

AGAWAM HIGH SCHOOL



CODE OF CONDUCT STUDENT HANDBOOK 9 – 12 2021 - 2022

AGAWAM PUBLIC SCHOOLS 2021-2022 CALENDAR

www.agawamed.org

SEPTEMBER

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

18 Days

OCTOBER

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

20 Days

NOVEMBER

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

18 Days

DECEMBER

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

17 Days

JANUARY

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

20 Days

SEPTEMBER/OCTOBER

BACK TO SCHOOL NIGHTS

Doering School – Sept. 9th
Early Childhood Center – Oct. 14th
Junior High School – Sept. 23rd
Senior High School – Sept. 15th
Elementary Schools – Sept. 16th

FEBRUARY

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

15 Days

MARCH

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

23 Days

APRIL

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

15 Days

MAY

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

21 Days

JUNE

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

13 Days

DISMISSAL TIMES/HALF DAY

HS - 10:50 am JHS - 11:20 am
DO - 11:50 am GR - 11:50 am
PH - 12:20 pm CL - 12:20 pm
RP - 12:20 pm

SEPTEMBER

1st – Teachers' Convocation/No School/Primary Day
2nd – District PD/No School
3rd – No School
6th – Labor Day/No School
7th – First Day of School (No Kindergarten)
8th – Kindergarten & Preschool Orientation
9th – First Day of Kindergarten & Preschool
14th & 28th – School Committee

OCTOBER

11th – Columbus Day/No School
21st – ½ Day PreK-12 Students (K-6 Parent Conferences & ½ day PD grades 7-12)
12th & 26th – School Committee

NOVEMBER

2nd – District PD Day/No School (Election Day)
11th – Veteran's Day/No School
4th – DO Night Parent Conferences
18th – JH Night Parent Conferences
18th – Preschool Parent Conferences
17th – HS Night Parent Conferences
24th – ½ Day of School
25th & 26th – Thanksgiving Recess/No School
9th & 23rd – School Committee

DECEMBER

8th – ½ Day PD (PreK-12) Half Day for Students
23rd – Half Day of School
24th – 31st Christmas Break/ Return Jan 3rd
14th – School Committee

JANUARY

3rd – School Reopens from Christmas Break
17th – Martin Luther King Day/No School
28th – ½ Day PD (PreK-12)/ Half Day for Students
11th & 25th School Committee

FEBRUARY

21st – 25th – Winter Vacation/No School
8th – School Committee

MARCH

2nd – ½ District PD/Half Day for Students PreK-12 & Staff
17th – JH Night Parent Conferences
24th – DO Night Parent Conferences
10th – HS Night Parent Conferences
8th & 22nd – School Committee

APRIL

15th – Good Friday/No School
13th – ½ Day PreK-12 Students (K-4 Parent Conferences & ½ Day PD for grades 5-12)
18th – 22nd – Spring Vacation/No School
12th & 26th – School Committee

MAY

12th – ½ Day PD (PreK-12)/ Half Day for Students
12th – Preschool Evening Conferences
30th – Memorial Day/No School
10th & 24th – School Committee

JUNE

17th – Last Day of School/Half Day
20th – Juneteenth /No School
27th – Last Day of School/Half Day
(Includes 5 Snow Days)
14th & 28th – School Committee

Note: Night Parent Conferences 6:00 p.m. – 8:00 p.m.

Green = District Prof. Dev. (PD) Day/No School for Student
Red = Half Day for Students
Blue = No School/Holiday/Vacation

Students = 180 days
Teachers = 183 days
*Jewish Holidays

"Put Children First"

EMERGENCY SCHOOL CLOSING

When severe weather conditions or other emergencies make it necessary to close or delay school, announcements will be made on television Channels 22 and 40, and on Radio Stations WHYN 560 AM, 93.1 FM, WMAS 1450 AM, and 94.7 FM.

SCHEDULED CLOSINGS

Please refer to the school calendar for school closings on holidays and for teacher professional development days. The dismissal times will be publicized through the media and are listed on the school calendar.

ACT AND SAT TEST DATES

ACT Test Dates	Registration Deadline	Late Registration Deadline Late Fee Applies	Standby Deadline Photo Upload Deadline
2021			
September 11	August 6	August 20	September 3
October 23	September 17	October 1	October 15
December 11	November 5	November 19	December 3
2022			
February 12	January 7	January 21	February 4
April 2	February 25	March 11	March 25
June 11	May 6	May 20	June 3
July 16	June 17	June 24	July 8

SAT Test Dates	Registration Deadline	Late Registration Deadline
2021		
August 28	July 30	August 17
October 2	September 3	September 21
November 6	October 7	October 26
December 4	November 5	November 23
2022		
March 12	February 12	March 1
May 7	April 8	April 26
June 4	May 6	May 25

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Policies in the Code of Conduct Handbook are subject to change by the Agawam School Committee.

AGAWAM PUBLIC SCHOOLS
"Academics, Performance, Success"

SUPERINTENDENT'S MESSAGE

September 2021

Dear Members of the Agawam School Community:

The Agawam Public Schools in conjunction with parents, staff, and the community will provide students in our town's public schools with challenging opportunities, academic excellence, and a safe, positive learning environment. We also will encourage students to achieve their maximum potential so that they become lifelong learners and responsible citizens in an ever-changing and diverse world.

This handbook details many of the expectations that we share with the parents and guardians of those children who have been placed in our care. It is our hope that this handbook will serve as a guide to your rights and responsibilities, so that we can work together in a positive way thereby ensuring the success of all children in and out of school.

The entire staff of our school district, which includes administrators, teachers, paraprofessionals, tutors, nurses, secretaries, bus monitors, crossing guards, custodians, and cafeteria workers, should be justifiably proud of what we offer to the children and parents of Agawam. That is a safe, secure, and quality educational opportunity.

Sincerely,

Sheila M. Hoffman
Superintendent of Schools

af



James P. Blain, MBA
Principal
(413) 821-0521

AGAWAM HIGH SCHOOL

760 (| reet
Agaw | 1001
(413) 821-0530



Susan J. Feyre, MBA
Assistant Principal
(413) 821-0522

Timothy J. Karetka, M.Ed
Assistant Principal
(413) 821-0531

Charles D. Joyal, M. Ed
Assistant Principal
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September 2021

Agawam High School Community:

The Student Handbook provides all stakeholders at Agawam High School with a comprehensive look at the rules, regulations, and expectations that allow us to provide a rigorous academic program in a supportive, yet structured environment that brings the best out in all learners. The staff at Agawam High School take great pride in creating and fostering a learning environment that embraces diversity, respect for all, and kindness and acceptance for all who work and learn within our school community.

Parent involvement is vital to student success, and we ask that you continue to play an active role in your student's education. I am privileged to lead such an outstanding school community and look forward to what I know will be both a rewarding and successful year. Please do not hesitate to contact me with questions, concerns, or input at any time.

Yours in Education,

James P. Blain
Agawam High School Principal

I _____ have read this handbook and will abide by the policies and rules as set forth in this handbook.

Thank you for reading this district handbook. Please sign below. This page must be returned to your homeroom teacher with 10 days of receipt.

Parent/Guardian Signature

Date

Student Signature

Date

Homeroom number

AGAWAM PUBLIC SCHOOLS – INTERNET & NAVIANCE USE AGREEMENT

Please fill out this form and return to your child's school. If this form is not returned, your child will NOT be able to participate in Internet-based classroom activities and/or utilize the Naviance program. PLEASE READ THIS DOCUMENT CAREFULLY BEFORE SIGNING.

Internet access is available to administrators, teachers, and students of the Agawam Public Schools. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual students and teachers have access to electronic mail, information and news, and access to many libraries. The Agawam School District remains dedicated to keeping student Internet access within compliance of the FCC CIPA (Child Internet Protection Act).

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value. We firmly believe that the valuable information available on this worldwide network far outweighs the possibility that users may produce material not consistent with our goals.

Internet – Terms and Conditions

Acceptable Use – To support research and education. Threatening or obscene materials are not acceptable.

Network Etiquette – Be polite. Do not reveal personal information; E-mail is not guaranteed to be private. Do not disrupt network in any way. All accessed information is assumed to be private property.

Use of this information is at your own risk. We deny all responsibility for accuracy or quality of information obtained through its services.

Security – Any user who becomes a security risk will be denied access.

Vandalism – Vandalism will result in cancellation of privileges.

Naviance

Naviance is a college and career readiness platform that helps align student strengths and interests to post-secondary goals. This program gives students the opportunity to research colleges, careers, and scholarships; complete interest inventories; build resumes; manage college applications; request recommendations; and allows counselors to electronically send transcripts and recommendations. This platform is the most efficient and most commonly used method in which to communicate with colleges. The student information that will be released to *Naviance* is as follows:

Students' full name, gender, DOB, address, email, phone number, year of graduation, grades/transcript, parents' full name, and email.

I understand and will abide by the above Internet Use Agreement and stipulations listed under Computer Services in this handbook. I understand that any violation of the above regulations may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, and school disciplinary action will be taken. I also agree to my child's Naviance access.

Student's Name: _____

Signature: _____

School: _____
(Print clearly)

Homeroom: _____

Parent/Guardian's Name (print): _____

Parent/Guardian's Signature to Opt IN: _____

I elect to "Opt OUT" of Internet access for my child: _____

I elect to "Opt OUT" of Naviance access for my child: _____

Agawam Public Schools



1305 Springfield Street Suite 1
Feeding Hills, MA 01030 - 2198

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Permission Form for Use of Student Photo, Video, Likeness, Classwork

Dear Parents:

As a school district, we are proud of our students and the many extracurricular activities and events in which they participate both in school and on the athletic field. Because we wish to celebrate these student achievements, images and video of your child and/or their classwork (including handwritten classwork), may appear in the newspaper, on the individual school websites, on our district websites, our district social media, and on our education cable television Channel 12.

No last name, home address, or telephone number will appear with student photographs or videos. First name, last initial will only be displayed with photos, videos, classwork, and on the Internet. Last name may be displayed when linking to non-district websites regarding school related public events.

I **give permission** for my child's photo, video, likeness, or classwork, to be displayed with the understanding that only my child's first name, last initial will be displayed except in the case of online links to non-district websites regarding school related public events celebrating our students achievements.

Student's Name: _____

School: _____

Homeroom#: _____

Parent/Guardian's Signature: _____

Parent/Guardian's Name (Print): _____

Date: _____

I **do not give permission** for my child's photo, video, likeness, or classwork, to be displayed.

Student's Name: _____

School: _____

Homeroom#: _____

Parent/Guardian's Signature: _____

Parent/Guardian's Name (Print): _____

Date: _____

"Put Children First"

NO RELEASE FORM — STUDENT**INFORMATION**

As a parent/guardian you may **NOT** want your son/daughter information to be released.

****DO NOT SIGN AND RETURN THIS FORM TO YOUR CHILD'S SCHOOL UNLESS YOU DO NOT WANT YOUR CHILD'S INFORMATION TO BE RELEASED.*****

Student's Name: _____

School: _____ Homeroom: _____

Parent/Guardian's Name (print): _____

Parent /Guardian's Signature: _____

(student's signature if over the age of 18)

STUDENT INFORMATION RELEASE

Pursuant to 603 CMR 23.07(4)(a), a school may release student directory information, including students names and addresses, so long as the school provides public notice of the type of information it releases and allows parents a reasonable period of time to request that the information not be released. Generally, schools provide this notice to parents.

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

The Agawam Public Schools will release directory information to colleges, scholarship organizations, the military, other post-graduate programs such as technical schools, and other individuals and/or groups upon request.

**PARENT/STUDENT CONSENT/RELEASE FROM & INDEMNITY AGREEMENT FOR LEAVE OF STUDENT
FROM SCHOOL VOLUNTARY ATHLETIC ACTIVITY AND/OR SCHOOL EXTRA-CURRICULAR ACTIVITY
AND/OR SCHOOL TRIP**

I/we, the undersigned, parent, guardian(s)/legal representative(s) of _____, (Student), and the student do severally and individually hereby consent to his/her leave and travel from _____ (Designated school voluntary athletic activity/extra-curricular activity, and/or trip destination), on _____, to _____.

The particulars of the date, time, and departure of the student from the designated school activity/extra-curricular activity and/or trip destination location in this consent are as follows:

In consideration of the student being allowed to separate from the designated school voluntary athletics activity, extra-curricular activity, and/or school trip destination location, do for myself/ourselves and as parent/guardian of said minor, heirs, my agents, my representatives and on behalf of _____, do forever release, acquit, and discharge and covenant to hold harmless the said City of Agawam, its Public Schools and their employees, servants, and agents, as well as the Agawam School Committee, its former and current members, and its employees, servants, and agents from any and all actions, rights of action, causes of action, charges and/or claims in any way related to, arising from, and/or growing out of, directly or indirectly, all known or unknown personal injuries or property damage or death, which I/we may now or hereafter have as the parent(s)/guardian(s)/legal representative(s) of said minor, as well as any actions, rights of action, causes of action, charges and/or claims, which said minor has or hereafter may acquire, either before or after he/she reaches the age of majority, resulting from, relating to, or in any way connected to, his/her separation from the designated school voluntary athletics, extra-curricular activity, and/or trip destination location related to the City of Agawam, its Public Schools, and their employees, servants, and agents, as well as the Agawam School Committee, its former and current members and its employees, servants, and agents.

In addition, I/we as parent(s)/guardian(s)/legal representative(s) of said minor, agree to indemnify the City of Agawam, its Public Schools and their employees, servants, and agents, as well as the Agawam School Committee, its former and current members, and its employees, servants, and agents in the event that any action, charge, and/or claim is brought against the foregoing, which is in any way related to, arising from, and/or growing out of, directly or indirectly, my son/daughter's said separation from the designated school voluntary athletics, extra-curricular activity, and/or trip destination location related to the City of Agawam, its Public Schools, or its School Committee.

The signer(s) of this form state(s) that they have read it, understand its contents, and that participation by the student/pupil in said separation from the designated school voluntary athletics, extra-curricular activity, and/or trip destination location as particularly set forth herein, with full knowledge that said City of Agawam, its Public Schools, and School Committee will not be liable to anyone, including my child and me, for personal injuries and property damage my child or I may suffer related in any way to said separation from the designated school voluntary athletics, extra-curricular activity, and/or trip destination location.

Signature of Parent(s)/Guardian(s)/Legal Representative(s)

Date

Student Signature

Date

VI

Form E

OBSERVATION AGREEMENT

Parent observers in classrooms, and their designees, are required by law to maintain confidentiality of all information about students in the class. As an observer, you will have the opportunity to see students in a variety of interactions. By signing this statement, you are acknowledging your understanding of this confidentiality requirement.

I have read the Agawam Public Schools outline of procedures regarding “Parent Observations in Classrooms” and agree to fully abide by all terms therein.

I also agree to maintain strict confidentiality regarding information or observations about all students in the classroom where I am observing.

I further agree that the observation of the child is in no way an evaluation of staff performance.

(Parent or Designee Signature)

(Date)

*For the purposes herein, parent representative means an independent evaluator, educational consultant, or an individual who preferably holds certification or licensure from the Commonwealth of Massachusetts in a field directly related to the child’s educational program.

Kindly tear out the page and bring it to the principal.

I will be making an appointment to discuss this matter with you.

Sincerely,

Name _____
(Signature)

Address

Phone Number - Work

Phone Number - Home _____

Agawam Public Schools



**1305 Springfield Street Suite 1
Feeding Hills, MA 01030 - 2198**

CHERYL SALOMAO, M. ED.
Assistant Superintendent for Curriculum,
Instruction & Human Resources
(413) 821-0568

SHEILA M. HOFFMAN, M. ED.
Superintendent of Schools
(413) 821-0548
Fax (413) 789-1835
www.agawamed.org

ROBERT CLICKSTEIN, M.B.A.
School Business Administrator
(413) 821-0550

September, 2021

Subject: Military Family Status

Dear Parent/Guardian:

The Massachusetts Department of Elementary and Secondary Education is requesting new information regarding the collection of student data. As a result, our district is required to designate whether or not a student is a member of a military family.

Military Status - This variable will be defined as students who are children of one of the following:

- An active duty member of the uniformed services, including members of the National Guard and Reserve who is on active duty orders.
- Members or veterans of the uniformed services who are medically discharged or who have retired within 1 year after medical discharge or retirement.
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

Please check the box below indicating the status of your children. **All letters must be returned to your child's homeroom teacher or to the school's main office by Friday, September 24, 2021.**

☐ Not a member of a military family. ☐ Yes, a member of a military family.

Student's Name

Homeroom

Parent/Guardian Signature

Date

Thank you for assisting us with compiling this data for the Department of Elementary and Secondary Education. If you have any questions, please contact the main office of your child's school.

Sincerely,

Sheila Hoffman,
Superintendent of Schools

Parent/Guardian Form Letter for Dissection Alternatives

Note: A student's parent/guardian is not required to use a particular form to request that the school provide the student with an alternative to dissection. This sample is provided for the convenience of school personnel and parents/guardians who wish to use it.

Dear _____ (Principal or Teacher):

I understand that participation in hands-on science is important to learning science and that dissections are an important component of comprehensive science and life science education. I also understand that alternatives to dissection are available and that upon written request of a parent/legal guardian, the school will permit a student to demonstrate competency through an alternative method, such as computer simulations and other appropriate research activities. I further understand that students participating in alternative projects instead of dissection are subject to the same course standards and examinations as other students in the course.

I request that my child, _____, be permitted to demonstrate competency through an alternative method rather than participating in dissection.

