroom. Students will be sent to homerooms prior to assemblies, for distribution of school materials including report cards and for other events as determined by the administration.

HONOR ROLL

1. All numeric grades (including all exploratories) are to be averaged for the honor roll.
2. Criteria for honor roll status will be as follows:

High Honors 90-100
Honors 85-89.9

No grade in any class may be below an 80

The list of students attaining honor roll status is published in the local newspaper as soon as possible after each marking period. Anyone not wanting it published should contact the office beforehand.

RETENTION POLICY

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

LOCKERS

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

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

LOST AND FOUND

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

yt

POSTERS

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

SUSAN B. ANTHONY RESOURCE CENTER

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

Students may use the Resource Center on the following terms:

1. Students must have a dated pass from the subject teacher and must remain in the Resource Center, for the entire period. Bring all books and materials, since students are required to remain in the library for the entire period. All students must sign the attendance sheet on the circulation desk at the beginning of the period and leave their passes on the desk. Coats are to be left in the lockers.
2. **NO FOOD OR DRINK** is allowed in the Resource Center. The Resource Center is for **QUIET** study only.
3. Students should enter and leave the Resource Center via the south entrance. The side door is for emergency use **ONLY** (i.e. fire) and the offices and conference room should not be used as a shortcut.
4. Books may be borrowed for two weeks and renewed if no one has reserved them. Periodicals may be borrowed for one week and may be renewed. Subject teachers may place selected materials on a reserve or limited-use list. These materials will be restricted in use by the teacher who reserved them. Fines for overdue library materials are 5 cents per day per item.

5. Circulating reference books may be taken out for one night. All other reference materials must be used in the library.
6. Reserve books (overnight books) may be taken out at 2:40 p.m. and must be returned prior to 8:30 a.m. the following school day. Failure to return these items prior to that time will result in a fine of 5 cents per period or 35 cents per day.
7. Books must be returned, or paid for if lost. The term "books" includes **all** library materials. Failure to comply will result in restriction of library borrowing privileges.
8. Audio-visual materials are not available for loan outside the school.
9. Computers are available for research to all students who have signed the Internet use policy in the Resource Center. Playing games on school computers may result in disciplinary measures, such as loss of computer privileges, detention, etc.

SCHOOL ATTIRE

When dressing for school, keep in mind that the HVMS Mission is to create a climate of mutual respect and learning. This means respect for yourself and others.

Clothing or other apparel that does not promote a safe school environment, is potentially **dangerous**, or is potentially **disruptive to the educational environment** will not be allowed.

For example:

- Clothing with pictures or messages the staff, faculty or administration determines to be vulgar or inappropriate.
- NO Confederate flags or associated imagery of any kind is to be worn or displayed in any way.
- Clothing or jewelry that advertises or suggests substances or beverages that are illegal in the Commonwealth of Massachusetts for students of middle school age.
- Clothing that the faculty and administration determine to be disruptive to the learning environment, including but not limited to shorts or skirts that do not extend down the leg to at least fingertip length.
- Strapless or short shirts. The bottom of the shirt or blouse should overlap the top of the pants or bottoms.
- No Hats or Hoods may be worn.
- No pajamas may be worn to school
- Teachers may implement other restrictions, such as no hats.

SCHOOL CLOSING

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

SCHOOL HOURS

School hours are 8:05 a.m. to 2:35 p.m. All students, upon completion of their school day, should leave the school building immediately and quietly. Any student remaining must be under supervision of a faculty/staff member. Students are not permitted in the building before 8 a.m. or after regular school hours or in the evening or on the weekends without scheduled and approved supervision.

SCHOOL INSURANCE

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

activities. This insurance covers all accidents occurring in school, during school-related activities or on the way to and from school.

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

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

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

The family is responsible for:

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

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

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

DANCE POLICY

The following rules apply to all HVMS dances:

1. Students will not be allowed in one-half hour after the dance begins unless they have prior approval of the administration.
2. Students must attend Hoosac Valley Middle School.
3. Backpacks will not be allowed into the dance. They must be kept in a designated area.
4. When a student leaves the dance, he or she will not be able to return.
5. No student who has failed to serve a detention or is in the process of serving a suspension, will be able to attend the dance. Students Externally Suspended on a Friday may not participate in Friday/Weekend Activities.
6. Any student who is believed to be under the influence of alcohol or a controlled substance will be subject to a breathalyzer test and parental notification.
7. It is our hope students will behave appropriately at all school dances. Any objectionable dancing or other activities deemed offensive by faculty or administration will result in dismissal from the event.