Sincerely,

Signature of parent or legal guardian

Printed name of parent or legal guardian

Date: _____

AGAWAM SCHOOL COMMITTEE

Mayor William P. Sapelli
Chairman

X

mayor@agawam.ma.us

Anthony Bonavita
anthonybonavita@hotmail.com

Kerri O'Connor
Kerri45@gmail.com

Dawn Dube
ddube@comcast.net

Shelley Reed
desmreed@comcast.net

Carmino Mineo
Carminojmineo4356@gmail.com

Wendy Rua
mwrua@verizon.net

CENTRAL OFFICE

1305 Springfield Street
Feeding Hills, Massachusetts 01030
Central Office Hours: 7:30 a.m. – 4:00 p.m.
www.agawamed.org – Agawam Public Schools Website

SUPERINTENDENT OF SCHOOLS

Sheila Hoffman, M.Ed.
(413) 821-0548
shoffmani@agawamed.org

ASSISTANT SUPERINTENDENT FOR CURRICULUM, INSTRUCTION & HUMAN RESOURCES

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(413) 821-0568
csalomao@agawamed.org

SCHOOL BUSINESS ADMINISTRATOR

Robert Clickstein
(413) 821-0550
rclickstein@agawamed.org

DIRECTOR OF SPECIAL SERVICES

Antonio Fazio, M.Ed.
(413) 821-0556
afazio@agawamed.org

SUPERVISOR OF SPECIAL SERVICES

Erin Walsh, M.Ed., CAGS
(413) 821-0517
ewalsh@agawamed.org

DIRECTOR OF ATHLETICS, PHYSICAL EDUCATION AND STUDENT ACTIVITIES

David Stratton, M.Ed. (413) 821-0529
dstratton@agawamed.org

IT ADMINISTRATOR

Stephen Woicik (413) 821-0534
swoicik@agawamed.org

FOOD SERVICE DIRECTOR

Elizabeth Moulton
emoulton@agawamed.org

SOCIAL EMOTIONAL LEARNING DIRECTOR

Marlene DeJesus
mdejesus@agawamed.org

ENGLISH LEARNER DIRECTOR

Ashley Martins

amartins@agawamed.org

AGAWAM HIGH SCHOOL

760 Cooper Street
Agawam, Massachusetts 01001

(413) 821-0530 – Main Office
(413) 821-0532 – Main Office
(413) 821-0527 – Counseling Center
(413) 821-0536 – FAX Main Office
(413) 789-0341 – FAX Counseling Center

School Hours: 7:20 a.m. – 1:50 p.m.

AGAWAM HIGH SCHOOL ADMINISTRATION

James P. Blain, M.Ed., Principal (413) 821-0521
tschnepp@agawamed.org

Susan J. Feyre, M.B.A., Assistant Principal (413) 821-0522
sfeyre@agawamed.org

Timothy J. Karetka, M.Ed., Assistant Principal (413) 821-0531
tkaretka@agawamed.org

Charles D. Joyal, M.Ed., Assistant Principal (413) 821-0523
sschoenberger@agawamed.org

AGAWAM HIGH SCHOOL COUNSELING CENTER

Liza Crowe (413) 821-0591
lcrowe@agawamed.org

Susan Niles (413) 821-0524
sniles@agawamed.org

Kathryn Dromey (413) 821-0519
kdromey@agawamed.org

Karen Olinski (413) 821-0533
kolinsky@agawamed.org

Susan Galereave (413) 821-0526
sgalereave@agawamed.org

Richard Veres (413) 821-0525
rveres@agawamed.org

Jennifer LaPoint (413) 821-0511
jlapoint@agawamed.org

Michelle Wynne (413) 821-0528
Mwynnee@agawamed.org

SCHOOL NURSE

(413) 821-0504

Mary Pasteris, R.N., BSN, NCSN
mpasteris@agawamed.org

Suzanne Stone, R.N.
hs_nurse@agawamed.org

SCHOOL RESOURCE OFFICER

(413) 821-0619

Officer Taylor Hartmann
thartmann@agawamed.org

DISTRICT SAFETY DIRECTOR

(413) 523-0362

John Nettis

jnettis@agawamed.org

XII

I. GENERAL

ACADEMIC FREEDOM

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

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

File: IB

Legal Refs.: Constitution of the Commonwealth of Massachusetts

MASSACHUSETTS STATE REGULATIONS

CHAPTER 622 and Title IX Agawam Public Schools conform to the provisions of Chapter 622 of the Acts of 1971 and Title IX which provides that:

Each and every course of study offered should be open and available to students regardless of their race, sex, national origin, color, religion or sexual orientation.

The principal should regularly examine the system of access to each course of study, advantage and privilege provided within the school and should take any necessary affirmative action and adopt any necessary changes to insure that all obstacles to access for all students regardless of race, color, sex, religion, national origin, or sexual orientation no matter how subtle or unintended are removed. Special care should be taken when information or evidence indicates the absence or the markedly disproportionate participation of students of either sex or of any racial, national or religious group present in the school, in any course of study, advantage or privilege offered by or through the school.

The principal should inform students in a manner certain to reach all students, of the existence of the law (Chapter 622)/Title IX and their implications. The principal should inform them that all courses of study, extra-curricular activities, and services offered by the school are available without regard to race, sex, color, national origin, religion, or sexual orientation.

A local complaint procedure has been established and any such complaint should be addressed to: Chapter 622/Title IX District Coordinator; 1305 Springfield Street, Feeding Hills, MA 01030. Telephone (413) 821-0568

MISSION STATEMENT OF AGAWAM PUBLIC SCHOOLS

The Agawam High School community strives to provide a safe, diverse, and advanced learning environment for all students. We offer challenging learning opportunities and extensive extracurricular activities which encourage our students to become productive, respectful, and responsible citizens.

AHS CORE VALUES

Respect, Responsibility, Integrity,
Compassion, Achievement, Safety

PHILOSOPHY

We believe that all people deserve to be treated with respect and dignity and that our community is strengthened through diversity. Agawam Public Schools is committed to creating and maintaining an environment and community which:

- Is free from racism, sexism, homophobia, and other prejudices.
- Is free from the weight of hate, discrimination, and fear.
- Promotes and fosters physical and emotional safety.

- Fosters civil and respectful dialogue.

File: AB-1

SCHOOL DISTRICT TRADITIONS AND RITUALS

Agawam Public Schools is a district rich in history and tradition. These traditions and rituals are the fabric by which the district instills pride in its schools, students, staff, as well as with the community-at-large. When citizens elect School Committee members to represent them, these members have the authority to exercise their best judgement in determining policies, making decisions, and approving procedures for carrying out the responsibility.

Therefore, any decisions that affect the school district's traditions or rituals, including names, symbols, mascots, colors, and other related items, will be presented first to the School Committee for their review, input, and final approval prior to any changes taking place.

Agawam Public Schools 2017

Approved by the School Committee on June 27, 2017, by a vote of 5 – 0 – 2 absent.

EDUCATIONAL PHILOSOPHY OF THE AGAWAM SCHOOL COMMITTEE

The Agawam School Committee believes that innovation and change in education – both content and methods – are necessary for meeting the needs of our youth as they face life before them.

We also believe that education is best achieved when students become involved in experiences meaningful to their lives in today's world. We believe that the educational process should develop a feeling of self-worth and accomplishment.

We believe that equal educational opportunity is the right of all children without regard to race, creed, color, or national origin and that all laws to this end should be followed promptly and effectively.

We further believe education should develop habits, attitudes, understanding, and skills necessary for a productive, satisfying life in civilized society. Each child should be helped to understand the duties and privileges of responsible citizenship as it relates to him or her as an individual and to the world community. We recognize the vast changes brought by increasing technology, population, and urbanization. We request the advice and support of the citizens of the community and especially the professional staff as we endeavor to develop the attitudes and abilities of our youth.

ACCREDITATION STATEMENT

Agawam High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of any institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college.

Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 Burlington Street
Bedford, Massachusetts 01730-1433
(617) 271-0022

EXPECTATIONS FOR STUDENT PERFORMANCE

Academic Expectations

Agawam High School students will be able to:

1. Listen and read for understanding.
2. Speak and write to communicate effectively.
3. Research information using appropriate methods.
4. Use critical thinking skills to solve problems.
5. Use technology competently.

Social and Civic Expectations

Agawam High School students will demonstrate:

1. Universal respect.
2. Integrity and honesty.
3. Compassion and understanding.
4. Behaviors that reflect accountability, reliability and trustworthiness.
5. Active citizenship in the community.
- 6.

EXPECTATIONS FOR SCHOOL PERFORMANCE

Agawam High School will:

1. Provide a constantly updated diverse curriculum, which includes opportunities for cross-curriculum learning supported by technology.
2. Provide academic, social, and career support services.
3. Promote positive public relations within the school and between the school and the community.
4. Acknowledge student and staff achievement.
5. Update and maintain equipment and learning materials.
6. Provide up-to-date library materials and a media center equipped with state-of-the-art technology.
7. Provide a safe, secure, and healthy environment.
8. Provide a schedule that allows sufficient time and sufficient place for school activities.
9. Provide sufficient faculty to implement student goals and expectations.
10. Provide teacher professional development to meet the changing needs of the school and its students.
11. Enforce discipline fairly and consistently.
12. Involve students in school governance.

VOTER REGISTRATION AFFIDAVIT FORMS

Pursuant to Massachusetts General Laws Chapter 51, Section 42E, all public and vocational schools shall make available affidavit of voter registration forms at all locations where students may register for classes. Such locations shall be published along with the annual course listing for students or in some other school-wide publication. Every such school shall publicize the availability of such voter registration affidavit forms within the school.

MOMENT OF SILENCE AND STUDENT-SPONSORED PRAYER CLUB

Massachusetts General Laws Chapter 71, Section 1A states that a period of silence not to exceed one minute in duration shall be observed for personal thoughts. The parent – not the school – can direct the student, and the student can use this period for silent prayer, meditation, deep personal thoughts or other reflections. The Equal Access Act allows students in secondary schools to have access to non-school-sponsored speech, including

religious speech. Thus, student sponsored prayer clubs, etc., are allowable in the secondary schools as long as they are student and not school-sponsored. Details or examples of what is allowable may be obtained from the Superintendent's office.

II. ATTENDANCE

File: JE-2 (Revised 12/18/18)

ATTENDANCE POLICY GRADES 9 – 12

The outside workplace is an environment that expects individuals to be punctual and demonstrate commitment. The Agawam Public Schools district Attendance Policy is dedicated to preparing students for both the workplace and life's environment. We encourage good school attendance, since only through regular attendance can a student take full advantage of the educational opportunities offered. We believe in a direct and positive correlation between good school attendance and academic success. Furthermore, attendance in school is mandated by Massachusetts General Laws, specifically Chapter 76 sections 1, 2, and 4.

COMPULSORY ATTENDANCE AGES

Massachusetts law establishes the state Board of Education as the agent, which determines mandatory and permissible school attendance ages, with exceptions listed. Generally, the State Board requires that all children be enrolled in school beginning in September of the calendar year in which they attain the age of 6 and that they attend school regularly until they reach age 16.

Under law, the School Committee of each city must enforce the school attendance of all children of compulsory school age residing therein. File: JCA/JG-1 Legal Refs: M.G.L., c. 76, §1.

DUTY OF PARENT – SCHOOL ATTENDANCE OF CHILD – PUNISHABLE

Every person in control of a child shall cause him/her to attend school as therein required, and, if he/she fails to do so for 7 day sessions or 14 half-day sessions within any period of 6 months, he/she *shall, on complaint by a supervisor of attendance, be punished by a fine of not more than twenty dollars.*

TRUANCY

Unnecessary absence due either to a student's willful decision or a parent's inability or unwillingness to ensure attendance is a violation of law and district policy. Parents who support or enable a chronic pattern of unnecessary absences for children under the age of 16 may be subject to agency or court action. The Assistant Superintendent or designee may file a report with the Department of Children and Families for educational neglect and/or file a "Failure to Cause" at Springfield Juvenile Court on said parent or guardian. Chronic truancy and excessive absenteeism may also result in the Attendance Officer filing a "Child Requiring Assistance" (CRA) or 51A petition with the Springfield Juvenile Court.

ABSENCES FOR STUDENTS OVER 18 YEARS OLD

For purposes of any procedure for verification of absences from school, a student 18 years of age or over, with respect to his/her own absences from school, shall have all the responsibilities and powers, which in the case of a minor, would be charged to the parent or guardian. Form "M" from the Agawam High School Code of Conduct Student Handbook must be completed by the parent/guardian to allow the 18-year-old student to be responsible for his/her own verification of absences.

CREDIT/PROMOTION IMPLICATIONS

When a student's unexcused absences exceed 5 days in a semester course or 10 days in a full-year course, the school may deny credit for that course. Students will receive the grade that they earned in a course for which credit is denied due to nonattendance. If a student receives a passing grade in a course required for graduation but is denied credit due to excessive absence, the student may fulfill the necessary requirements by retaking the course for credit during the normal school day or summer school. If the student exercises the summer school option, upon successful completion of summer school, the grade the student received (if passing) prior to receiving a "NC" or "No Credit" designation will be reinstated.

ABSENCES

The following are excused reasons for absences:

1. Doctor or dentist appointment
2. Legal
3. Bereavement
4. Religious observance
5. Suspensions
6. Any other reason that the Administration deems appropriate.

Students in attendance at school-sponsored activities, (i.e., field trips, job shadowing, etc.) are considered present. Students in attendance in an approved alternative educational program are subject to policies of said school. Students who are absent from school may not participate in any school related activity without securing permission from an administrator. The Agawam Public Schools encourages open channels of communication between the home and school as the key to understanding and resolving problems that may occur regarding attendance. NOTE: Family trips/vacations are NOT excused absences.

All the above reasons must be documented as follows:

1. Parental note for bereavement
2. Appointment confirmation note from doctor or dentist
3. Court document for court appearance

CREDIT DENIAL APPEALS PROCESS

- a. When a decision to deny credit is made, the school will notify the parent or guardian of the intended action.
- b. The parent/guardian and the student will have the right to appeal the denial of credit only for the reasons listed above. The student and parent must write a letter requesting a review of the circumstances and the restoration of credit to the Assistant Superintendent or designee. All letters must be received within 10 calendar days from the date of notification of loss of credit. At this point, the parent and the student will have the opportunity to provide documentation related to absences or explain extraordinary circumstances.

CLASS CUTS AND SCHOOL TRUANCY

Class cuts and truancy from school are considered absences.

TARDINESS TO CLASS

When a student is tardy to class for more than half of the period, it will be counted as an absence. If a student enters class with a legitimate pass from a school official – administrator, teacher, nurse, guidance counselor, or adjustment counselor – the student will not be considered tardy. If a student is tardy to class without a pass, the teacher must accept the student and follow discipline outlined in the Code of Conduct Student Handbook.

TARDINESS TO SCHOOL

Students arriving tardy during first period must report directly to said first period class and sign in. Teacher attendance will be taken at the end of first period. The attendance sheet will reflect the tardy and time of arrival. When arriving to school after first period, students must report to the office. Discipline is referenced in the Code of Conduct Student Handbook. The following are acceptable reasons for tardiness:

1. Doctor or dentist appointment
2. Court appearance
3. Bereavement
4. Religious observance
5. Any Other reason that the Administration deems appropriate

All of the above reasons must be documented as follows:

1. Parental note for bereavement
2. Appointment confirmation note from doctor or dentist
3. Court document for court appearance

REVIEW/APPEAL

In cases where a student in grade 9 through 12 receives no credit or is not promoted as directed by this policy, or whenever a student's total number of school absences exceeds 20 cumulative days in any school year, an automatic

review will occur at the school level. A response by the Principal or his/her designee will be made in writing by the last day of school in June. The student or parent(s)/legal guardian(s) may appeal the decision on the school review level to the Superintendent of Schools. The appeal must be submitted in writing within ten (10) days of receipt of the review decision. The decision of the Superintendent of Schools is final and cannot be appealed to the School Committee.

Students whose absences exceed fifteen (15) consecutive or twenty (20) cumulative days shall receive written notice that they will be administratively withdrawn from the Agawam Public Schools on the twentieth (20th) consecutive or twenty-fifth (25th) cumulative day of nonattendance. This notice shall include a statement of their rights under state and federal law and be copied to the Department of Special Services. For students with disabilities, a Team Meeting invitation shall accompany this notice.

DISMISSAL FROM SCHOOL

Dismissal from school is referenced in the Code of Conduct Student Handbook.

MCKINNEY – VENTO HOMELESS EDUCATION ASSISTANCE ACT

Every child without a permanent home has a right to an education.

If you live in a shelter, motel, vehicle, or campground; on the street; in an abandoned building, trailer, or other inadequate accommodations; or with friends or relatives because you cannot find or afford housing, then your child has certain rights and protections under the McKinney-Vento Homeless Education Assistance Act.

Your child has the right to:

- Access the same free and appropriate public education, including public preschool education, as provided to all other children.
- Remain in the school he/she attended before becoming homeless.
- Receive transportation to the school they attend before your family became homeless or the school they last attended if you or a guardian requests such transportation.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve disputes over enrolling your child.
- Receive the same special programs and services, if needed, as provided to all other children.

If you have any questions, please call School Business Administrator at 821-0550.

CHAPTER 76, SECTION 18

Notice required prior to student's withdrawal.

No student, under the age of sixteen years, shall be considered to have permanently left public school unless an administrator of the school which such student last attended has sent notice within a period of ten days from the student's fifteenth consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the school committee or its designated representatives prior to the student permanently leaving school, within ten days after the sending of the notice. The time for a meeting may be extended at the request of the parent or guardian and with consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen days. Such meeting shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements.

The superintendent of every city, town, or regional school district shall annually report to the Department of Education the number of students sixteen years of age or older who have permanently left school, the reasons for such leaving, and any alternative educational or other placement which each such student has taken.

The provisions of this section shall not apply to a student who has completed the regular course of education, or apply to a student whose absences have been excused, nor shall this section be construed to permanently exclude a student who wishes to resume his education. Added by St.1973, c.375; amended by St.1973, c.915.

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission

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

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

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Failure to meet the requirements of age, by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the school committee as provided in Massachusetts General Laws;

Having been expelled during the same school year from this district or any district in the Commonwealth;
Not being a resident of the District and the District has opted not to participate in the School Choice Law;

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

Legal Refs.: M.G.L. 71:37h; 76:12; 76:12A; 76:12B
603 cm 26:00

ADMISSION OF TRANSFER STUDENTS

A student may withdraw from a Commonwealth charter school at any time and enroll in the school district in which said student resides. To maintain enrollment stability, encourage promotion based on academic standards, and discourage social promotion, the school district will consult with the student's charter school regarding placement and eligibility for graduation and enroll the student at the grade level the school district determines appropriate.

The time of the school year when enrollment is sought shall be a factor in determining the student's grade level placement. The school district may determine that a student seeking enrollment after the mid-point of the academic year may not be eligible for promotion or graduation in that academic year.

SOURCE: Massachusetts Department of Elementary and Secondary Education

ADMISSION OF TRANSFER STUDENTS

The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.

To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.

File: JFABC

SOURCE: MASC

LEGAL REFS: Chapter 12, Section 11 of the Acts of 2010

STUDENT WITHDRAWAL FROM SCHOOL

Every effort will be made to encourage potential dropouts to remain in school. Guidance counselors and school administrators will develop programs to encourage students to remain in school.

An annual report will be submitted to the School Committee by June 30 regarding numbers and reasons of dropouts. File: JFC Legal Ref.: Chapter 766:207.1

Means of Implementation

1. When a student eighteen years of age has made know his/her intention to withdraw from school, the student will be referred to the school counselor for an exit interview to determine further evaluation and guidance.

2. Guidance counselors and school administrators will use a developing program for the potential dropout.

File: JFC-R

File: JH

STUDENT ABSENCES AND EXCUSES

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

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

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

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

Student Absence Notification Program

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

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

Dropout Prevention

Students who are 16 years old are no longer able to dismiss themselves. No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview

and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

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

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

ATTENDANCE / TARDINESS / DISMISSALS

The Agawam Public School System is committed to providing quality education to all students. As reflected by the philosophy of the Agawam School committee and the community, education is a key factor for success and can only be achieved through regular class attendance, student participation and academic achievement. All students will be given subject expectations and classroom procedure statements by their teachers. The expectation sheets will describe the subject curriculum to be covered and the grading system which will include a participation assessment which is contingent upon attendance. Constant monitoring of attendance will take place each class period.

Home Tutoring Due to Illness/Injury: Home tutoring is available for students who are absent for an extended period of time (more than 14 days consecutive or cumulative) due to a medically documented illness/injury. It is a service that does not replace the classroom experience but will provide students the opportunity to stay current with classroom instruction.

If it is evident that a student will be out of school for an extended period of time, parents or guardians should contact the student's guidance counselor.

Tardiness to school/class: Teacher attendance will be taken at 7:20, the start of first period. Students arriving tardy up to 7:30 must report directly to said first period class and sign in. Students arriving to school after 7:30 a.m. must report directly to the office to present and scan their ID. A student who fails to sign into school will be assigned one internal suspension.

At Agawam High School

When a student is continually tardy to school discipline will be assigned by the assistant principal. Refer to discipline section of the handbook. A student tardy to class will be admitted by the teacher and consequences noted in the class expectation sheet will be followed.

Dismissals from school: At the high school, all dismissals must be in written form and signed by a parent or guardian. All dismissal requests must be presented to the appropriate administrator before 1st period and processed in the office prior to the beginning of school. A dismissed student returning to school must scan their ID upon returning to school.

Evidence must be presented verifying the need for the dismissal.

Such as:	Medical appointment	Appointment card
	Driver's license or learner's permit	Proper phone number to validate
	Court appointment	Court appointment letter
	Bereavement	Parent note
	Scholarship or college interview	Letter of verification

Those without a license must be picked up by a parent or guardian. Even if you are eighteen, dismissals will only be granted for an emergency or for those matters that cannot be taken care of after school hours. Every attempt should be made to schedule appointments after school hours.

In the event of illness, report to the nurse for a dismissal slip, and then bring the dismissal slip to the office so the dismissal will be recorded. If the nurse is not in the building, permission must be obtained in the office. For illness, a student may not leave school without permission; to do so is considered truancy. Telephone dismissals

will be allowed only in emergency situations and an administrator must approve a dismissal in an exceptional circumstance.

Students who are 18 years old are no longer able to dismiss themselves.

Attendance and participation in extracurricular activities: A student must be present by 8:09 a.m. in order to participate in an extracurricular activity that day.

EMERGENCY CARDS

In order to ensure safety of all students placed in our care, Agawam Public Schools will only release children to individuals listed on the emergency card. Parents, who have joint custody of their children, should both complete an emergency card indicating who to call in the case of an emergency, and to whom children may be dismissed.

III. SAFETY

DIRECTORY INFORMATION NOTICE

The Agawam Public Schools has designated certain information contained in the education records of its students as Directory Information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the student records regulations at 603CMR 23.00 et. seq. The following information regarding students is considered Directory Information:

1. Name;
2. Address;
3. Telephone number;
4. Date and place of birth;
5. Major field of study;
6. Participation in officially recognized activities and sports;
7. Weight and height of members of athletic teams;
8. Dates of attendance;
9. Degrees, honors and awards received; and
10. Post-high school plans of the student
11. Likeness of student

Directory Information may be disclosed for any purpose at the discretion of the school system, without the consent of the parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any and all of the above information as Directory Information. In that case, this information will not be disclosed except with the consent of the parent or student or as otherwise allowed by FERPA and 603 CMR 23.00 et. seq. Effective January 8, 2002, the No Child Left Behind Act of 2001 ("the Act") requires public schools which receive federal funding to provide access to secondary school students' names, address, and telephone listings (published only) upon request by military recruiters or institutions of higher education. The Act further requires that Agawam notify parents of their right to oppose release of this information to military recruiters.

Any parent or student opposing release of this information to military recruiters and/or refusing to have any and all of the designated directory information disclosed, must file written notification to this effect with the principal on or before the 15th day of each September. Unless Agawam receives documentation of a parent's refusal by September 15th, Agawam will release the requested information to military recruiters. See Form C

SAFETY AND SECURITY

- A. No person, not being a student or employee of a school and not having a legitimate, specific reason for being there and not having written or oral permission from the school principal or his/her designee, shall remain in or about any school grounds or any public property or way immediately adjacent there to during school hours.
- B. No person, not being a student or employee of a school shall congregate or stand in or in front or in back or to the side of any school playground or, without written or oral permission from the school principal or his/her designee, shall use any school playground or facilities thereon during school hours.

- C. Persons shall not congregate or stand on any public way or public property, or in front or in back or to the side of any kindergarten, primary, elementary or secondary school with the purpose of annoying or molesting the students or employees thereof, or hinder, obstruct, prevent or disrupt the normal functions carried on therein, or prevent students or employees from entering or leaving the school.
- D. No person, not being a student or employee of a school, while on school property or on public property adjacent to a school, shall distribute to students or throw, deposit, or discard any handbills, literature, brochures, or other papers or articles of any kind, unless such person has received written or oral permission from the school principal or his/her designee.
- E. No person shall post or affix handbills, posters, political signs, or articles of any kind promoting business or organizations to any building, tree, fence or other structure on school grounds without written or verbal permission from the school principal or designee.

PARENT OBSERVATIONS IN CLASSROOMS

The Agawam Public Schools believes parents are important partners in educating students and welcomes parental participation in determining a child's appropriate educational program. To that end, we open our classrooms to parents or a *parent representative who want to observe a child in the school setting.

The following procedures shall be followed when an observation is requested:

1. All requests to observe a child in school shall be responded to in a timely manner;
2. All observations must be scheduled through the building principal;
3. Observations during MCAS testing or the first or last several weeks of school are highly discouraged and will generally not be scheduled;
4. The parent and/or parent representative will discuss the purpose(s) of the observation with the principal prior to the observation being scheduled;
5. The observation will be scheduled at a mutually agreed-upon time and date after consultation with the classroom teacher(s);
6. The principal and parent/parent representative shall determine the parameters of the observation;
7. The duration and extent of the observation shall be determined on an individual basis;
8. The parent or parent representative must report to the school office (as do all visitors) as part of the School District's Safe Schools Program. The parent or parent representative will be directed to the classroom by the administration. The principal or his/her designee(s) may accompany the parent or parent representative during the observation;
9. The parent or parent representative must sign the attached Observation Agreement so that both the School District and classroom parents have assurance that information concerning other students' education remains in the classroom and is not discussed publicly;
10. The parent or parent representative may only observe a classroom in which the parent's child is enrolled and in attendance that day or in a specific program proposed by the School District for the child;
11. The parent or parent representative must be a silent observer at all times and not interrupt or disrupt the educational process in the classroom;
12. The parent or parent representative must refrain from using the observation to critique or evaluate teacher performance;
13. The parents or parent representative may schedule a time to meet with the teacher(s) or administrator(s). The principal or his/her designee(s) has a right to be present at all parent-teacher meetings;
14. The principal has the right to limit the number of parent observations in a school setting.

Refer to "Section XII. Special Education" for Observation of Special Education Programs.

CONFIDENTIALITY STATEMENT

Parent observers in classrooms are required by Massachusetts state law to maintain confidentiality regarding all information about students in the class. As an observer you will have an opportunity to see the students in a variety of interactions. Parents will be asked to sign a confidentiality statement prior to observing classes in session. Guests other than those with permission from and authorized by Agawam High School administration are prohibited from entering the building and classrooms. See Form E

File: KI

STUDENT WELFARE

Supervision of Students

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

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

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons authorized in writing by a parent or guardian.

Reporting to Authorities – Suspected Child Abuse or Neglect

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

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

Student Safety

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

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

Safety on the Playground and Playing Field

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

- A periodic inspection of the school's playground and playing fields by the principal of the school and others as may be deemed appropriate
- Instruction of students in the proper use of equipment
- Supervision of both organized and unorganized activity

File: JL

REPORTING REQUIREMENTS

c. 71 § 371 states that:

"The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-one F, of chapter one hundred and nineteen."

SKI CLUB HELMET USE POLICY

The Agawam Public Schools District believes that to ensure a higher level of safety for students who participate in school-sponsored ski clubs, students in grade levels 5 – 12 shall be required to wear ski helmets while attending all ski club events.

Because studies have shown that ski helmet use is effective in reducing the severity of head injuries resulting from skiing accidents, ski helmet use is a logical way to protect everyone who participates in the sport of skiing. Adherence to this policy will be monitored by ski club advisors.

File: EBA

REF.: National School Boards Association, NEPN Code: EBB

SKATEBOARD / ROLLERBLADE / SCOOTER POLICY

No one is allowed to roller-blade, roller-skate, scooter, or skateboard on school grounds at any time whether during or after school hours, including all outdoor and indoor recess periods (except for supervised physical education programs). For purposes of this ban, school grounds shall include all school buildings, parking lots, paths, playgrounds, and stairwells leading to school building entrances.

SAFETY TO AND FROM SCHOOL

The safety of children going to and from school is the joint responsibility of the school and the parents. Children are instructed in safety procedures by their principal and teachers, and parents should reinforce that instruction at home. The principal will tell students the safest walking route to school and the safest route to the school bus stop, and parents should be sure that their children know and follow these routes. The shortest route may not be the safest route. Children should be told to stop at the curb and look both ways for oncoming traffic before crossing the street. They should stay between the lines marking crosswalks and observe the signals of the crossing guards and traffic lights. Parents should be sure that their children leave home for school at times when crossing guards are stationed at intersections. Parents who pick up students in cars should not park in restricted zones. Students who travel by school bus should take directions from the bus driver/monitor while on the bus and when boarding or leaving the bus. They should take their seats promptly and remain seated. Students should never lean out bus windows or stick their arms out of the windows. Smoking, lighting matches and the use of drugs or alcohol are strictly prohibited on school buses.

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.
5. Written summary reports of accidents from the administration will be forwarded to all School Committee members within a reasonable period of time.
6. Remain in your seat while the bus is moving. Students are not to change seats while the bus is in motion. Conditions may require specific seating arrangements. These arrangements are to be made by the driver and/or the principal only.
7. Leave and enter the bus only at the front entrance door except in the case of emergency. Emergency exit drills will be conducted during the school year to acquaint children with the methods of exit in emergencies.
8. Shouting or excessive loud talking is prohibited.
9. Undesirable remarks that stir up adverse behavior directed to the driver or other students are not allowed.
10. Horseplay is not permitted. Students are not to yell, motion or discharge any objects that will distract or prove offensive to the driver or other motorists and/or pedestrians.
11. EATING (including beverages) and SMOKING are NOT PERMITTED on school buses.
12. Packages other than school materials will not be transported at any time.
13. Students are to remain seated at discharge points until the school bus has come to a complete stop. Leave quickly and orderly, one at a time.
14. Students must follow instructions given by the bus driver.
15. Damage to busses will not be tolerated. Students are responsible for damage to their seat and area during their trip. Any damage should be reported immediately to the driver.
16. Students entitled to transportation may ride only the bus assigned to and from school.
17. The Agawam School Committee reserves the right to refuse to transport any student who fails to observe rules and regulations or exhibits unacceptable conduct.

Student Identification Cards on School Busses

Students in grades 9 – 12 are required to have identification cards issued by the school department in order to ride school buses. These cards must be shown to the driver upon entering the bus. If the driver so requests, the cards must be surrendered by the student. Such a request will be made only if a disciplinary problem exists. The card will be returned to the student through the principal's office when the student is again entitled to ride. If the driver turns in a card in the afternoon, the student will be allowed to ride to school the next morning pending an investigation by the principal of the complaint. Cards will be issued annually. Transferred-in students will be issued a temporary bus pass by the principal.

Reporting Misconduct and Disciplinary Procedures

1. Forms will be issued to each school bus driver. The forms will be provided by the school department to the school bus contractor.
2. When serious misbehavior occurs, the driver will complete the form in triplicate. It will then be turned in to the contractor or his/her representative who will review it and obtain any additional information required.
3. The contractor will send the form to the proper principal.
4. The principal or assistant principal will interview the child and complete the form and notify parents, if necessary.
5. The form will then be returned to the contractor for distribution to the driver.
6. The school messenger will be utilized to expedite the flow of forms. He/she will make a regular stop to pick up and return forms.
7. In cases of urgency or extreme behavioral problems and at the request of the contractor, the child may be suspended from riding privileges prior to a complete investigation. Such action may be accomplished by the principal or the Director of Finance/Human Resources who retain one copy.
8. All three copies of the form shall be forwarded to the principal. He/she shall return one copy to the contractor, send one copy to the Director of Finance/Human Resources, and retain one copy.
9. Recognizing that speed is necessary to this process, all forms turned in one day will be completed by the principal no later than the next day. The contractor will be notified immediately when a child's riding privilege is withdrawn.

DISCIPLINARY MEASURES

The penalty for an initial violation of bus rules will be a written warning. A second offense will result in a loss of riding privileges for a period of 5 school days. A third misconduct will result in loss of transportation for two weeks (10 days). Any further problems will result in loss of riding privileges for a minimum of 1 month.

Serious breaches of discipline such as fighting, abuse of the bus driver or other passengers, damage to the bus, or any other action constituting a threat to safety will result in immediate loss of riding privileges rather than a warning.

When a loss of riding privileges occurs, the student cannot ride the late bus. If loss of riding occurs as a result of misconduct on a late bus, day bussing will also be denied. File: EEAE

ARRIVAL OF STUDENTS

Agawam High School students are encouraged to arrive reasonably close to the start of the school day as direct supervision is not available. Students entering Agawam High School prior to 7:05 a.m. must remain in the designated in waiting area, which is the AHS cafeteria.

Students are not allowed to leave school grounds after arrival to school without permission. This includes gathering at the public library.

As classes begin promptly at 7:20, students should plan to arrive by no later than 7:15 in order to be to class on time.

Students must be picked up or leave school grounds immediately upon dismissal. They must not be wandering in halls, lobbies or loitering on school grounds. Due to safety issues and the lack of direct supervision, loitering is not permitted.

MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons:

- Traffic conditions
- Queuing at a school for the purpose of picking up or discharging students
- Turbo-charged diesel engine cool down or warm up
- Maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed 3 minutes in any 15 minutes or 1 minute in any 15 minute period for other motor vehicles
- For circumstances involving safety or emergencies and for servicing or repairing motor vehicles
- These exceptions are more completely described in the below referenced regulations

The term “school grounds” shall mean in, on, or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions, which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility, or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Agawam School District has determined that alternative locations block traffic, impair student safety, or are not cost effective.

The Agawam School District shall erect and maintain in a conspicuous location on school grounds “NO IDLING” signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

**NO IDLING
PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500
FOR SECOND AND SUBSEQUENT OFFENSES
M.G.L. C. 90 § 16B AND 540 CMR 27.00**

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Agawam School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90 § 16B and 540 CMR 27.00. The law prohibitions contained in M.G.L. c. 90§ 16B shall be enforced by state or local law enforcement agencies.

File: EEAJ

LEGAL REF.: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

EMERGENCY SCHOOL CLOSING

When severe weather conditions or other emergencies make it necessary to close or delay school, announcements will be made on television Channels 22 and 40, and on Radio Stations WHYN 560 AM, 93.1 FM, WMAS 1450 AM, and 94.7 FM.

CORPORAL PUNISHMENT

State law provides that:

The power of the School Committee or of any teacher or other employee or agent of the committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student. File: JKA Legal Ref.: M.G.L. 71:37G

SCHOOL INSURANCE

The School Department, in cooperation with a local insurance agency, makes available insurance coverage for accidents which may occur at school, while attending school activities, or while traveling to and from school. Special 24-hour-a-day coverage is also available. Specific information about school insurance is distributed to all students during the first two weeks in September. To participate in the program, parents must complete the

application and place the correct amount of money to cover the premium in the envelope provided. The sealed envelope is then returned to the school. Parents who do not wish to participate are asked to indicate this on the envelope and return it to the school.

The District does not assume any responsibility regarding service, claims, or other matters relating to the insurance program.

All students participating in competitive athletics shall be required to be covered by a medical insurance plan. File: JLA

JEWELRY IN PHYSICAL EDUCATION

The wearing of jewelry in physical education classes creates a potential safety hazard. For more information concerning the Jewelry Policy and how it is implicated on grades, please refer to the Physical Education Course Expectations Sheet. These are received at the start of the class and are posted on each teacher's Class Pages. The Massachusetts Interscholastic Athletic Association (M.I.A.A.) endorses game rules and regulations, which do not allow jewelry to be worn during athletic competition.

To ensure the safety of all students, the School Committee prohibits the wearing of jewelry in physical education classes for grades K – 12. REF: SCR-97-14 File: JICB

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that preparedness plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

Building principals will meet all requirements for conducting evacuation drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

File: EBC

Cross Ref.: EBCD, Emergency Closings

FIRE DRILLS

To ensure that students and staff realize the importance of preparing for emergency action in case of a fire, all employees and students shall be instructed in regard to their conduct during a fire drill. Personnel shall conform to these procedures which are based on state regulations:

1. The principal shall formulate a plan for the protection and evacuation of all persons in the event of fire which shall include alternate means of egress for all persons.
2. The principal shall see that each class instructor or supervisor receives proper instructions in the fire drill procedure for the room or area in which that person carries out his/her duties before assuming such duties.
3. Students shall be advised of the fire drill procedure and shall take part in a fire drill in conjunction with the fire department periodically throughout the school year.

Further, an up-to-date list of handicapped children shall be maintained and the responsibility for their evacuation will be assigned to specific school personnel.

File: EBCB

Legal Ref.: Massachusetts Department of Safety Regulations,
Chapter 148, Sec. G-L, #16

EMERGENCY EVACUATION / ALICE

Due to the recommendations of the Massachusetts Department of Education, the Agawam Public Schools System follows protocol from the ALICE program for Active Shooter Response Training. To ensure that students and staff realize the importance of preparing for an emergency, all employees and students shall be instructed in regard to their conduct during ALICE drills. Personnel shall conform to these procedures in the event of an emergency situation:

- The Principal shall formulate a plan for the protection and evacuation of all persons in the event of an emergency situation which shall include alternate means of egress for all persons.
- The Principal shall see that each class instructor or supervisor receives proper instructions in ALICE procedures for the room or area in which that person carries out his/her duties before assuming such duties.
- Students shall be advised of the ALICE procedures and shall take part in drills in conjunction with the Police Department periodically throughout the school year. Further, an up-to-date list of students with disabilities shall be maintained, and the responsibility for their evacuation will be assigned to specific school personnel.