HVMHS BREATHALYZER POLICY

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

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

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

1. The student/attendee will be closely monitored and accompanied by school representatives until a parent/guardian is contacted and assumes custody. If a parent/guardian cannot be reached within a reasonable period of time, the police will be contacted.
2. Emergency medical services will be called if the student/attendee appears to be in medical danger.
3. The police will be notified if the student/attendee becomes out of control.

4. The student will be subject to school disciplinary actions (see Policy Relating to Chemical Abuse on page 30-31 of the HVMHS student handbook).

TELEPHONE

Students are to receive a pass from their teacher to go to the office to use the phone. Students will use the office phone at the discretion of the administration. Students are not allowed to use cell phones from 8:15 am until 2:45 pm.

TRANSPORTATION POLICY

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

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

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

E. UNLOADING THE BUS - The student shall:

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

F. PROCEDURE FOR DISCIPLINARY ACTION

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

USE OF BUILDING

Students will not be allowed in the school on non-school days or after 3:00 p.m. on school days unless supervised by a teacher or coach. Students will not be allowed into the school building on school days before 8 a.m.

AUDITORIUM

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

GYMNASIUM

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

INTERNET USE POLICY

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

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

With access to computers and people from around the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Families should be warned that some material obtained via the Net may contain items that are illegal, defamatory, inaccurate, or potentially offensive. We have taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information, either by accident or

deliberately. We firmly believe, however, that the benefits to students from online access far outweigh the possibility that users may procure material that is not consistent with our educational goals. The purpose of this policy is to ensure that use of Internet resources is consistent with our stated mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of the students and faculty who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. If a user violates any of these provisions, his or her account will be terminated and future access could be denied in accordance with the rules and regulations discussed with each user during Internet training sessions.

Internet – Terms and Conditions

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

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

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

A student may appeal charges in the following manner:

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

SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS

The State Board of Education has adopted Regulations Pertaining to Student Records. The development of these regulations, which have the force of law, was mandated by state laws enacted in 1972 and 1974. The regulations apply to all public elementary and secondary schools. (They also apply to all private schools, which have state approval to provide special education services under chapter 766, the Special Education Act.) They are designed to ensure parents' and students' rights of confidentiality, inspection, amendment and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records.

The regulations apply to all information kept by a school committee on a student in a manner such that he or she may be individually identified. The regulations divide the record into two sections: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results; class rank; school sponsored extracurricular activities; and evaluations and comments by teachers, counselors, and other persons; as well as other similar information. The temporary record is destroyed within five years after the student leaves the school system.

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

1. INSPECTION OF RECORD

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

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

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

2. CONFIDENTIALITY OF RECORD

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

3. AMENDMENT OF RECORD

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

4. DESTRUCTION OF RECORDS

The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system.

Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.

The above is only a summary of some of the more important provisions of the Regulations Pertaining to Student Records that relate to student and parent rights. If more detailed information is desired, a copy of the regulations may be received from your school.

SCHOOL COUNSELING

Mission Statement

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

Services

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

School adjustment counselors (SAC) are available to meet with students to discuss matters at any levels of urgency. SAC offices are not located in the guidance suite and are instead located among the classrooms. Students may contact the school adjustment counselors directly or through the main office.

HEALTH SERVICES

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

ILLNESS OF STUDENTS IN SCHOOL

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

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian *and* under the written directive of the student's personal physician (see below for exceptions). When the school nurse is not present, a student who needs medication during the school day 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.

Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol, which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

FIRST AID TREATMENT

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

PHYSICAL EXAMINATIONS

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

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

TESTING

Vision and hearing are checked annually with proper equipment in all grades and notices of failures are sent to parents. Postural screening is mandated yearly for grades 5 through 7 and is completed in the physical education classes. Re-checks are administered by the school nurse and parents are notified if any problems are noted.