LOCKERS/DESKS/COMPUTERS – SEARCHES OF STUDENTS

Students will be issued lockers, with or without private combinations, desks, computers, etc., at the opening of school or thereafter. Students should have no expectation of privacy in their school lockers, desks, computers, etc. Lockers, desks, and computers are for the use of students but remain the property of the Agawam Public Schools.

Students are advised that school administrators may inspect their lockers, desks, computers, etc., without notice to insure cleanliness, safety, and adherence to federal, state, and local laws and regulations.

The legality of a search of a student, his/her clothing and/or possessions including motor vehicles that are parked on school grounds, depends simply on the reasonableness, under all circumstances, of the search (According to *New Jersey v. T.L.O.* 469 U.S. 325 1985). The search by a school official is "justified at its inception" when there are reasonable grounds for suspecting that the search will turn up evidence that a student or students has violated or is violating the laws or rules of the school." Secondly, that "such a search will be permissible in its scope when the measure adopted is reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction." (USSC)

1. Any student who arrives late to school without a proper parental note shall be subject to search.
2. Any student who leaves the school campus without permission or is found out of bounds shall be subject to search.

RELATIONS WITH POLICE AUTHORITIES

Cooperation with law enforcement agencies is essential for the protection of students, to maintain a safe environment in the Agawam Schools, and for safeguarding all school property.

Relationships between the schools and officials of law enforcement agencies in investigative matters concerning students will take into consideration the respective roles of the schools and law enforcement agencies in assisting and protecting the interests of the community, and ensuring the rights of all concerned.

The School Committee also recognizes the potential enrichment that law enforcement agencies can make in the educational program.

Efforts should be made to develop and maintain a healthy attitude toward law enforcement agencies and personnel to promote better understanding and communication.

File: KLG

MEMORANDUM OF UNDERSTANDING

Between

The Agawam Public Schools

And

The Agawam Police Department

Collaborative Agreement for Safe Schools

The Agawam Public Schools and the Agawam Police Department have coordinated a response to violent criminal acts, serious delinquent behavior, and improper alcohol and drug use which occur on school premises or at school-sponsored or school-related events. This agreement, which was signed by the Mayor, Superintendent of Schools, and the Police Chief, is designed:

- To ensure a safe and secure school environment for all students;
- To foster a “no tolerance” attitude regarding the illegal use of drugs, alcohol, weapons, and violence; and
- To provide teachers and parents with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in Agawam Schools.

The prerogative to impose discipline for infractions of school rules and policies continues to be the sole responsibility of school officials. Schools, police, prosecutors, probation officers, and social service professionals must share information so that the Criminal Justice System can prioritize prosecution of those cases involving individuals likely to pose a threat to the community, and identify other children in the court system who are in need of support services. The following are the major objectives of the collaboration:

- To provide a system of prompt reporting to law enforcement of any violent criminal acts or serious delinquent behavior;
- To implement a court team approach for sharing information regarding the behavior and background of students appearing before the court system and to coordinate responses to criminal/delinquent behavior;

Procedures of Collaborative Agreement

- A. The Superintendent of Schools and the school principals are responsible for reporting acts. The Police Chief shall designate an officer to coordinate all reported acts. A mandatory reportable act shall include:
 1. A serious incident of assaultive behavior, destruction of property, of theft;
 2. Violation of a restraining order;
 3. Possession of a firearm or other illegal weapon;
 4. Illegal possession, actual or constructive, of what is reasonably believed to be a controlled substance as defined by state law;
 5. The sale or distribution of a drug, which is believed to be a controlled substance under state law.A discretionary reportable act includes:
 1. Any student’s violation of a state criminal statute which warrants reporting, but is not as serious as a mandatory reportable act; and
 2. Finding any student, regardless of age, who is reasonably believed to be under the influence of alcohol or drugs.
- B. Any teacher or other school employee who has reasonable grounds to believe that a student has committed a mandatory reportable act or a discretionary reportable act, as defined above, shall report the student to the Principal/Assistant Principal or Superintendent.
- C. The Principal/Assistant Principal or Superintendent shall inform the student and his/her parent/guardian of the nature of the offense and that certain offenses must be reported to the police. The Principal/Assistant Principal or Superintendent may offer the student the opportunity to respond to the report.
- D. The Principal/Assistant Principal or Superintendent shall, in the case of a mandatory reportable act, notify the police of the incident and the existence of any physical evidence and, in compliance with General Laws, chapter 71, section 37L, will report any incident involving a student’s possession or use of a dangerous weapon on school premises, in writing, to the Chief of Police.
- E. Any incident, which involves the possibility of serious physical injury, should be reported immediately to the Police Department by calling 911 and notifying the Department that it is an emergency school incident. The dispatch will then notify the Youth Aid Bureau or the Detective Bureau for immediate response and investigation.
- F. In a non-emergency situation, where there is no threat of serious physical harm, the crime/delinquent behavior should be reported to the School Resource Officer, who will investigate the incident.
- G. It is often necessary that school personnel cooperate further with police and the District Attorney’s Office after a complaint is made; this may require giving a statement to police and, on occasion, testifying in Court.
- H. School personnel are permitted to search a student’s clothing, personal possessions, motor vehicle, or locker at the direction of the Principal/Assistant Principal or Superintendent if there is a reasonable basis for believing

that the student is concealing material the possession of which is prohibited by federal, state, or local laws, or by the School Handbook.

- I. The Principal/Assistant Principal or Superintendent shall inform students in writing at the beginning of each school year of this practice. The Principal/Assistant Principal or Superintendent, and police shall respond in cases of mandatory reportable acts and may respond in other cases.
- J. Upon notification from the Principal/Assistant Principal or Superintendent should keep a record of such searches, detailing time, place, reasons, and witnesses.
- K. Non-students involved in such behavior occurring on school premises or a school sponsored event are also to be reported pursuant to this agreement.

The District Attorney's Office, the Juvenile Court Department, the Agawam Police Department, and the Agawam School Department are committed to safe schools. The immediate reporting, prompt investigation, and speedy prosecution of serious criminal conduct will help to provide the secure environment, which each student deserves and will send Agawam students and their families/guardians an appropriate message that criminal behavior will not be tolerated.

MEMORANDUM OF UNDERSTANDING

Between

**The Agawam Public Schools, Agawam Police Department, and
The Hampden County District Attorney**

The Agawam Public Schools, the Agawam Police Department, and the Hampden County District Attorney agree to work together to ensure a safe and secure school environment for all students, to foster a zero tolerance attitude regarding the illegal use of drugs, alcohol, weapons, or violence and to provide parents, teachers and other staff with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in the Agawam Public School System.

The parties agree to share information about criminal or delinquent behavior in order to implement Ch. 71:37H, 37H-1/2, 37L, and to protect the school community from criminal acts.

This Memorandum of Understanding is intended to facilitate the professional, lawful, and confidential exchange of information consistent with the rights and responsibilities of students, parents, teachers, administrators, and law enforcement officials.

It is understood by the parties that it remains the sole prerogative of school officials to impose discipline for infractions of school rules and policies.

It is understood that school officials are not agents of the police or the District Attorney and that the District Attorney and the police are not agents of school officials.

THEREFORE, the parties agree to share information as set forth herein:

1. The police and/or the District Attorney shall notify the Superintendent whenever a student:
 - A. Has been charged or convicted of a felony offense,
 - B. Has been charged or convicted as a youthful offender,
 - C. Has been charged or convicted of delinquency where the underlying offense is a felony
2. The District Attorney shall notify the Superintendent whenever a student has been charged with or convicted of a felony (as set forth above), if a principal requests information regarding a specific student whose continued presence at school may have a substantial, detrimental effect on the general welfare of the school under Ch. 71:37H-1/2.
3. The District Attorney shall notify the Superintendent whenever a transfer student has been charged with or convicted of a felony (as set forth above) if the Superintendent requests such information in order to assess the background of the transfer student pursuant to Ch. 71:37L.
4. If the police or the District Attorney have notified the Superintendent of a pending felony charge or conviction, the Superintendent may request additional, relevant information including summary police reports and statements of students. Before these materials are provided, the names of victims and witnesses not necessary for the safety of the school must be redacted. Further, the materials must be transmitted and stored in a secure manner to maintain the confidentiality required by law.
5. The Superintendent and all principals who are to receive this information shall be CORI certified.
6. The Superintendent agrees to notify the Police Department whenever:
 - A. A student has violated the no tolerance discipline code,

- B. A student has committed an act required to be reported under Ch. 71:37L or any other provision of law.

DAILY POLICE LOG

The Agawam Police Department will provide to the Superintendent of Schools a copy of the daily police arrest log. The school department shall review the log to determine if any students are involved and to consider whether or not additional information regarding such incidents is necessary to protect the school community.

SCHOOL SAFETY

The undersigned agencies have a common responsibility to deter and prevent violence and delinquent conduct, which poses a threat to the Agawam Public School community. Immediate communication between the parties is essential to discharging this responsibility. Therefore, the School Department agrees to notify the Police Department immediately whenever any conduct poses a threat to schools, neighborhoods, or the community. The Police Department will notify the Superintendent whenever it is aware of any conduct which poses an imminent threat to students, teachers, or the school community.

SCHOOL SAFETY MEETINGS

To allow the undersigned to discuss and assess specific events or particular individuals, whose conduct may pose a threat to the safety of the school community, the District Attorney may conduct a safety meeting. These meetings will address general safety issues, specific safety problems, the conduct of specific individuals, and planning for appropriate action to address legitimate safety concerns.

GENERAL PROVISIONS

Nothing in this Memorandum of Understanding shall prohibit law enforcement or school officials from taking any and all appropriate action to prevent violence or to address conduct, which poses an imminent danger to students, administrators, or other individuals.

Anyone who willfully requests, obtains or seeks to obtain confidential information under false pretenses or who willfully communicates or seeks to communicate such information except in accord with this Memorandum of Understanding may be subject to criminal prosecution.

This Agreement shall be in effect from May 1, 2010 through April 30, 2011 when it will be reviewed and either continued in effect, amended or voided. The parties at any time may alter or amend this Memorandum by their mutual agreement.

CIVIL RIGHTS AND SAFETY POLICY

It is the policy of the Agawam Public Schools to provide a safe and secure learning environment for all students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies. Schools will act to investigate all complaints, either formal or informal, verbal or written, of sexual or bias-related harassment or violation of civil rights and will take appropriate action against any pupil, teacher, administrator, or other school personnel found to have violated this policy. The Agawam Public Schools are committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. All suspected incidences shall be reported to Director of Curriculum & Instruction and 504 Coordinator.

CONFIDENTIALITY

Any action taken by the Agawam Public Schools in the application of this Disciplinary Policy will be documented in the student's temporary cumulative record. Disclosure of this information without the prior written consent of the student's parent(s)/legal guardian(s) and the student, if he or she is sixteen (16) or older, is prohibited except as allowed by law.

IV. MEDIA POLICY

Videotaping, filming, and photographing of students by members of outside media, shall have the prior authorized consent of the building principal and the participating employees. If any student is to be videotaped, filmed, or photographed, prior written consent shall be obtained from the student's parent(s)/legal guardian(s) via the student Code of Conduct.

Administrative Implementation Procedures:

1. Negatives, photographs, videotape or film and the soundtrack thereof produced by the school district shall be its exclusive property unless other prior written agreements are made.
2. The building principals must approve all photographing, videotaping, and filming in advance for their school.
3. The student Code of Conduct book shall state that permission is granted for filming, taping, photographing, and videotaping – unless the parent notifies the school and denies permission. A student list of "denied media access by parents" will be kept at each school. Lists will be checked prior to any media release.
4. Films/videotapes/photographs of school district productions or events shall not be duplicated, distributed, or sold without prior consent of the building principal.

Agawam High School utilizes closed-circuit television/video for the security of their campuses.

See Form C

V. COMPUTER SERVICES

Agawam Public School District provides students and staff with a service called Network. The Network is a computer service which includes the use of computers, servers, and the Internet.

Learning is enhanced through technology's possibilities. Students and teachers have opportunities to gather information, communicate with people all over the world, and create their own products. However, some of the Network's systems may contain offensive material. Even though it is impossible to have control over all of the information on the Network, the Agawam Public School District has in place several ways to help prevent access to inappropriate materials and to provide for a positive, productive educational experience.

Agawam Public School District shall:

- Provide students with the understanding and skills needed to use computer network services in an appropriate manner.
- Attempt to filter out inappropriate material on the network.
- Attempt to supervise and monitor students while on the network.

Acceptable use of the Network:

The Network is designed to be used as a tool to assist with the instructional objectives of the Agawam Public School District. Students and staff shall use the Network efficiently to minimize interference with others.

Prohibited uses of the Network include, but are not limited to:

- Sending, receiving, displaying, or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials.
- Any attempt to harm or destroy data of another user, the Network, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
- Any attempt to sell or offer for sale any goods or services or controlled substances or drugs that could be construed as a commercial enterprise.
- Redistribution of a copyrighted program or copyrighted material without the express written permission of the owner or authorized person or as provided by the fair use exception. This includes uploading and downloading of materials.

- Revealing personal information of others or themselves, such as home address, phone number, etc.
- Logging-onto the system using another's account.
- Leaving an account unlocked or unattended.
- Trying to circumvent the district's content filter or proxy.
- Attempting to access the district network with a non-district device.

Agawam Public School District rights and responsibilities:

- Agawam Public School District reserves the right to monitor all activity on the Network.
- Agawam Public School District reserves the right to deny access of the Network to any individual
- Security on the Network is a high priority. Network management shall establish procedures, which will maximize the computer system security. Agawam Public School District will sign addendum located in the back of book.
- Opinions, advice, services and all other information expressed by students, staff, information providers, service providers, or other third party personnel on the Network provided by the Agawam Public School District are those of the individual and do not represent the position of the Schools.
- Agawam Public School District staff will not be responsible for network security, Internet security, service interruption, loss of information, inaccurate information, privacy of files, or access controversial material.
- Any violation of Agawam Public School District's Terms of Computer Services may result in restricted network access.

Agawam Public School District's code of conduct and disciplinary measures referenced in this handbook are applicable to the Terms of Computer Services. See Form B

SOCIAL MEDIA AND ELECTRONIC COMMUNICATION POLICY

Purpose:

The Agawam School Committee recognizes the increasing importance of electronic communication and social media for social interaction and education. As the Agawam Public Schools continues working to provide a 21st century education, which prepares students for life in a global economy, it has become apparent that we need to move ahead with both enthusiasm and caution. With the expansion of means and ease of communication comes a heightened concern for student safety and well being.

While the Committee sees the value of social media and electronic communication, the Committee also recognizes that the opportunity for impropriety is increased through this ease of access. This accessibility can provide a forum for cyber bullying, inappropriate behavior, and other potential dangers. The Committee finds that the rapid progress of technology leaves it and the District frequently facing new challenges regarding social media and electronic communication.

The Committee is charged with ensuring our schools' educational environments are safe and conducive to learning. Recognizing this, the Committee has adopted this policy.

Definitions:

Social Media: Any medium hosted on the Internet, on which interactions between students or between the staff of the Agawam Public Schools and students can be conducted. This includes web and mobile-based technologies that support interactive communication between organizations, communities, and individuals that allow the creation and exchange of user-generated content. Social media technologies take on many different forms including, but not limited to, on-line magazines, Internet forums, weblogs, social blogs, micro blogs, wikis, social networks, podcasts, photographs or pictures, video, rating and social bookmarking, and message boards. Examples of social media websites include, but are not limited to, Facebook, Twitter, Flickr, Instagram, YouTube, MySpace, Wiki, and Wikipedia.

Electronic Communication: Any communication or interaction, which occurs through electronic means. Such electronic means include, but are not limited to, computers, tablets, cellular devices, so-called "smart phones," iPads, iPods, and Internet capable MP3 players, etc. Such communications and interactions include, but are not limited to, email, texts, posts on social media websites (including text, video, and audio), private messages on social media websites, instant messages, video chat, and blogs, etc. Electronic communications include communications that have no specific intended recipient (i.e., posting a "status" on Facebook that, depending on privacy settings, may be viewed by a group of users).

Student: Any individual currently enrolled in the Agawam Public Schools.

Prohibited Conduct: Staff shall not engage in the following types of conduct, which are strictly prohibited. The following are examples of conduct only and are not intended to be all inclusive. Any conduct, which is similar to that listed below, is likewise prohibited.

- a. Fraternalization with students using any social media or electronic communication. Staff may not invite/accept current Agawam Public School students as “friends” on social media websites. Classroom participation on educational websites or professional pages (described herein) for instructional purposes is permitted with prior approval of the principal or his/her designee.
- b. Electronic communication to student(s) of content of a sexual or explicit nature. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- c. Electronic communication to a student(s) of content advocating the use of alcohol, drugs, and/or other illicit or illegal activities between students and staff. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- d. Electronic communication to student(s) of content encouraging or constituting hazing or bullying. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- e. Electronic communication of private information regarding students or other staff, including, but not limited to, student record information, private cell phone numbers, and private email addresses. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.

The District: The Agawam Public Schools and its staff.

The Committee: The Agawam School Committee and its members.

Staff: All employees of the Agawam Public Schools and any contractor or individual employed by a contractor who provides services in or to the Agawam Public Schools.

Section 1. Statement to Agawam Public Schools Staff

The Committee recognizes that social media and electronic communications have valuable functionality both in and outside of the classroom. This policy is not intended to limit any staff member’s right to speak publicly as a citizen on matters of public concern, or to communicate with fellow union members on workplace issues, so long as such communication adheres to appropriate time, place, and manner restrictions and does not interfere with the performance of job duties.

Notwithstanding this, when staff members speak through social media on matters concerning their work, they are speaking as employees, and , as such, restrictions may be placed upon their freedom to express themselves. Staff members are role models, not students’ friends, and should always conduct themselves in accordance with this understanding.

Section 2. Responsibilities of the Committee, the Superintendent, and the Administration

- a. Responsibilities of the Committee:
 1. The Committee is responsible for maintaining, implementing, and updating this policy.
 2. The Committee will support the efforts of the Superintendent and the Administration to act upon this policy in a timely manner.
 3. The Committee will require the Superintendent to periodically report upon the results, consequences, and concerns related to this policy.
 4. When necessary, the Committee will update this policy, pursuant to the recommendations of the Superintendent or other relevant parties.

b. Responsibilities of the Superintendent and the Administration:

1. The Superintendent of Schools will develop and maintain a technology Acceptable Use Policy (AUP). It will be the responsibility of the Superintendent to work with representatives from the staff to review this policy annually and propose updates when appropriate.
2. The Superintendent and the Administration retain the right to monitor all activity on district related social media, all activity on Agawam Public Schools owned equipment (i.e., computers, tablets, etc.), and all activity on the Agawam Public Schools network for the purpose of maintaining the safety of students and staff and to ensure that this policy is followed by all staff members.
3. The Superintendent and the Administration will offer an orientation on this policy to all new staff members at the beginning of each school year.
4. The Superintendent and the Administration will distribute this policy to current staff members annually and will notify all staff of updates and changes to this policy as they occur.

Section 3. Communication Media

a. Cellular Telephones and Text Messaging

Background:

Staff employed by the Agawam Public Schools is charged with, among many things, maintaining a safe educational environment for students. Although staff members should not generally provide their personal contact information such as cellular and home telephone numbers, there are limited instances described herein where it is appropriate to give out this information. Staff who lead school-sponsored trips, or organize events that require travel shall maintain a line of communication with students and parents by providing their personal cell phone number to all student participants and their parents. Students may also provide their personal cell phone numbers to staff who lead school-sponsored trips or organize events that require travel to facilitate ease of communication during travel. The purpose of this limited exchange of personal information is to protect student safety during travel.

Procedures:

1. Prior to providing any student with his/her home and/or personal cell phone number, a staff member shall inform the school's principal or his/her designee and obtain prior authorization.
2. Staff members shall communicate to students and their parents that the staff member's personal cell phone number is being provided for educational, informational, or safety purposes only.
3. Staff members shall only contact students via their personal cell phones for specific purposes (i.e., the student has not returned to a bus on a field trip). The Agawam Public Schools prefers communication related to academic issue occur in class or be directed through district provided email addresses.
4. Staff members who provide students with personal contact information shall explain the limited reason it is being provided and shall report any unauthorized use of this information by students (i.e., a student contacts the staff member via personal cell phone for an unauthorized purpose) to the principal or his/her designee immediately.

b. Email Communication

Background:

Email communication has become a standard way of conveying information between parties. Email communication refers to any electronic mail or messaging done over the Internet.

Procedures:

1. Staff may communicate with students, staff, parents, PTOs, members of the Committee, and members of the community through district owned email addresses regarding issues pertaining to their role as employees of the Agawam Public Schools. Other professional communication may include blogs, wikis, webpages, virtual classrooms, and similar forums. All communication is to remain professional in nature at all times.
2. Staff shall not provide their personal email addresses to students.
3. Staff shall not request students' personal email addresses, nor shall they direct any communication to personal email addresses provided by students unless it pertains to academics and/or school-related activities.
4. All email communication sent from a public entity (i.e., using an Agawam Public Schools owned computer, network, email address, etc.) are part of the public record, may be disclosed, and may be monitored by the District for any reason without notice. Users of district-owned email addresses should have no expectation of privacy in the content of communications on district-owned email addresses.

c. Social Media, Webpages, and Applications

The increased proliferation of social media has provided the Agawam Public Schools with the opportunity to utilize these websites and applications as educational tools. It is a goal of the District's strategic plan to engage students through both traditional media as well as through the use of technological immersion, creating 21st century global citizens. Our goal is to integrate technology with the curriculum through modeling best practices, mentoring, using study groups, developing online formats, and creating and updating technology-related policies.

In accordance with the District's technology plan, the Agawam Public Schools will continue to implement a tablet based technology format. Recognizing that some applications or "apps" may have social networking properties, the use of any application where students must register personal information must be documented with the principal or his/her designee and the Instructional Technology Director. COPA law prohibits the use of services, which require personal information of children under 13. The use of social media, webpages, and applications by staff and students together shall be strictly for educational purposes only. Personal communication between students and staff via social media, webpages, and applications shall be limited to educational purposes.

d. Use of Photographs

1. Staff shall not, without the prior, express written permission of the Superintendent or his/her designee, electronically communicate (including, but not limited to, posting on social media websites) the logo of the school or school district, any photo of the school, or its likeness, or any photo of any other property belonging to the Agawam Public Schools.
2. Staff shall not use, copy, disseminate, or share in any manner, including via social media, photos, or videos of students where the parent(s) or legal guardian(s) has failed to fill out the form titled, "Permission to Photo/Video Students" as provided by the Agawam Public Schools, or has chosen to "opt out" as allowed by the form entitled, "Permission to Photo/Video Students."
3. Staff must keep in mind that videos and images of students may constitute "student records" within the meaning of federal and state law.
4. Staff shall not identify students by their full name in any photograph at any time.

e. Social Networking Websites

With nearly one billion users worldwide, Facebook, Twitter, and other social networks have become ubiquitous.

1. Staff shall not “friend”, follow, message, or engage students in any way on social media websites via their personal accounts.
 2. Staff wishing to use a social media profile for both personal and educational purposes must maintain separate personal and professional work profiles.
 3. Staff shall use privacy settings on individual social media websites to prohibit access by students and parents to their personal social networking pages.
 4. Staff may only create professional social media accounts (i.e., accounts used exclusively for educational purposes) on district-approved websites and platforms. The direct link to these pages must be provided to the principal or his/her designee and to the Agawam Public Schools Instructional Technology Director once it is created.
 5. Staff shall not communicate with students via the direct messaging feature of any social media site, but rather only communicate through district-provided email accounts or social media posts that are publicly accessible via the staff member’s professional account on a district-approved website or platform.
 6. Staff shall report any inappropriate use of these sites by students or by fellow staff members to their district administrator immediately.
 7. Staff must cite links to all sources of information from third parties posted on professional social media webpages.
 8. Staff must notify parents of the use of professional accounts on social media sites, and provide students who are unable to access content hosted on these sites with the relevant information necessary for participation in the class through other means (i.e., hand-outs, email, etc.).
- f. Blogs, Wikis, Class Pages, etc.
1. Staff may use blogs, wikis, or any other website for instructional purposes, including but not limited to, homework pages and blog pages.
 2. Staff shall provide the web address of his/her page to the principal or his/her designee before disseminating the address to students.
 3. Staff shall identify students only by their first names on these pages.
 4. Staff shall notify parents of the use of these pages and provide students who do not have access with alternative means of obtaining the information provided over these pages (i.e., hand-outs, email, etc.).
 5. Staff shall cite all sources of content they provide on these pages and comply with applicable copyright laws and other applicable intellectual property laws.

Section 4. Public Records Law and Copyright Protection

The Attorney General of the Commonwealth of Massachusetts has determined that any document created or received by a public employee in his or her capacity as such is subject to retention and perhaps disclosure under the public records law.

- a. Staff shall not delete any message posted on a social media site, webpage, blog, homework page, etc.
- b. Staff shall save all direct messages and communications conveyed through social media sites and through their own district email address.

- c. Staff shall comply with applicable copyright laws when posting information produced by another person or entity and shall cite all third-party sources of information posted or shared.

Section 5. Student and Staff Conduct

The district has multiple policies regarding student and staff conduct which overlap with this policy. The Committee and Administration recognize that the use of electronic communication technology in an educational setting presents new challenges to appropriate student and staff conduct. However, behavioral expectations will not be diminished in these settings and appropriate professional boundaries shall be maintained at all times and through all means of communication. As such, the District retains the right to moderate and restrict student and staff use on District-related pages. The Committee and the Administration expect staff and students to maintain the same level of decorum in electronic communications, including the use of social media, as in face-to-face interactions. This policy is intended to supplement existing policies, not to supersede them.

- a. **Bullying and Cyber Bullying**
The Committee and the Agawam Public Schools are committed to maintaining a safe learning environment for all students. With regard to bullying, please see Policy JBA, *Sexual Harassment, Bullying, and Hazing Policy*, and, in particular, references to cyber bullying. Cyber bullying of any kind will not be tolerated.
- b. **Acceptable Use of School Equipment and Networks**
The Committee and the Agawam Public Schools are committed to maintaining the security of the Agawam Public Schools networks, the quality of Agawam Public Schools equipment, and the privacy of Agawam Public Schools students. See Policy IJNDB-R, *Acceptable Use Policy Technology*.
- c. **Student Handbooks**
At the beginning of each school year, the building administrator or homeroom teacher shall distribute student handbooks which detail the expectations of behavior for Agawam Public School students and set rules for student conduct. Nothing contained in this Policy shall diminish those expectations and rules. The on-line behavior of both students and staff shall reflect the same standards as those used for face-to-face communications at the Agawam Public Schools.

Section 6. Discipline

The Superintendent or assigned designees may conduct internet searches to determine whether staff members have used social media in ways that violate this Policy. If a violation of the Policy is determined to have occurred, the Superintendent or assigned designee shall bring the violation to the attention of the staff member and shall consider and apply disciplinary measures up to and including termination. The disciplinary process for staff shall proceed in accordance with any applicable collective bargaining agreement under which the staff member is covered. The Agawam Public Schools and the Committee disclaim all liability for the content of materials that users access on Social Media, for damages suffered in the course of or as a result of social media use, and for any related consequences. The Agawam Public Schools shall not be responsible for any unauthorized use of the District's network, including any and all unauthorized costs, financial obligations, fees, charges, or purchases.

File: IJNDD

Agawam Public Schools 2013 – 2014

Approved by School Committee on October 22, 2013 by a vote of 5 – 2 (Nay)

APPROPRIATE USE OF SCHOOL DISTRICT'S DEVICE BY STUDENTS

As an Agawam Public Schools student, I recognize and understand that the school district's devices are to be used for school work only. I also understand that it is my responsibility to take proper care of any device in my possession and agree to abide by the following:

Guidelines:

- I will comply with school committee policies related to the acceptable use of technology while using a device during school hours and after school hours.

- Consequences of inappropriate use will be determined by the building principal.
- Devices will not be used for social media or games that are not part of the Agawam Public Schools curriculum.
- A police report shall be filed if this device is stolen. The building principal and IT Department shall also be notified of the theft.
- I will be responsible for any loss or damage to the device at the replacement cost.
- I will keep the device with me or in a secured, locked location.
- I will be the sole user of the assigned device and will not share it with anyone else without permission from the teacher and/or principal.
- I will charge the device daily and bring it to school fully charged.
- I will restrict taking my device into areas that are designated as high-traffic areas to minimize the chance of damage such as cafeterias, playgrounds, and gymnasiums.
- I will not place food or drink near the mobile device.
- I will use the protective cover or case provided with the device to ensure its safety.
- I will not attempt to repair or take apart the device if it breaks. Rather, I will report the damage to the teacher who shall contact the building principal or IT Department.
- If a camera is provided with the device, I will use it for educational purposes only.
- The district will load apps or software required for instruction on the device. The district will not be responsible for any other apps or software loaded by staff. Once the device is returned to the district, any apps or software loaded by staff will not be reimbursed.
- Staff purchases of apps or software shall be approved by the principal or IT Director.
- If the device requires backup or syncing, I will contact my teacher.
- I will keep the internet content filter in place and will not attempt to override its filtering of appropriate content.
- I will not place decorations of any type on this device such as stickers or markers.
- I understand that this device is the property of the Agawam Public Schools and is subject to inspection at any time without notice.
- I agree to return the device in good working condition with all associated cords and peripherals. Devices are required to be returned to the teacher at the designated inventory time at the end of the school year or upon request.
- The principal or IT Director must approve that a device can be taken home for use. There will be limited support for devices at home.

File: IJNDC-R1

Approved by School Committee on May 13, 2014 by a vote of 7 - 0

File: IJND

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources, and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and other Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;

- Preventing unauthorized access, including hacking viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept, the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

ADOPTED: August 2015

Agawam Public Schools 2016

Approved by the School Committee on April 26, 2016, by a vote of 7 – 0

File: IJNDB

EMPOWERED DIGITAL USE POLICY

Purpose

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

Availability

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

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

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

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology, including social media.
- Users shall give acknowledgement to others for their ideas and work.

- Users shall report inappropriate use of technology immediately.

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

SOURCE: MASC

ADOPTED: August 2015

Approved by the School Committee on April 26, 2016, by a vote of 7 – 0.

File: IJNDC

INTERNET PUBLICATION

I. PURPOSE

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or his/her designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district web site.

Student or staff work, (e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct, and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

A. In General:

Identifying information about students, such as first and last names, personal phone numbers, or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student Photographs:

Student photographs may be published only with the written consent of the student's parent or guardian.

Student photographs will not be accompanied by identifying information about the student(s).

C. Student Work:

Student work, (e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork) may be published only with the written consent of the student's parent or guardian.

D. Staff Photographs, Identifying Information, and Work:

Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.

Staff work (e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork) may be published only with the staff member's written consent.

SOURCE: MASC

ADOPTED: August 2015

Agawam Public Schools 2016

Approved by School Committee on April 26, 2016, by a vote of 7 – 0.

**CHAPTER 385 OF THE ACTS OF 2002
AN ACT FURTHER PROTECTING CHILDREN**

Section 38R. The school committee and superintendent of any city, town or regional school district and the principal, by whatever title the position be known, of a public or accredited private school of any city, town or regional school district shall have access to and shall obtain all available criminal offender record information from the criminal history systems board of any current or prospective employee or volunteer of the school department, who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children. Such school committee, superintendent or principal shall periodically, but not less than every 3 years, obtain all available criminal offender record information from the criminal history systems board on all such employees and volunteers during their term of employment or volunteer service. Said school committee, superintendent or principal shall also have access to all criminal offender record information of any subcontractor or laborer commissioned by the school committee of any city, town or regional school district to perform work on school grounds, and who may have direct and unmonitored contact with children.

“Direct and unmonitored contact with children” means contact with a child when no other CORI cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students.

VI. PARENT/SCHOOL INFORMATION

PARENT’S RIGHT TO KNOW

Under federal legislation, the No Child Left Behind Act, parents have a right to request and receive information regarding the professional qualifications of the student’s classroom teacher including: (a) whether the teacher is state certified; (b) whether the teacher is teaching under an emergency or a provisional certificate; and (c) the baccalaureate degree major of the teacher and any other graduate degree major or certification. Inquires can be made at the child’s school and will be responded to by the Office of the Director of Finance/Human Resources.

PARENTAL INVOLVEMENT AND SUPPORT

The Agawam Public Schools encourage the participation of parents/guardians in their child’s education process. Academic achievement requires the combined efforts of the school and home.

All Agawam Schools schedule a Back to School Night early in the school year. Conferences will be held twice yearly. Parents seeking more information can consult with their child's teacher by requesting additional conferences.

Parents/guardians, who wish to visit their child's classes, should contact the school's principal to arrange for a visitation date.

Parents/guardians are encouraged to participate in the following organizations:

Parent Teacher Student Organization (PTSO)
School Improvement Council
School Volunteers

POWER SCHOOL

Students and parents can log in and see the grades/progress that have been posted. This feature allows for better communicating between teachers and parents as well as a convenient way to check on a student's progress in any given class. Concerns or questions please contact your student's teacher and/or guidance counselor.

SCHOOL VOLUNTEERS

The Agawam School Committee encourages volunteers in the schools. Parents, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. All volunteers are required to submit to a criminal records check (C.O.R.I.) in accordance with Commonwealth of Massachusetts regulations and school committee policy. The volunteer program will be coordinated in cooperation with building administrators.

SOURCE: MASC Policy

LEGAL REF.: MGL Chapter 71, 83R, Chapter 6, section

File: IJOC

IN-SCHOOL VOLUNTEER PROGRAM DURING REGULAR SCHOOL HOURS

Agawam Public Schools values the work of parent volunteers and acknowledges the contributions that volunteers make to our schools. The following is a list of terms and conditions, professional responsibilities, and confidentiality guidelines for volunteers in our schools:

Terms and Conditions:

1. As an Agawam Public Schools volunteer, I understand that I need to attend an orientation session with a Principal or his/her designee.
2. As an Agawam Public Schools volunteer, I will be subject to the direction and control of a building Principal or his/her designee.
3. I will check in at the school office upon arrival and wear my visitor pass at all times when I am providing volunteer services.
4. I WILL NOT contact parents, guardians, or emergency contact persons under any circumstances while volunteering in the Agawam Public Schools unless directed to do so by a Principal or his/her designee.
5. I will conduct myself in a friendly, courteous manner and not show partiality toward any student and will remain neutral in my speech and actions with respect to religion, culture, and politics at all times while I am engaged in volunteer activities with students.
6. As a volunteer, I understand that I have been authorized by the principal to act as a "school official" subject to the directions and control of the school administrators and teachers. In this capacity, I may, under limited circumstances, have access to student and school information in connection with my authorized duties. Student information can include all records, files, documents, and other materials that contain personally identifiable information about any student, as well as the personally identifiable information itself.

7. I WILL NOT discuss with others, while serving as a volunteer or when no longer in a volunteer role, the content of any specific student information, or will I disclose student information **that may reasonably be considered confidential**.
8. While in control or possession of student information and while handling, distributing, organizing, mailing, or filing student information, I understand and agree that I must protect this information from being viewed or obtained by non-authorized individuals.
9. I understand and agree that questions about any student must be directed to an Agawam Public Schools employee who is authorized to provide information regarding that student. As a volunteer, I understand and agree that I should state that I am not authorized to provide information regarding any student.
10. I must report any breach or suspected breach in confidentiality of student information immediately upon my discovery thereof to the building Principal or his/her designee. I understand and agree that my failure to maintain the confidentiality of student information and personally identifiable information to which I am given access may disqualify me from further service as a volunteer for the Agawam Public Schools.
11. As an Agawam Public Schools volunteer, I understand that if my attitude and/or performance could be detrimental to the operation, function, and well being of the school, pupils, or personnel therein, I may be dismissed.

Professional Responsibilities:

1. When you are volunteering in our schools, you are considered a professional member of the school community and are expected to conduct yourself in a friendly and professional manner with students, staff, other volunteers, and visitors to our schools.
2. When you are in one of our schools, you are there to perform a specific job as outlined by the teacher/staff member who has solicited your services.
3. Upon arrival to a school, you must sign in at the office, leave your keys with the school secretary, and wear your visitor's pass at all time while in the building.
4. When you volunteer at one of our schools, you are limited to the parts of the building that are necessary for you to complete your assigned task. You are not to wander the halls, visit your child's classroom or classroom teacher, visit the teacher's room, or leave the building and later return without checking in and out at the office.
5. DO NOT let any person into the school building while children are in attendance even if you know that person and/or the business he/she is here to conduct. All visitors must be "buzzed in" by the school secretary.
6. You shall refrain from using foul or inappropriate language at all times while on school grounds.
7. You shall dress respectfully keeping in mind the impressionable age of students at our schools.
8. You shall refrain from making disparaging remarks about students, staff, administration, or school/public officials while volunteering in our schools.
9. You shall refrain from using the internet while in our schools unless you have been directed to perform a specific task by the teacher/staff member who has solicited your services, in which case your use of the internet is limited to the specific task.