IMMUNIZATIONS

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

Tetanus-Diphtheria boosters are mandatory every 10 years. These can be given at school with parental permission. Notices of students' needs will be sent to parents. Verification of any immunizations received outside of school should be sent to the Health Office for the student's record. All transfer students must present their immunization

records within 15 days of registration as demanded by law. Hepatitis B series are also offered through the school system.

HAZING NOTICE

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

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

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

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

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

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

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

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full-time student enrolled by it to the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the

student handbook or similar means of communication the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations. Governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Chapter 269, Section 19

ADAMS-CHESHIRE REGIONAL SCHOOL DISTRICT
EQUAL RIGHTS STATEMENT

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

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

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

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

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

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

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

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

TITLE IX COORDINATOR:

Chris Sposato
HVMS
125 Savoy Road
Cheshire, MA 01225
Telephone: 413-743-5200

SECTION 504

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

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

LEVEL ONE: The grievance will be presented in writing to the building principal.

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

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

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

NONDISCRIMINATION ON THE BASIS OF HANDICAP

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

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

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

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

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

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

Notice: The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the School Committee and superintendent find necessary to apprise such person of the protections against discrimination.

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

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

Legal Refs:

Rehabilitation Act of 1973, Section 504
Education for all Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972):
Title II, Americans with Disabilities Act of 1992
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

Cross Ref:

IGB, Special Instruction Programs and Accommodations
IGBA Program for Handicapped Students

STUDENT DISCIPLINE**DISCIPLINING STUDENTS WITH SPECIAL NEEDS**

On January 11, 1986 the Board of Education's policy relative to disciplining students with special needs was implemented. The policy is designed to give administrators the flexibility to set rules of discipline while protecting the rights of students with special needs.

In order to comply with the intent of this state statute, we will follow the following procedures whenever a special needs student is suspended from school:

- A. The administrator of special needs or designee will be notified of the suspendable offense.
- B. School officials will keep records of the number of suspensions of special needs students.
- C. The I.E.P. or 504 for each special needs student will indicate whether the student can be expected to meet the regular discipline code or if a modification is required. If a modified discipline code is required, it will be written into the I.E.P. or 504.
- D. When it is known that the suspension(s) of a special needs student will accumulate to ten (10) days in a school year, a review of I.E.P. or 504, as provided in 34 CFR 300.530 (34 CFR 104.35), will be held to determine the appropriateness of the student's placement or program.
- E. If the TEAM concludes that the student's misconduct is related to the student's handicapping condition, is the result of an inappropriate special education placement, or is the result of an I.E.P. or 504 that was not fully implemented, then the I.E.P. or 504 will be modified to reflect a new program designed to better meet the student's needs. Following parent/guardian approval, the student will be placed immediately in a new program.

If the TEAM concludes that the student's misconduct was not related to the student's handicapping condition, or the result of an inappropriate special education placement, or is the result of an I.E.P. or 504 that was not fully implemented:

1. An amendment to the I.E.P. or 504 will be developed and implemented to provide for the delivery of special education services to the student during the period of exclusion;
 2. The original I.E.P. or 504 will be modified to reflect a long-term plan (including discipline code expectations) designed to assure the student's continued attendance in an educational program.
- F. If suspension will result in an exclusion of more than ten (10) days in a school year, immediate written notification of the suspension and request for approval of the alternate plan must be made to the Division of Special Education through the appropriate regional education center, with a copy to the student's parent/guardians.

GUIDELINES FOR RECOGNIZING AND DEALING WITH SEXUAL HARASSMENT

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

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

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

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

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

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

Retaliation: Retaliation in any form against a person who has filed a complaint relating to sexual harassment is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student.

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

GENERAL HARASSMENT

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

BULLYING/CIVIL RIGHTS ISSUES

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

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

- (a) On school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions, or programs whether on or off school grounds, at school bus stops, on school buses, or

other vehicles owned, leased, or used by our district or school, or through the use of technology or electronic devices owned, leased, or used by our school district or school and

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

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

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

Disciplinary Sanctions

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

Possible Corrective Actions

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

False Charges

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

Student Responsibilities

Each student is responsible for:

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

Key Definitions

Bullying - the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the victim or of damage to their property; (b) creates a hostile environment at school for the target; (c) infringes on the rights of the target at school; or (d) materially and substantially disrupts the education process or the orderly operation of a school. Deliberate acts of exclusion, which have the same effect, are also considered forms of bullying. For the purpose of this section, bullying shall include cyber-bullying.