Confidentiality:

The guidelines for the legal and ethical behavior of school professionals are based on the following principles:

1. Each person has the right to be treated with respect, dignity, and integrity.
2. Confidentiality is a professional and ethical responsibility to respect an individual's right to control personal information and access to it.
3. School professionals have a responsibility to act in the best interests of students when making decisions to divulge confidential information.

As a volunteer, you are expected to adhere to the following guidelines as they relate to confidentiality:

1. Student information is considered confidential under the law. Such information includes student work, test scores, report cards, IEPs and files containing information about an identifiable student and his/her academic standing. If you have seen any information in any student record through your volunteer work, you are under no circumstances allowed to share that information with anyone at anytime.
2. You are not to discuss information learned about a child while volunteering with his/her parent.

3. As a volunteer, you may see or overhear interactions between students, between staff and students, or between staff members. Anything you may see or overhear is considered confidential and should not be discussed with another person.
4. If you see or overhear an interaction between student, between staff and students, or between staff members that causes you concern for the welfare of the students or a staff member, you must immediately report it to the building Principal or the staff member who solicited your services.

I have read the above In-School Volunteer Program During Regular School Hours policy and have been given the opportunity to ask questions to ensure that I understand it and agree to abide by the policy's terms and conditions.

Volunteer Name (Please Print)

Signature

Date

Principal's Signature

Date

File: IJOC-E

SCHOOL VOLUNTEER PROCEDURES DURING REGULAR SCHOOL HOURS

Use of Volunteers:

Volunteer work will include, but not be limited to, duties such as reading to students, individualized student/parent tutorial services, categorizing library books and materials, painting projects and/or assisting with coaching responsibilities.

Authorizing a volunteer to perform certain duties is viewed as a supplement to school services. Professional and non-professional staff will never be removed from service or laid off as a result of volunteer use.

Authorization Procedures:

1. The specific duties of the volunteer will be communicated by the individual building principal in collaboration with the classroom teacher.
2. Volunteers are considered extensions of the staff and will conduct themselves in a professional manner.
3. Each volunteer will be assigned to a specified staff member.
4. Records on volunteer hours will be kept by the building administrators.
5. Volunteers must complete the application process and CORI review every 3 years. No volunteers will be permitted to work until the application process and accompanying approvals have been completed.
6. School volunteers will be required to review and adhere to all school committee policies as set forth in the Personnel Policy Handbook. School volunteers should access this handbook at www.agawamed.org and should sign and return the acknowledgement form to the building principal.
7. Removal of a volunteer may be effected upon recommendation of the school administrator to the Superintendent of Schools.

File: IJOC-R

CIVILITY POLICY

Civility/Conduct of Parents, Other Visitors, and District Employees

It is the intent of the Agawam Public Schools to promote respect, civility, and orderly conduct among District employees, parents, and the public. It is not the District's intent to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, staff, parents, and other members of the community. The District encourages positive communication and discourages volatile, hostile, or aggressive communications or actions.

1. Expected Level of Behavior:
 - District personnel will treat parents and other members of the public with courtesy and respect.
 - Parents and other visitors will treat teachers, administrators, and other District employees with courtesy and respect.
2. Unacceptable and Disruptive Behavior:
 - Using loud or offensive language, swearing, cursing, or displays of temper;
 - Threatening to do physical harm to a teacher, school administrator, school employee, or student;
 - Abusive, threatening, or obscene letters, e-mail, or voice mail messages;
 - Any other behavior that disrupts the orderly operation of a school, classroom, and/or administrative functions.
3. Parent Recourse:

Any parent who believes he or she has been subjected to unacceptable or disruptive behavior on the part of any staff member should bring such behavior to the attention of the staff member's immediate supervisor, appropriate administrator, and/or the Superintendent of Schools.
4. Authority of School Personnel:

Any individual who acts in the following manner may be directed to leave school premises or School Committee premises by a school principal or assistant principal, or their designee, any school administrator, including the Superintendent of Schools, and school security personnel. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement personnel take such action as is deemed necessary if an individual:

 - Disrupts or threatens to disrupt school or school district operations;
 - Threatens or attempts to do or does physical harm to District personnel, students or others lawfully on school or School Committee premises;
 - Threatens the health or safety of students, District personnel, or others lawfully on school or School Committee premises;
 - Intentionally causes damage to District property or the property of others lawfully on school or School Committee premises;
 - Uses loud or offensive language; or
 - Comes onto school premises without authorization.

Should an individual persist in violating the terms of this policy, the District may limit and restrict the methods of communication which may be used by said individual. Such restrictions shall not apply in the event of actual emergencies or regulatory functions such as TEAM meetings or disciplinary hearings.

In the event that there is a serious threat of harm to student(s) or school personnel, the District may obtain an Order of No Trespass prohibiting the individual making said threat from entering on District property.

Authority to Deal with Persons who are Verbally Abusive:

- If any member of the public uses obscenities or speaks in a loud, demanding, insulting, and/or demeaning manner, the employee to whom the remarks are addressed shall calmly and politely warn the speaker to communicate civilly;
- If the verbal abuse continues, the employee may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation;
- If the meeting or conference is on school premises, any employee may request that an administrator or other authorized person direct the speaker to promptly leave the premises;
- If the person refuses to leave, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement personnel take such action as is deemed necessary. If the employee is threatened with personal harm, he or she may contact law enforcement.

PUBLIC SOLICITATIONS IN THE SCHOOLS

The Agawam School Committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

The school system will provide students, parents, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations by determining those that are appropriate for the school system.

Commercial and fund-raising activities will be conducted during the non-instructional time of the school day.

The Superintendent or his/her designee, including principals and directors, may allow occasional commercial or fund-raising activities related to the objectives of the schools with the following exceptions:

No direct solicitation of students or employees may take place without school committee permission.

No general or class distribution of commercial or fund-raising literature may take place without the approval of the Director of Finance/Human Resources.

PTO groups and groups representing school system employees will be considered "school groups" and will be governed by the committee's policy on staff solicitations. Groups not representing the school system such as a Booster Club will be governed by the same policy and thus considered a "school group." No employee of the school system will conduct any solicitation of his/her business during the school day.

File: KHA

LEGAL REF: M.G.L. 44:53A

CROSS REF: GBEBC, Staff Gifts and Solicitations, JJE, Student Fund-Raising Activities
JP, Student Gifts and Solicitations, KHB, Advertising in the Schools
KJC, Booster Organizations

GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of personal gifts by school personnel from school suppliers, from parents and/or students can be subject to misinterpretation and a source of embarrassment to the school system and all persons involved. When families, students, or others wish to express personal appreciation to a teacher or other staff member, the School Committee urges them to find modes of expression that do not involve personal gifts.

In keeping with this policy, no employee of the School Committee will accept a personal gift from a business concern supplying, or with an interest in supplying, goods, materials, equipment, or services to the school system. This restriction does not relate to the acceptance of gifts for the school system, nor to the acceptance of small and clearly identifiable advertising and promotional materials.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time must be held at a minimum. Therefore, no solicitations of funds for charitable purposes will be made among staff members except with specific School Committee approval. Whenever such solicitations are made, no pressure will be exerted to obtain contributions even though the drive is one that the School Committee has specifically approved.

File: GBEBC

CROSS REFS: KHA, Public Solicitations in the Schools

PUBLIC COMPLAINTS

Although members of the community will not be denied the right to bring their complaints to the committee, they will be referred through the proper administrative channels for solution before investigation or action by the committee. Exceptions will be made when the complaints concern committee actions or committee operations only.

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

1. Teacher

2. School Building Administrator
3. Director of Finance/Human Resources
4. School Committee

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

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

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

Legal Ref.: 603 CMR 26:09 and 26.10

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

The Committee desires citizens of the Agawam School System to attend its sessions so that they may become better acquainted with the operation and programs of the schools and that the Committee may have an opportunity to hear the wishes and ideas of the public. All official meetings of the Committee shall be open to the press and public, as provided in the Open Meeting Law.

In order to insure that persons who wish to appear before the Committee may be heard, 15 minutes will be set aside, prior to the beginning of all regularly scheduled committee meetings.

Anyone wishing to speak before the committee, either as an individual or as a spokesperson for a group, may do so subject to the following:

1. Any individual desiring to speak shall give his/her name, address, and the group (if any) that is represented to the chairperson prior to the meeting
2. The presentation should be as brief as possible. Normally, a speaker will be limited to five minutes
3. If the individual's concern is with the operations, programs, or decisions of the schools – that individual must clearly demonstrate (before any remarks are offered) that he/she has attempted to settle the concern at the teacher/administrator level prior to addressing the Committee.

The Committee vests in its Chairperson or other presiding officer, authority to terminate the remarks of any individual when they do not adhere to the rules established above.

Persons appearing before the Committee are reminded, as a point of information that members of the Committee are without authority to act independently as individuals in official matters. A dialogue between Committee members and individuals, through the Chairperson, may take place.

The following statement is to be read at each meeting prior to speak time:

“In accordance with Agawam School Committee Policy BDDH, the next 15 minutes will be devoted to CITIZENS’ SPEAK TIME. Anyone wishing to address the Committee may do so. Please be reminded that the Agawam School committee is a policy-making board and that concerns dealing with teacher/administrative decisions should have been thoroughly discussed at that level prior to your appearance tonight. With that in mind, who would like to speak first?”

File: KDB-1

Cross Ref.: BD, Agawam School Committee Meetings

BDDDB/BDDC, Agenda Format/Preparation and Dissemination

VII. STUDENT/SCHOOL INFO

SCHOOL CHOICE

The Agawam School Committee has voted to accept school choice applications for students interested in attending Agawam Public Schools under current Massachusetts General Law Chapter 76, Section 12B. Applications will be accepted depending on current class size.

Applications for school choice may be obtained by contacting the Office of the Superintendent of Schools, 1305 Springfield Street, Feeding Hills, Massachusetts 01030, telephone number (413) 821-0551.

Applications for school choice will be accepted by the Assistant Superintendent for Curriculum, Instruction, & Human Resources.

Office of the Superintendent of Schools
School Choice
1305 Springfield Street
Feeding Hills, MA 01030

SCHOOL LUNCHES

The Agawam School System will operate a school lunch program in each school under the supervision of a supervisor of food services. Students will be permitted to bring their own lunch from home and to purchase beverages and incidental items. File:EF

Food deliveries from outside parties/vendors are not allowed.

Free and reduced lunches are available for all students who qualify. Applications are sent home with your child annually during the first week of school. New students and any students whose eligibility status changes during the school year may pick up an application in the principal's office.

- Students must purchase complete lunches.
- Students are responsible for keeping their area clean.
- When weather permits, students are allowed to be in designated outdoor areas.
- Students in all other areas of the building and grounds will be considered out of bounds.

PHYSICAL EDUCATION

Physical Education is mandated per state regulations at all levels K - 12. It will be clearly understood that in all cases (except medical excuses and special programs) at the high school a student must take and pass 2 credits of physical education/health during his/her four years in order to graduate. If a student at the high school fails physical education, arrangements must be made with his/her guidance counselor to make up the deficiency and meet the requirement for graduation.

Students are excused from physical education for extended medical reasons only. This excuse must come from a doctor, a nurse practitioner, or a physician assistant and be presented to our school nurse. All students will participate in every physical education class. In the case of long-term medical excuse from PE, the discretion of the teacher will determine the work assignment, e.g., research paper or alternate assignment.

It is important that the students do not bring valuables (money, jewelry, etc.) to the locker room. Valuables must be locked in a locker or in the physical education teachers' office.

STUDENT PHOTOGRAPHS

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

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

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

The purpose of the policy is to:

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

FIELD TRIPS AND EXCURSIONS

A new field trip form and policy is presently being developed to assure that student's receive prescription medications on field trips and that teachers are appropriately trained to administer or supervise the self administration of prescription medications.

Field trips designed to stimulate student interest and inquiry which provide opportunities for social growth and development are considered appropriate extensions of the classroom. To the extent that they provide the most effective means for accomplishing general curriculum objectives of the schools, field trips may be authorized by the building principal, subject to requirements established by the Agawam School Committee and/or the Superintendent.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for students to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips: (a) value of the activity to the particular class group(s); (b) relationship of the field trip activity to a particular aspect of classroom instruction; (c) suitability of the activity and distance traveled in terms of the age level; (d) mode and availability of transportation; and (e) cost.

Additionally, the Committee requires the following:

1. Each student who goes on a field trip must have written parental permission and a signed indemnity form on file.
2. School bus transportation may be used when arrangements can be made to do so without disrupting regular school bus schedules.
3. Enough supervision must be provided so that discipline on the trip is effective.
4. All extended (overnight) field trips must have a 30-day advance approval of the Committee.

To ensure the safety of all students and participants, mandatory back pack searches will be conducted.

Field trips are an extension of the school day. Therefore, noncompliance to follow the rules may result in mandatory pickup of your son or daughter.

Breathalyzers will be taken on the field trip and used if necessary.

Cross Refs.: EEAE, Student Transportation in Private Vehicles IGDD, Student Performances
File: IJOA-1

STUDENT FUND RAISING ACTIVITIES

In general, the School Committee disapproves of fund-raising in the community by students for school activities. Especially discouraged is the sale of goods produced by companies for profit, such as magazines, candy, and similar items.

Exceptions to this policy will be:

1. Sale of tickets to scheduled athletic events and school dramatic and musical performances.
2. Sale of advertising space in school publications.
3. A fund-raising activity approved by the principal with prior notification in writing to the Superintendent.

4. Proposals to raise funds for charitable purposes or for the benefit of the school or community (for example: United Way or scholarship funds) provided such proposals have been individually approved by the building principal and Superintendent.

No money collections of any kind may be held in the schools without the specific consent of the building principal with prior notification in writing to the Superintendent.

TELEPHONES

If a student needs to make a phone call, they may do so at the office with administrative permission.

CELL PHONES AND PORTABLE COMMUNICATION DEVICES

The School Committee recognizes that today's society is different from previous generations. Cell phones and portable communication devices (PCDs) play an important part in employee and student safety and communications. Cell phones and PCDs are defined as current and emerging technologies that are wireless units that send and/or receive electronic communications in an analog or digital data transmission. The possession or use of cell phones and PCDs are prescribed for employees and students as follows:

1. Employees

- a. Employees of Agawam Public Schools are granted permission to possess and use cell phones and PCDs in the official job capacity consistent with their job description.
- b. Employees who possess and use cell phones and PCDs in their official job functions will be provided a cell phone owned by the Agawam Public Schools. The use of these units is for school business only. Any personal calls may be charged against the employee if the call causes a financial charge to the district.
- c. Designated employees who are issued school-owned cell phones should keep their phones on and charged during the school day and while conducting school business/events.
- d. Employees who own a personal cell phone and/or PCD must ensure that the device does not ring or interrupt the academic classroom environment or the job performance of the employee. Employees must take pro-active steps to ensure that the cell phones do not ring during their instructional hours.
- e. Administrators are required to have a school-issued cell phone on throughout school hours and events.
- f. The School Committee may review employee phone call records and charges for any school-owned cell phone or PCD at any time.
- g. Employees who violate this policy will be subject to disciplinary actions by the Superintendent.

2. Students

- a. Students may possess and carry cell phones, IPOD's and PCDs; however, these units must be **turned off and not visible** during the academic school day to ensure that disruption and interference of the instructional and academic climate of the school do not occur.
- b. Students may not use or operate cell phones IPOD's, or PCDs during the school day. The "school day" is defined as once the first hour starts and throughout the day until the last hour/bell is over. Additionally, school meetings, activities, events, and trips are defined as extensions of the school day.
- c. The school administration may, in its sole discretion, grant exceptions for cell phones and PCD use based upon critical need and appropriate documentation.
- d. Students may use their cell, IPOD's and PCDs before and/or after school.
- e. Students who violate this policy may face disciplinary actions by the administration. Additionally, cell phones/IPOD's that are used during the day will be confiscated. Parents may pick up confiscated items after school.
- f. Agawam Public Schools will not be liable for any property not picked up by parents within 48 hours of notification.

File: EGA

MISSING TEXTBOOKS/CALCULATORS

Students are responsible for their assigned books/calculators. Students are reminded to buy school locks (\$5) for their school locker and their physical education locker. It is recommended that students do not share lockers. If a student's book is misplaced/damaged/stolen, it is the sole responsibility of the student to replace or pay for said book/calculator before another one is issued. In the past, students have purchased replacement books online for a reduced price.

If a student still has an outstanding obligation, he/she will not be able to take their midterm or final exam until the final day of makeups which will give the student additional time to pay or purchase another book/calculator. Failure to make restitution will create an "Open Account" that must be paid in order for the student to participate in the graduation ceremony.

LOST AND FOUND ARTICLES

Articles found in the building or anywhere in the vicinity, which apparently have been lost, should be taken to the designated lost and found area located in the cafeteria.

DANCES

Dances start at 7:30 p.m. and end at 10:30 p.m. The following regulations should be clearly understood by all members of the student body since they will be rigidly enforced:

1. Dances are for Agawam Public School students only.
2. All school rules in the Code of Conduct will be enforced.
3. If a student leaves the building during the evening, said student WILL NOT be allowed to re-enter.
4. High school students will park their cars in the parking lot and will not loiter in cars or anyplace outside.
5. The total number of students must not exceed fire code.
6. Students attending dances must have a signed Parental/Student Consent, Release Form Liability and Indemnity Agreement on file in the front office.

DECLASSIFICATION / PROM

If a student is declassified from 11th grade to 10th and will graduate in the year intended, that student will be allowed to participate in all Junior Class activities.

ID's/PASSES

Student ID's are mandatory and must be in their possession at all times. ID's are a necessary component throughout the day and must be used for the purpose of purchasing lunch. If a student needs a locker, lavatory, or nurse pass, the teacher will give authorization. Students are expected not to abuse the pass privilege. Misuse of a pass and forgery of a pass are serious offenses and will subject the student to a suspension. No phone passes will be issued during a class period. If a student must make a phone call, the teacher will send the student to the appropriate administrator.

If a student loses his/her ID, the student is to notify the office promptly and one will be replaced at a cost of \$3.00. If a student defaces his/her ID, the ID must be replaced.

STUDENT DELIVERIES

Parents may drop off necessary educational items for students in the office; however, money will not be accepted. The delivery of flowers/gifts/ take-out food is prohibited.

CLASS DUES

Traditionally, students have been expected to pay class dues to help defray costs of various class activities which are vital to maintaining a good school experience.

Class dues are established and collected by the officers of each class. Administration plays no part in the setting of/or collection of the dues fee. A student may not be allowed to attend a class-sponsored event if his/her class dues are not paid.

The following are typical expenditures the classes pay for from their treasuries:

Senior class gift	Reduced cost of prom
Free yearbook for seniors	Reduced cost of kid party

(if ordered by deadline date)

Reduced cost of senior picnic

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the Town or District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the procedures established by the Superintendent.
3. Authorizes Student activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with maximum balance limits that exceed \$25,000.00, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm every three (3) years.

Graduating Class Funds:

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class Year of Graduation, such as Class of 1998, etc. Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than two (2) years from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within two (2) years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

File: JJF
SOURCE: MASC
LEGAL REF.: M.G.L. 71:47

NOTE: DESE audit guidelines for student Activity Checking Accounts require an annual audit. In regional districts, these accounts may be a part of the annual audit by a third party auditor. In municipal districts, the audits may be conducted by a district or municipal employee, but not by the Principal, Treasurer, or Superintendent, or any authorized signatory on the accounts. Districts with large numbers of schools may rotate the schools through the audit process.

Approved by the School Committee on June 28, 2016 by a vote of 7 – 0

File: JJE

DAILY BULLETIN

The Daily Bulletin will be read at the start of the school day and then distributed to each class to be posted. Check the bulletin for daily events. Any teacher or student organization desiring to have a notice put on the daily bulletin needs to send the information on the appropriate form to the principal's office by noon of the day before the bulletin is to be distributed. Notices pertaining to a student organization must be signed and dated by the organization's advisor.

BACK TO SCHOOL NIGHT AND PARENT CONFERENCES

Back to School Night and parent conferences are held at Agawam High School. These dates are listed on the school district calendar.

HOMEWORK POLICY

Homework is a vital part of a child's school experience. Its primary purpose is to give students time to practice skills learned in class. This extension of learning time also helps students develop responsibility, time management skills, and self-confidence. It also helps promote parent/guardian-child interaction and strengthen home/school communication.

AFTER SCHOOL/TEACHER ASSISTANCE

A student may remain in the building after dismissal only if given special permission or if requested to do so. A student must be under the supervision of a teacher at all times, all school rules being in effect. If a student is asked to stay but has a prior commitment, it must be cleared before being excused from said detention. A student's first obligation is to the school and a part-time job is not justification for being excused from reporting.

Teachers will be available after school for additional individual help as follows:

- Monday None
- Tuesday Business Instructional Technology and Career Ed., Math, Physical Education,
Health and Family Consumer Science
- Wednesday History, World Language, and Visual & Performing Arts
- Thursday Science, English, Technical Education, and Library Media Center

Peer to Peer tutoring is offered at Agawam High School. Students may contact their school counselor for details.

STUDENT PUBLICATIONS

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

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

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

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

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

Distribution of Literature

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

The time, place, and manner of distribution of literature will be reasonably regulated by the principal.

File: JICE

Legal Ref.: M.G.L. 71:82

CLASSROOM

At Agawam High School classroom expectations are articulated and are presented to all students in written form from each individual teacher. Parents should expect a written copy of classroom expectations from each of their son's/daughter's teachers. Students are to promptly return forms to their teachers signed by both student and their parent/guardian.

HALLS

Students are expected to pass in the hallways in an orderly fashion. There will be no running in the halls. Loitering should be avoided because it leads to tardiness. Excessive displays of affection in the halls or in the classrooms are considered inappropriate behavior. The use of cell phones and/or music players is prohibited during academic time.

VANDALISM

All persons are urged by the Agawam School Committee to report any incidents of vandalism to school property and the name(s) of the person(s) believed to be responsible. The Superintendent will report to the police any incidents of vandalism.

The Superintendent or designee will obtain an estimate of the cost of needed repairs or replacement when appropriate. The Committee will make full effort to collect payment for damages caused by vandalism.

The Superintendent is authorized to sign a criminal complaint and to press charges against vandals. File: ECAC

STUDENT DRESS CODE

Agawam Public Schools strives to provide an environment focused on instruction and learning. Appropriate student dress has a positive impact on student learning, student behavior, and the overall educational environment. All students are required to be dressed in a manner that does not interfere with the health, safety, and welfare of themselves or other students. Students' dress should be appropriate for a working environment and conducive to

learning as interpreted by the school building administration. Clothing and grooming habits should not be detrimental to students' health and safety and should be weather appropriate.

Dress that distracts/disrupts the educational process and the mission of the school is prohibited. Students may not dress in scantily clad attire such as halter-tops, excessively short skirts, half or mesh shirts, or shirts that expose the midriff area. Students may wear loose fitting shorts, but bathing suits and short shorts are prohibited. Tank tops should not be low cut or excessively open.

To ensure student safety, appropriate footwear must be worn and should not damage floors. Outdoor apparel (jackets, coats, and hats) will be stored in lockers and classrooms during the school day except in unusual circumstances. Apparel that carries offensive or violent messages is not allowed. Accessories that create a danger to self or others are not allowed.

Students are not permitted to wear hats, bandannas, or other head coverings in school. Exemptions will be granted for students who need to wear a head covering because of accepted religious practices or who have a specific medical need as validated by the nurse.

In addition, clothing or accessories found to be disruptive or distracting to the educational process or which has affected the safety of students will be determined a violation of the dress code by the school administration. If a student's attire is in violation of this code, the student will be required to change attire.

The parents/guardians of students who are not appropriately dressed will be notified and asked to bring an acceptable change of clothes to school.

File: JICA

MEDIATION / PEER MEDIATORS

Mediation is a process that is implemented within the Agawam Public Schools to resolve conflicts, thus creating an atmosphere conducive to learning. It is an option that would precede and, eliminate the need to take disciplinary action. Mediation does not circumvent the discipline code, but assist in solving problems before they escalate. Mediation may be used after a suspension to assist a student's reentry to school.

Peer mediators are available during the school day to mediate conflicts or disputes that occur in the high school between students.

VIII. LIBRARY

Access, Resources and Areas:

Visit Agawam High School Library website at agawamed.org/high/library to explore the vast resources and support available to students.

IX. LOCKERS

The lockers are school property and are provided only for the convenience of the pupil and are in no way to be considered the pupil's personal property. You will be issued a corridor locker for the storage of books and clothing, not for the storage of valuables.

The administrative staff has the right to open and inspect the contents of lockers at any time.

Each locker has a combination lock; however, an additional lock is recommended to assure the safety of personal property. You may purchase this lock in the office. **Only school-issued locks may be placed on school lockers.** Remember to empty your locker before you leave for the summer.

FOR SECURITY – DO NOT SHARE YOUR LOCKER WITH ANYONE.

DO NOT SHARE YOUR LOCKER COMBINATION WITH ANYONE.

Locker locations follow:

# 1 – 242	School Counseling Office/Career Center to Room 8
# 246 – 499	Room 19 to Room 26
# 500 – 760	Room 27 to Library
# 761 – 856	Room 14 to Room 16
# 857 – 1259	Room 37 to Room 50
# 1260 – 1629	Room 51 to Room 62
# 1630 – 1702	Room 69 to Room 75
# 1703 – 1811	Room 76 to Room 80

X. RECORDS

STUDENT RECORDS

Parent(s)/legal guardian(s) and students are guaranteed the right to inspect, as well as seek addition to or deletion from, all records which are kept, or requested to be kept, by the School Department concerning individual students. These records include the student's transcript and any other recorded information is identified by the student's name. A signed log is kept in each cumulative record for all students.

Pursuant to Massachusetts General Laws Chapter 71, Sections 34D and 34F, and regulations promulgated thereunder, no third party, other than authorized school or Department of Education personnel, shall have access to information in or from a student record without the specific informed consent of the eligible student or the parent(s)/legal guardian(s).

Upon receipt of a Court Order or lawfully issued subpoena, or upon receipt of a request from a court or the Department of Youth Services for information regarding a student, the school, prior to compliance, shall notify the eligible student or parent(s)/legal guardian(s) of the Order, subpoena or request in such reasonable time that he/she may seek to have the process quashed.

Except for certain limited and specifically defined individuals, (i.e., certain court officers, health officials and authorized school personnel), no individual or agency may have access to school records of the students without "the specific informed consent" of the student or his/her parent(s)/legal guardian(s). This means that if a parent(s)/legal guardian(s) or student wishes transcripts or records forwarded to school, colleges, or prospective employers, a written release must be delivered to the Principal of the school or appropriate custodian of the student's school records.

In the case of the student, fourteen through seventeen (14-17) years of age, or of one who has entered the ninth grade, both the student and his/her parent(s)/legal guardian(s), or either one acting separately, shall exercise these rights. Any student eighteen (18) years of age or older may exercise these rights alone.

STUDENT RECORDS – ACCESS RIGHTS AND CONFIDENTIALITY

General information about the student record:

The student record consists of your child's transcript and temporary record that includes, among other things, records pertaining to your child's special education eligibility or program. You have several rights relating to your child's student record. You and, under certain circumstances, your child, have a right to inspect and review any and all records relating to your child which are collected, maintained or used by the school district. If your child's record includes information regarding another child you have a right to inspect and review only the information relating to your child. The school district will only limit your access to the student record if the school district has received a legal document that limits your authority in this regard (for example, a divorce or custody decree that limits your access to information about your child). All of the rights associated with the student record are contained in the Massachusetts Student Record Regulations. Those regulations can be found at 603 C.M.R. 23.00 or by requesting a copy of the regulations from the Department of Education. The following summary of information is provided to assist you in attaining a general understanding of the Student Record Regulations.

Your child's rights of access:

Students who are 14 years of age or in the ninth grade have all the rights that parents have under the Student Record Regulations. If a student is from 14 through 17 years of age or has entered the ninth grade, both the student and his or her parent, or either one acting alone, may exercise these rights. Once a student turns 18, the rights accorded parents under the Student Records Regulations become those of the student. However, the parent may continue to exercise these rights unless the student makes a written request to the school principal or superintendent of schools to prevent the parent from doing so. Should the child make such a request, the parent will still retain the right to examine his or her child's record.

Review of the student record:

If you ask to review your child's records, the school must allow you access to those records without any unnecessary delay and in any event, no later than two consecutive school working days after your request, unless you agree to a longer period of time. Your right to inspect and review your child's student record includes the right to do so before any meeting regarding an IEP or due process hearing relating to the identification, evaluation or placement of your child. Your right to inspect and review your child's student record includes the right to:

- a. Obtain copies of any information contained in the student record upon request. The school district may charge a reasonable copying fee, not to exceed the costs of reproduction, as long as the fee does not effectively prevent you from exercising your right to inspect and review the record. The school district may not charge a fee to search for or retrieve information relating to special education.
- b. Meet with professionally qualified school personnel upon request and have any of the contents of the student record interpreted.
- c. Have your representative inspect, review and interpret your child's record with your specific, written informed consent.

Access to the student record:

The school district is required to keep a record of parties who have obtained access to your child's student record, in whole or in part. You have the right to review this record log. Unless student record information is to be deleted or released, the log requirement does not apply to school personnel whose teaching, counseling, clerical or administrative responsibilities require access to your child's student record. Upon your request, the school district must inform you about the types and locations of student record information for your child.

Changing information in the student record:

You have the right to add information, comments, data or any other relevant written material to the student record. You have the right to make a written request that the school district delete or amend information contained in the student record and/or to have a conference with the principal or designee to make your objection known. You have a right to a written decision on your request within a week of your conference with the principal or from the date the school receives your written objection if there is no conference. You may appeal to the superintendent of schools if the school district does not agree with your position. You also have a right to include in your child's student record a statement commenting on the decision or setting forth your reason for disagreement with the content of the record. Any such statement must be maintained by the school district as part of your child's student record as long as the record or contested portion of the record is kept by the school district.

TRANSFERRING STUDENT RECORDS

When a student transfers to another school district or to a private or parochial school, authorized school personnel of the school to which a student transfers shall have access to the student transfer card mandated by M.G.L. c.76 s.13 without the consent of the eligible student or parent. Such authorized school personnel shall also have access to the transferring student's transcript, health record, and, if the student has been evaluated under Chapter 766, the educational plan and assessments pertinent to it. A release of information form for these records will be sent to the eligible student or parent. These records will be transferred unless the eligible student or parent, within 10 weekdays, responds requesting that some or all of these records **not** be transferred. Other parts of the student records may be released to the school to which a student transfers only with the consent of the eligible student or parent in accordance with 603 CMR. 23.07. (4).

Schools may not exclude a new student because they have not received his or her completed school records from his/her community.

DESTRUCTION OF STUDENT RECORDS

The following notice is directed to graduating students and students who leave the system at other times: Eligible students or parents may obtain copies of their records by notifying the appropriate school prior to leaving the system. Temporary records will be destroyed within seven years after the student leaves the school system. Temporary records may include 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 transcript is not a temporary record and includes only the minimum information necessary to reflect the student's education 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.

Situations where the school will maintain records of a student's temporary record for more than seven years after the student has left the school system are any records that are the subject of an audit investigation which are kept until the investigation is complete. Reporting and Documentation Requirements Regulations requires that each local school district maintain school registers, pupil census, IEPs, and other documentation to support data reported to the Department of Education on the annual End-of-Year Pupil and Financial Report for seven years after its submission. In addition, where school health personnel administer immunizations to students, the health records of such students should be maintained in accordance with applicable medical record requirements. The records of students enrolled before February 1975 are not subject to the regulations. In keeping with the intent of 603 CMR 23.06, however, the time limit for destruction of the record should probably be not less than sixty years for a transcript and not more than seven years for the temporary record.

DISTRIBUTION OF STUDENT INFORMATION TO PARENTS

Parents shall be eligible for the receipt of the following information in a timely and appropriate manner if the parent is otherwise deemed eligible for receipt of student information:

1. Report cards and progress reports;
2. Results of intelligence and achievement tests;
3. Notification of enrollment in a transitional bilingual program;
4. Notification of absences; notification of illnesses;
5. Notification of detention, suspension or expulsion; and
6. Notification of permanent withdrawal from school.

CAREGIVER AUTHORIZATION AFFIDAVIT

Effective as of April 14, 2009, Massachusetts adopted a new law permitting parents to designate a "caregiver," who will have a concurrent right, with the parent or other legal custodians, to make educational decisions. This new law cannot be used to:

- Circumvent state or federal law solely for the purpose of attendance at a particular school;
- Confer rights to persons who have lost their decision making rights by a court of law; or
- Remove, or relinquish the parent's or other legal custodian's rights.

If a parent or other legal custodian decides to appoint a caregiver, that caregiver will have the right to stand in for the parent or other legal custodian with respect to educational policies, obtain educational records, represent parent or other legal custodian in "enrollment, disciplinary, curricular, special education or other education matters, signing permission slips for school activities, and any other decision that facilitates the minor's education experience." The parent or other legal custodian retains the right to make educational decisions and has an overriding vote if the parent or other legal custodian disagrees with the designated caregiver.

File: JR

LEGAL REF.: M.G.L. Chapter 201F

Approved by the School Committee on November 24, 2009, by a vote of 6 – 0 – 1 absent.

CAREGIVER AUTHORIZATION AFFIDAVIT FORM

Effective as of April 14, 2009, Massachusetts adopted a new law permitting parents to designate a "caregiver," who will have a concurrent right, with the parent, to make educational decisions. This form, signed by one of a

child's parents or other legal custodians, allows a third party (caregiver) to make medical and educational decisions on behalf of the child without having custody of the child. **The child must be living with the caregiver.**

This Form of the Affidavit is approved by M.G.L. Chapter 201F and is appropriate for use without modification. Once on file, the Form needs to be updated at least every 2 years. A properly executed Affidavit will require two (2) witnesses (none of which are the named Caregiver), and a notary.

File: JR-F

LEGAL REF.: M.G.L. Chapter 201F

NON-CUSTODIAL PARENTS RIGHTS

As required by G.L. Ch: 71, Sec. 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. c.71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 - 1. The parent has been denied legal custody or has been ordered to supervised visitation based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - 2. The parent has been denied visitation, or
 - 3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
 - 4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07 (5)(a).
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request, the school must immediately notify the custodial parent by **certified and first class mail, in English and the primary language of the custodial parent** that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- (e) The school must delete the electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

File: KBBA

SOURCE: MASC - Revised January 25, 2007

LEGAL REF.: M.G.L. 71:34D; 71:34F; 71:34H

XI. THE COUNSELING SERVICE CENTER

COUNSELING CALENDAR

August

TBD Summer school graduation
26 Counselors return
27 - 31 New student registration
31 Freshman Orientation

September

7 First day of school. Be sure to check the AHS website for important dates.
15 Back to School Night
15 Last day to add/drop courses
20-24 Grade 11 College 101 for grade 11
27-30 Freshman Seminar "High School 101"
27 Counselors begin meeting with all seniors for post - secondary planning
28 College Admissions Representatives begin to visit

October

TBD Financial Aid Seminar 6-8 pm Presenter MEFA
4-7 Grade 10 Naviance and MyCAP lessons
8 Counselors mail letters to seniors and parents regarding graduation status
21 1/2 day District Professional Development

November

2 District PD Day / No School
3 Deadline for requesting teacher/counselor recommendations - Early Action & Early Decision applicants must request much earlier
8-10 Signs of Suicide: Suicide prevention and Depression Screening lesson in Health Class
17 Parent Conferences
30 Grade 10 Naviance & MyCap lessons
TBD Deadline for AP Exam registration and payment

December

1 & 2 Grade 10 Naviance & MyCap lessons
6 All College applications submitted
8 District PD 1/2 day for students

January

3-7 Freshman Seminar - Study Skills- My Cap
18-21 Post-Secondary Planning for Juniors
28 1/2 Day for Students - District Professional Development

February

7-9 Scheduling Assemblies for all grades
8 Eighth grade course selection workshop.
TBD last day to add/drop Semester 2 electives
TBD Letters mailed home to parents/guardians of seniors in jeopardy of not fulfilling graduation requirements.