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

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

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

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

Perpetrator - a person who engages in bullying or retaliation.

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

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

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

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

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

Citations

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

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

NONDISCRIMINATION ON THE BASIS OF GENDER IDENTITY

(Restrooms, locker rooms, and changing facilities)

“All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. In meeting with the transgender student (and parent) to discuss the issues set forth in this memorandum, it is essential that the principal and student address the student's access to the restrooms, locker room, and changing facility. Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases the principal should be clear with the student and parent that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some transgender students will want that arrangement, others will not be comfortable with it. Transgender students who are uncomfortable using a sex-segregated restroom should be provided with a safe and adequate alternative such as a single unisex restroom or the nurse's restroom. Similarly some transgender students may not be comfortable undressing in the changing facilities that correspond to the student's gender identity.

Some students may feel uncomfortable with a transgender student using the same sex-segregated restroom, locker room, or changing facility. This discomfort is not a reason to deny access to the transgender student. School administrators and counseling staff should work with students to address the discomfort and foster understanding of gender identity to create a school culture that respects and values all students...”

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

TEEN DATING VIOLENCE POLICY

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

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

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

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

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

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

Restraining Orders: Once the school is notified of a student's restraining order, an administrator may hold separate meetings with each student and his/her parents to review the order and the implications. A safety plan will be created and implemented to address the victim's needs and concerns. If the named defendant is also a student, the administrator may hold a similar meeting with the focus on review of the order, expectations of appropriate behavior and consequences for violation of the order. Violation of restraining orders is a criminal offense and must be reported to the proper authorities.

SPECIAL EDUCATION

Under State and Federal law, handicapped students are entitled to a free and appropriate education. All efforts are made to meet such a student's needs within the regular education program. However, any student who is failing to make progress may be referred to the Special Education Department. Once a referral is made, the Special Education Department is obligated to follow certain guidelines and timelines to determine if physical, sensory, intellectual, or emotional problems are the cause of the student's failure. Should such a determination be made, an Individualized Education Plan (IEP) is developed to meet the needs of the student.

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

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

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

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

PHYSICAL RESTRAINT

The Commonwealth of Massachusetts Department of Education has issued specific regulations concerning the use of physical restraint on students (603 CMR 46.00). The Adams-Cheshire Regional School District is committed to

ensuring that the use of any physical restraint strictly adheres to these regulations. Physical restraint will be used with two goals in mind, and only after other less intrusive methods have been attempted or considered:

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

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

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

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

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

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

Use of Restraint:

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

Reporting Requirements:

1. A staff member who administers a restraint of a duration longer than five minutes shall verbally inform the building principal or designee as soon as practical that day and by written report no later than the next full school day.
2. The building principal or designee shall verbally inform the student's parent/guardian of the use of the physical restraint as soon as practical and by written report no later than three (3) school days following such use.

3. The report must include:
 - a. The names and job titles of staff who administered the restraint and the person who observed it;
 - b. The date and time the restraint was used, the time it began and ended, and the name of the administrator who was verbally informed;
 - c. A description of the activity of the restrained student and the other students and staff in the vicinity immediately preceding the use of the restraint; the behavior which prompted it; the efforts made to de-escalate; alternatives which were attempted first; and the justification for resorting to physical restraint;
 - d. A description of the restraint used and why; the student's behavior and reactions during the restraint; how it ended; and documentation of injury, if any, to the student or staff and any medical care provided;
 - e. For extended restraints, a description of the alternatives which were attempted first; the outcome of those efforts; and the justification for administering an extended restraint;
 - f. Information regarding any further action taken by the staff, including any disciplinary action taken toward the student;
 - g. Information regarding opportunities for the parent/guardian to discuss the restraint and related matters with the principal or designee, as well as the right to file a grievance.

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

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

SEARCH AND SEIZURE

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

STUDENT CODE OF CONDUCT AND INTERVENTIONS/ CONSEQUENCES FOR VIOLATIONS

Rules of conduct apply to and are to be complied with at all school sponsored activities on and off school grounds.

It is expected that teachers will maintain a safe and orderly environment by utilizing a variety of classroom management techniques. Actions that are disrespectful, constitute a refusal, and are disruptive or unsafe will not be tolerated. Administration will assess each individual situation and apply educationally sound interventions/consequences for violations of student code of conduct and ensure compliance with federal and state laws: Individuals with Disabilities Education Act (IDEA), Family Educational Rights and Privacy Act (FERPA), and Section 504.

Tier 1

*Tier I offenses include student behavior which impedes orderly classroom procedures or interferes with the orderly operation of the school. An adult or staff member in the classroom manages these behaviors.

Actions (Not Limited to)	Behavior	Management	Possible Interventions/ Consequences
1. Not following classroom/ school expectations 2. Violations of the dress code 3. Tardy (1st and 2nd offense Tier 1; 3rd offense generates an administration referral as Tier 2 behavior) 4. Cell Phone Usage 5. General derogatory comments 6. General profanity and gestures 7. Inappropriate drug/alcohol references (language, joking, talking, drawings, etc.) 8. Failure to identify self when asked 9. Loitering on school property	1. Refusal 2. Refusal 3. Refusal 4. Refusal 5. Disruption 6. Disruption 7. Disruption 8. Refusal 9. Refusal	<ul style="list-style-type: none"> • Tier 1 student behaviors are managed in the classrooms. • The staff member maintains a proper, accurate record of the offenses and disciplinary actions. 	<ul style="list-style-type: none"> • Verbal redirection • Alternative assignment • Withdrawal of classroom privileges • Conference with student privately (during class if appropriate, after class, after school, during lunch or recess, etc.) • Teacher detention • Parent contact • Referral to school counselor • Referral to BBT

Tier 2

**Tier 2 offenses include student behaviors of such frequency or seriousness that the learning climate of the classroom is disrupted. These infractions, which usually result from the continuation of Tier I behaviors, require the intervention of personnel on the administrative level because the application of Tier I consequences/interventions has failed to correct the situation. Also included in this level are behaviors, which do not represent a direct threat to the health and safety of others, but the educational consequences are serious enough to require corrective action on the part of administrative team.

Actions (Not Limited to)	Behavior	Management	Possible Interventions/ Consequences
1. Continuation/escalation of Tier 1 behavior that impacts instruction 2. Derogatory comments that are directed towards another individual 3. Profanity or gesture directed towards another individual 4. Cutting class/detentions 5. Leaving an assigned area without permission or being in an unassigned area of the building 6. Technology Use Violation 7. Bus Conduct 8. Truancy/falsely calling in or forging notes 9. Vandalism	1. Refusal 2. Disrespect 3. Disrespect 4. Refusal 5. Safety 6. Safety 7. Safety 8. Safety 9. Refusal	<ul style="list-style-type: none"> • Staff member completes referral form • Administrator meets with student/ teacher and affects the most appropriate response • Administrator completes log in MMS documenting offense • Administrator informs student, parent/guardian, and teacher of action taken 	<ul style="list-style-type: none"> • Parent contact by teacher • Administrative detention • ALC (in school suspension) • Bus Suspension • Referral to School Adjustment Counselor • Restorations/ restitutions made by student • Parent conference • Referral to BBT • Referral to outside agency • Behavior Contract • Referral to law enforcement • Loss of computer/technology privileges • Student removed from class (only for behavior that severely impacts instruction)

Tier 3

***Tier 3 offenses are student acts that are directed against persons or acts that warrant immediate intervention. These acts may require assistance from outside agencies including law enforcement. All Tier 3 behaviors/actions require staff to immediately contact the House Office to report the incident.

Actions (Not Limited to)	Behavior	Management	Possible Interventions/ Consequences
1. Continuation/ Repetition/ Escalation of Tier 2 behaviors that warrants immediate intervention 2. Smoking, chewing, possession of tobacco products, including other nicotine delivery products 3. Possession of incendiary devices (lighter, matches) 4. Leaving building without permission 5. Fighting 6. Pulling a false fire alarm 7. Possession of a dangerous instrument 8. Bullying, cyber-bullying, harassment, threats, hazing, intimidation, taunting 9. Assault 10. Possession of a weapon (including toy weapons) 11. Threats to the safety of the school	1. Refusal 2. Safety 3. Safety 4. Safety 5. Safety 6. Safety 7. Safety 8. Safety 9. Safety 10. Safety 11. Safety	Staff member completes referral form documenting the incident: <ul style="list-style-type: none"> Administrator initiates consequences by investigating the infraction and conferring with student(s) and/or staff regarding the situation If contraband is involved it will be confiscated and disposed of Administrator maintains a proper and accurate record of action in MMS Administrator meets with the student to discuss misconduct and resulting consequences/ interventions Administrator notifies parent and teacher of the action taken Re-entry plan is developed 	<ul style="list-style-type: none"> Temporary removal from class Office detention ALC OSS Bus suspension Referral to School Adjustment Counselor Restoration/ restitution made by student Behavior Contract Referral to outside agency Referral to BBT Law enforcement officials are contacted Re-entry Meeting Suspension from co-curricular activities Loss of school privileges, including but not limited to: Loss of technology Loss of school functions Expulsion

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

Certain incidents may require us to notify authorities (for example, incidents related to weapons, drugs, assaults, etc.)

OFFICE DETENTION PROCEDURES

1. Students are to arrive in the office no later than 2:40.
2. Detention will be dismissed at 3:25.
3. No student will be permitted to leave the detention room for any reason other than for an unforeseen emergency. No bathroom passes will be issued.
4. Students in office detention are required to be silent, and awake, and will be allowed to do school work *All electronic devices will be collected at the beginning of detention.*
5. Repeated failure to comply with detention requirements will result in further detentions or in-school suspension.

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

EXTERNAL SUSPENSION (ES)

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

SPECIFIC ACTS LEADING TO LONG TERM SUSPENSION AND/OR EXPULSION

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

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

Students charged with any of these violations shall be notified in writing of an opportunity for a hearing, provided, however, that the student may have representation along with the opportunity to present evidence and witnesses at the said hearing before the principal. Students who are expelled are not allowed on school property and are not allowed to be present during school events.

Hoosac Valley Middle School Student Support Center

(Material adapted from Polly Bath training)

Purpose:

The SSC is designed to provide a safe, secure, and nurturing environment for any student throughout the school day, who presents with challenging behaviors and/or needs assistance in regulating his or her behavior. Although the majority of classroom disruptive or refusal type behaviors are managed within the classroom (see referral handout),

it is recognized that some students will escalate to the degree **that does not allow the classroom teacher to continue to teach**. Therefore, the SSC provides a support service to teachers as well as to students.

Goal:

To provide an immediate response to a behavior and to teach self-regulation skills that **allow the student to return to class** and manage themselves more efficiently in the future.

Philosophy:

Students having difficulty regulating their behavior need assistance from adults in a calm and supportive environment, while teaching skills to improve the student's ability to monitor and maintain their own behavior within the school environment.

It IS...

- A place where children can go to proactively de-escalate a situation and/or behavior
- A place where a teacher can send a child when the behavior becomes moderate to severe to the degree that the teacher can no longer conduct the class
- A place where children learn new skills to manage their behavior
- A place where children can process behaviors and feelings with a trained staff to support them
- A place for the child to check in to throughout the day that may be part of a developed plan

It is NOT...

- A place to send students who are not doing class work or home work
 - A place to receive Special Education/IEP services (those students are allowed to utilize the room as any other student would)
 - In-school suspension with the exception of individual cases and takes place in a designated section of the SSC classroom.
- A replacement for a "take a break space" within the classroom.
 - A place where staff assigns consequences.
 - A place where children serve consequences.
 - An alternative space for children to complete class work unless a plan has been pre-established for a specific child.
 - A place to address cases of bullying or harassment.

Procedures of the SSC

- When a student interferes with the learning of others which inhibits the teachers ability to teach they may be referred to the SSC.
- A referral document must accompany the child or follow the child immediately.
- A child will not be sent to the SSC without communication to the SSC staff.
- A child who is sent to SSC will be returned to class when the SSC staff determines it to be suitable (may be as short or as long as it takes to process).
- Other staff will not enter the SSC to address a student's behavior with the exception of an administrator when needed.
- SSC staff will access and/or refer to other supports in the building to assist children with specific needs.
- In the event that a child requires an "escort" to SSC, the SSC staff and administration will be notified.

- In the event that the behavior warrants a consequence beyond the teacher, the SSC will refer the student to the Dean of Students with the original referral sheet and updated notes.

Skills that are taught as part of the processing in SSC

Objectives rely on direct instruction to bring children from Acquisition(teach the skill) to Fluency(can do the skill but still need helps), Fluency to Maintenance(can remember the skill over time), and Maintenance to Generalization(can remember over time and use it everywhere) in the following areas:

☛ Identifying stressors ☛ Seeking assistance ☛ Recognizing what triggers their responses ☛ Accurately identifying emotions ☛ Self-regulation ☛ Understanding cause and effect ☛ Accepting responsibility and “owning” behaviors ☛ Various perceptions of social situations ☛ Connecting all behaviors to the school values as we have operationally defined them.

Life of the Referral

- Staff sends student with referral or referral follows the student or escort
- SSC receives student and enters information into the SSC data system
- SSC De-escalates, Processes, Teaches
- SSC determines if consequence should be referred to administration or remain with sending staff
- Results of referral are sent back to sending staff using referral form
- A copy of the referral form is filed in SSC
- Referral data is reviewed by Team regularly to make further recommendations

POLICIES RELATIVE TO CONDUCT OF TEACHERS OR STUDENTS; STUDENT HANDBOOK

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

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher’s aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

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

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

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

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

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

DUE PROCESS/SUSPENSIONS AND EXPULSIONS

DUE PROCESS

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

SUSPENSIONS OR EXPULSIONS – PROCEDURES

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

1. An attempt to make parental contact by phone at the time of suspension, informing the parent/guardian of the nature of the problem, length of the suspension, any special condition, and an appointment for a parental conference prior to the student's readmission to school. Notwithstanding our best efforts, parental contact is sometimes impossible for various reasons. In those cases, the student will be provided with a message to the parent/guardian to contact the school regarding the matter.
2. Contact with social agencies, court officials, or other schools.
3. A formal letter to follow within 24 hours restating the same facts as cited in No. 1 above. The letter should also indicate, in some manner, that the parent/guardian has an avenue of appeal. (Letter, naturally, to be in their native language.) All appeals are to go to the principal. The superintendent only will review secondary appeals. His/her decision is final and the appeals process in the schools can go no further.
4. By parental request, textbooks and homework will be provided to each pupil for the duration of the suspension period.

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

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

POLICY RELATING TO CHEMICAL ABUSE

Definition for all students: Any student who is found **in possession of, under the influence of or consuming** alcohol or other chemical substances, which include over the counter medications*, on school grounds or in connection with school-sponsored events will be subject to punishment under "Level One". Repeat offenders will be subject to punishment under "Level two". Students found selling or distributing alcohol or other chemical substances on school grounds or in connection with school-sponsored events are subject to punishment under "Level Two". *Over the counter medications must be administered/supervised by the school nurse.

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

"LEVEL ONE"

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

"LEVEL TWO"

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

APPEAL PROCESS

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

1. All rules are published in the student manual. All advisors and coaches will make this known to their respective groups prior to each school year season. (Consent form.) Students are expected to accept their responsibility to

the school, teacher or club. In all cases under this section, the student has the right to appeal the case to the board of appeals. **The appeal is to be made on the infraction only, not the punishment.** The procedure will be as follows:

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

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

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

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

SECOND OFFENSE —Up to one day external suspension, parental conference with Dean of Students required

THIRD OFFENSE (and all subsequent offenses) — Up to two day external suspension and/or referred to an outside agency. Parental conference with principal required before readmission.

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

The use of tobacco/nicotine products includes:

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

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

Additional MIAA policy for student athletes: During the season of practice or play, a student athlete shall not use tobacco products, including outside of school. The first violation results in ineligibility to play 2 athletic events or two weeks, whichever is more. The second offense results in a 12-week probation from athletics.

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

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