March

2 1/2 Day for Students - District Professional Development
3 Course requests from students due
10 Parent Conferences 6-8 pm
21-23 Freshman seminar; Intro to Naviance

April

TBD AP Exams pre-administration

26-28 Signs of Suicide: Suicide prevention and Depression Screening lesson in Health Class

May

2 Senior Intentions updated in Naviance

TBD AP exams

12 1/2 Day for Students - District Professional Development

June

4 Graduation

17 Last scheduled day of school (no snow days) 1/2 day

27 Last scheduled day of school with 5 snow days.

COUNSELOR'S MISSION STATEMENT

Counselors work together in partnership with the community to promote the development of each student's academic, social/emotional, and career potential. Through a comprehensive counseling program, counselors assist all students in realizing their abilities, interests, and goals as they transition through the educational process to become successful members of society and life-long learners.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM – *An overview*

The Massachusetts Model for Comprehensive School Counseling Programs is designed to respond to the developmental needs of all students and ensure that every student has the necessary knowledge and skills for school and future success.

The school counseling program works with all students through classroom activities and structured group experiences. It delivers a standards-based, systematic approach focusing on prevention and planned orientation. The comprehensive program facilitates student development in three broad domains:

- Academic/Technical Development
- Workplace Readiness Development
- Personal/Social Development

The emphasis in comprehensive counseling programs shifts from working with individuals to working with all students, from remediation to prevention and from unplanned/unstructured to systematic and accountable.

Our comprehensive school counseling program includes four components:

- The Counseling Curriculum
- Individual Planning
- Responsive Services
- System Support

The program assists and supports students as they begin to understand themselves, develop decision-making and problem solving skills, and plan for the future. The program provides a diversity of experiences suited to the individual student's aptitudes, interests and goals while providing necessary and important information in preparing for success in further education or a career. Counseling promotes effective communication and life planning skills that help students grow into responsible adults.

YOUR COUNSELOR AND YOUR HIGH SCHOOL COURSE SELECTION

During your four years at Agawam High School, you will see your counselor for many different reasons – some may be personal and others may be career-oriented. You, your parents/guardians, and your school counselor will make many important decisions together. For example, selecting the proper courses for next year's studies will be of major concern for you because the proper selection of classes in high school will help prepare you for a job or a career after high school, as well as give you a sound foundation and adequate preparation to be successful in

college or at a technical school after graduation from Agawam High School. Because of the variables involved with a course schedule in a high school our size and because of the complexities in our master schedule, administrators and school counselors work diligently to ensure that students receive all courses that they need not only for graduation but also for college entrance. Agawam High School, however, cannot create a master schedule that allows students or parents/guardians the choice of class teachers.

THE 4-YEAR PLAN: PLANNING YOUR ENTIRE SCHOOL PROGRAM

Students and parents/guardians are encouraged to work with their counselor to establish a four-year plan of course work that will meet their career goals and college plans. Students and parent/guardians should not be planning each school year's course work in isolation but as a part of the entire four years of high school. Families should also give careful thought and consideration to the education plans after graduation from Agawam High School. For example, a college preparatory program consists of specific courses that should be taken during certain school years. Carefully look for courses that have certain prerequisites so that you can take the requisite courses in the right year. To assist you with your planning, the School Counseling Center has an extensive library of resource materials, and both students and parents/guardians are encouraged to make an appointment with the school counselor to discuss their tentative course selections for next school year before the registration form is completed and finalized. There are also additional support services that a school counselor can utilize in assisting a student in making realistic course selections during the registration process each winter. The review of achievement and aptitude test results, along with occupational interest inventories, results of PSAT's, SAT's, ACT's, MCAS scores, and teacher recommendations about future courses can all be of invaluable assistance in the course selection process each year.

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEMS (MCAS)

The Massachusetts Comprehensive Assessment System is currently mandated by the Education Reform Act of 1993. The Agawam Public Schools must abide by this mandate. Students who refuse to participate in MCAS testing, or who refuse to follow directions while taking the test will result in a "failing" score. Students are reminded that these failing test scores lower a school's overall performance rating; a lowered rating may result in the school being found to be "underperforming." Such a finding has potentially serious consequences such as funding cuts and/or loss of local control. Students must receive a passing score in English Language Arts, Mathematics, and Science Technology & Engineering tests in order to receive a high school diploma.

According to the Massachusetts Education Reform Law, all students must pass MCAS exams in order to receive a high school diploma.

Given the complexity of MCAS requirements for each graduating class, the following chart will assist parents/guardians in determining their child's specific MCAS responsibilities based on his/her anticipated year of graduation. Should you have any questions related to MCAS requirements, please contact your child's school counselor.

MCAS Graduation Requirements for Each Graduating Class

Students are required to meet the competency requirements for MCAS as established by the Department of Elementary and Secondary Education.
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A student who passes all his/her high school requirements but does not pass the MCAS exams will receive a "Certification of Attainment" rather than a high school diploma.

ONLINE COURSES

Agawam Public Schools supports online education as a viable methodology for the delivery of directed instruction. Online education should provide an opportunity for students to accelerate curriculum, to complete curriculum, and to provide learning opportunities in areas not available to the student due to scheduling or uniqueness of offerings. The intent of this policy is to promote and encourage alternative learning opportunities for students utilizing technology.

COLLEGE AND CAREER PLANNING

The school counselor helps each student who seeks postsecondary education meet the requirements for admission to technical schools, two-year colleges, and four-year colleges and universities. The counselor also helps students begin to set career goals and investigate possible college majors.

PROMOTION GUIDELINES GRADES 9 - 12

Agawam High School utilizes the nationally recognized and universally accepted Carnegie unit system.

Beginning with the Class of 2010, graduation requirements will include the following:

GRADUATION REQUIREMENTS FOR ALL STUDENTS

1. Four years of English (4 credits)
2. Four years of Mathematics (4 credits)
3. Three years of Science (3 or 4 credits)
4. Three years of Social Studies (3 credits including 2 years of U.S. History).
5. Two years of a foreign language (2 credits)
6. One course in a visual or performing art (.5 credit)
7. One course in instructional technology (.5 credit)
8. Four semesters of physical education/health education (2 credits)

Total number of required credits above = 18. All students **MUST take and pass** 24 units (credits) in order to graduate. All students must carry a minimum of seven (7) credits per year.

CREDIT REQUIREMENTS

Students will be required to accumulate 24 Carnegie units (24 credits) in order to graduate.

- One Carnegie unit is a full-year course taken every day = 1 credit
- ½ Carnegie unit is a half-year course = .5 credit

A significant portion of the total credits must include specific course requirements. Promotion will take place only at the end of the school year or after the successful completion of summer school. Students may not be re-classed from Grade 9 to Grade 11 despite earning the required 12 credits due to the MCAS requirements in Grade 10. If declassified Grade 10 students pass the MCAS exams, achieve the required 18 credits, and pass their required courses (including English 9 & English 10 and their Math courses), they may be re-classed from Grade 10 to Grade 12. De-classed tenth grade students with 18 credits who have **not** passed their MCAS exams may only be promoted to Grade 11.

Students will be required to pass the following number of credits to be promoted to the next grade level:

- 5 credits to move from Grade 9 to Grade 10, and this must include the successful completion of English and Math
- 12 credits to move from Grade 10 to Grade 11, and this must include the successful completion of English and Math
- 18 credits to move from Grade 11 to Grade 12, and this must include the successful completion of English and Math
- 24 total credits to graduate

Note: Students must earn credits in the required courses (see Graduation Requirements for All Students) as well as in electives.

STUDENTS PLACED OUT-OF-DISTRICT

If a student with a disability is placed in an approved or unapproved private special education program through the recommendation of an IEP Team, the District will ensure that the private educational program is sufficient to meet the local requirements for graduation and accept the grades, courses, and credits awarded by the private educational program, as a way of meeting local requirements for graduation. Therefore, if the student meets all

graduation standards of the out-of-district program and passes the MCAS test, the student will be eligible to receive an Agawam High School Diploma.

WAIVERS FROM GRADUATION REQUIREMENTS

Only the Principal can grant waivers exempting individual students from specific graduation requirements. These waivers require identification by the Principal of extenuating circumstances, e.g., a student who attends a full day or partial day collaborative program that necessitates a waiver. No graduation waiver can be granted without this permission and will be issued on a case-by-case basis.

All Agawam High School students or students educated in out-of-district placements, who have not yet passed the MCAS but have met local graduation requirements, as well as the criteria for the state-endorsed credential, will receive a "Certificate of Attainment" and be eligible to walk across the stage on graduation day with their classmates.

GRADUATION REQUIREMENTS FOR ALL STUDENTS

Four years of English (4 credits)
Four years of mathematics (4 credits)
Three years of science (3 or 4 credits)
Three years of social studies (3 credits/including 2 years of U.S. History)
Two years of a foreign language (2 credits)
One course in a visual or performing art (.5 credit)
One course in instructional technology (.5 credit)
Four semesters of physical education/health education (2 credits)

Total number of required credits above = 18. All students MUST take and pass 24 units (credits) in order to graduate. All students must carry a minimum of seven (7) credits per year.

CREDIT REQUIREMENTS FOR EACH GRADE LEVEL AND DECLASSIFICATION PROCESS

Students will be required to accumulate 24 Carnegie units (24 credits) in order to graduate.

- One Carnegie unit is a full-year course taken every day = 1 credit
- ½ Carnegie unit is a half-year course = .5 credit

A significant portion of the total credits must include specific course requirements. Promotion will take place only at the end of the school year or after the successful completion of summer school. Students who were declassified in Grade 9 may be reclassified from Grade 10 to Grade 12 if they have passed 17 credits.

Students will be declassified only once during their freshman year. Once declassified, they will stay with that class until at least the end of their sophomore year. No student will be declassified again after original freshman year. All students will take the MCAS exam in either their second year for students not declassified or their 3rd year for those students who were declassified as freshmen.

Students will be required to pass 5 credits to move from Grade 9 to Grade 10, and this must include the successful completion of English and math classes.

Note: Students must earn credits in the required courses (see previous section entitled "Graduation Requirements for All Students") as well as in electives.

GRADUATION

All students must meet the Agawam High School graduation requirements. All financial and disciplinary obligations must also be met. If a senior is not going to graduate with his/her class, he/she will not be allowed to participate in senior graduation week events. Remember that receiving a diploma is a student's right. However, graduation/senior activities are privileges and attendance can be withheld if a student's behavior is not acceptable.

HONOR ROLL

With the issuing of report cards at the Senior High School, an honor roll is published containing the names of students who have achieved grade average of B- (80-82) or better in all subjects.

HOW CREDITS ARE EARNED

A subject's credit value is based on the number of class meetings per week. For example:

- a course that meets 5 times per week for the entire school year will carry a credit value of 1
- a course that meets 5 times a week for one-half of the school year will carry a credit value of .5
- a course that meets every other day for a full year will carry a credit value of .5

CREDITS / CARNEGIE UNITS

Grade	Numerical Equivalent	Standard Level Course
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	66	1.0
D-	65	0.7
F+	55-64*	0.3
F	0-54	0.0

*Summer School course may be taken to repeat the failed course if a student's final yearly grade is F+.

EFFORT RUBRIC	
RATING	DESCRIPTORS:
4 EXCELLENT	<ul style="list-style-type: none"> • Consistently demonstrates effort in class through positive attitude, interest and desire for learning • Consistently completes assignments of high quality • Consistently participates in class activities • Consistently comes to class prepared and ready to learn
3 GOOD	<ul style="list-style-type: none"> • Demonstrates strong measure of effort • Demonstrates strong ability to complete work assignments • Frequently contributes to classroom activities • Frequently comes to class prepared
2 FAIR	<ul style="list-style-type: none"> • Developing a measure of effort • Occasionally completes work assignments, not always in a timely manner • Displays limited participation in classroom activities • Class preparation is inconsistent
1 POOR	<ul style="list-style-type: none"> • Displays little effort in class • Fails to complete work assignments • Does not participate in class activities • Unprepared for class

COURSE LEVEL DESIGNATIONS

LEVEL I	All Advanced Placement courses with college-level curriculum
LEVEL II	All academically challenging courses that are taught at an enriched and accelerated level. These courses are designated with the word “Honors” in the course title. Some Level II courses may not fulfill the college entrance requirements of all colleges.
LEVEL III	College prep courses and all other courses that meet Agawam High School graduation requirements but may not meet the entrance requirements of all colleges and universities.

COURSE LEVEL VALUE AND WEIGHTING SYSTEM

Agawam High School has a weighted 4.0 grading system.

		<u>Weighted Value</u>		<u>Multiply by</u>
LEVEL I	AP courses	Weighted	5.0	25%
LEVEL II	Honors, accelerated, enriched courses	Weighted	4.5	12.5%
LEVEL III	College prep courses and all other courses	Unweighted	4.0	no add'l factor

GRADES AND GRADE POINT AVERAGE

Report cards are issued in November, January, April, and June. These four report cards reflect the teacher’s overall evaluation of contributions in class, the quality of test performance, and the preparation of outside assignments. The grades earned for term 1 and term 3 represent a temporary record of a student’s scholastic achievement at that point in time. Transcripts will reflect the term grades and the semester 1 grade until the end of the year when all grades will be replaced with a final year-end grade. This gives a college admissions office critical information to make more informed admissions decisions and also gives the student the chance at a ‘clean slate’ each September and each January to begin the recording of grades again for each yearlong course.

Grades on transcripts and report cards are issued on a 4.0 weighted system and the student’s “overall GPA” includes all courses.

Students and parents/guardians should be aware that some college admissions offices recompute a high school’s “overall GPA” and include only academic courses when figuring the college entrance GPA to arrive at an “academic GPA.” Academic classes are usually defined as courses in the English, math, sciences, social studies, and foreign language departments. Students and parents/guardians should become familiar with specific college admissions policies as soon as the student and family begin to express an interest in attending a particular college or university upon graduation and not wait until the student’s senior year to discover that a particular college recomputes the GPA or requires coursework that the student may not have planned for or taken.

CLASS RANK

A student’s Class Rank is determined by placing all of the G.P.A. values of the class in numerical order from the highest to the lowest. Rank in class, along with G.P.A. may be obtained from your School Counselor. Valedictorian and salutatorian status will be determined by the 2 highest G.P.A. rankings and will include the fourth term of the senior year.

TRANSCRIPTS

The official transcript includes a list of all courses taken, the level of the course (I, II, III), the final grade earned, the overall grade point average achieved thus far (or the final grade point average earned as a graduate), and the credits/Carnegie units earned each school year.

PROGRESS REPORTS

AND OTHER WAYS TO IMPROVE STUDENT PERFORMANCE IN COURSES

In addition to report cards at the end of each term, **mid-term progress reports** are issued in the middle of October, December, March, and May to inform parents/guardians. Mid-term grades issued in each subject are a very important part of informing parents/guardians and students about the current progress or lack of progress in each course.

On-going and frequent two-way communication between teacher and parent/guardian is vital for the parent and the student to be fully aware of each student's performance in every course and to discuss possible strategies to improve each student's performance in his/her classes. Use of the email system as a primary source of communication is recommended and encouraged. <firstinitial><lastname>@agawampublicschools.org. Parents/guardians are encouraged to contact their child's school counselor to discuss questions and concerns. Students are also encouraged to take advantage of each of their teachers' **help session days** and the free **peer tutoring** on Tuesdays & Thursdays each week from 2:00 to 2:40 p.m.

SCHEDULE CHANGE POLICY

Please make course selections carefully in consultation with teachers, parents/guardians, and school counselors at the time of registration and course selection each year. Students may request changes to their schedules during the first seven (7) school days, and we will do our best to accommodate requests. There is also a five (5) school days add/drop period for second semester courses.

SUMMER SCHOOL

Within the School System:

When funding for such programs is available, the school system will conduct summer sessions for enrichment, remediation, and course credit as a supplement to the instruction offered during the school year.

Outside the School System:

Students will be given summer school credit only when they have completed a full year's study in the subject matter prior to taking the summer school course in an approved summer school.

Additionally:

1. A student may take a summer school course only if his/her failing average is (F+) or above.
2. A student who passes summer school with a grade of D- (65) or better will receive graduation credit for this course.
3. Both the grade of the failed course and summer school course will appear on the transcript/ however, the summer school course grade will not become part of the student's grade point average (GPA).
4. A maximum of two (2) summer school courses per year may be taken during the summer.
5. In September of what potentially will be a student's graduation year, either June or August, having acquired at least 15 Carnegie credits as of said September and having been enrolled at least 3 years as a high school student as of said September, a student shall be allowed to take up to two (2) summer courses to meet graduation standards. Such provisions will be afforded provided this student has completed a full year's study in the course(s) and received a minimum grade of F+ (55) or above.

In all cases, the principal's approval will be necessary.

File: IHCA

A fee is charged for these classes.

EVENING SCHOOL PROGRAMS

The Agawam School Committee recognizes that it has an educational responsibility to the entire community. To the extent possible and in keeping with the requirements established by law, adult educational programs will be provided to meet the needs of adults and students 16 years of age or older.

Adult evening classes will be sponsored by the school committee and will be controlled and administered in the same general fashion as other parts of the educational program. The Superintendent of Schools, through the Director of the Adult Education Program, will implement the evening classes.

With certain exceptions, the various programs will be supported by a combination of registration and materials fees, school department funds, and such state and federal aid as is available. Specific fees, including registration fees for residents and non-residents, will be determined by the director and are subject to school committee approval. Fees will be based on instructional costs. The Director, with the approval of the Superintendent, may withdraw a course offering if an insufficient number of registrations are received for any scheduled class.

Any adult or student 16 years of age or older may enroll in an adult program leading to an Agawam Evening School diploma or its equivalent.

An Agawam High School senior who passes night school with a grade of D- (65) or better will receive graduation credit for this course.

Both the grade of the failed course and evening school course will appear on the transcript; however the evening school grade will not become part of the student's grade point average (GPA).

Additionally:

In September of what potentially will be a student's graduation year (either June or August) having acquired at least 15 Carnegie credits as of said September, and having been enrolled at least 3 years as a high school student as of said September, a student shall be allowed to take one (1) fall course and one (1) spring course to meet graduation standards. These courses can be taken at any community college and/or at the Agawam Adult Evening Program with prior approval of the Principal and at the student's expense.

DUAL ENROLLMENT – NIGHT SCHOOL

Students who have accumulated at least 15 Carnegie credits by their senior year and were enrolled for three (3) full years in high school will be eligible to take a maximum of two (2) evening school courses to meet their graduation requirements.

Students must have completed a full year of study in their failed courses(s) and must have received a minimum grade of 55 in order to participate in this program.

File: IHE

Ref: No Child Left Behind Act of 2001, MA. Department of Education Goal 5.

THE EARLY COLLEGE PROGRAM

Early College Program/Dual Enrollment

The Early College Program offers juniors and seniors the opportunity to take approved college courses and earn both high school credits and college credits. With prior approval, students may be enrolled full-time or take individual college courses at any accredited two or four-year college or university in Massachusetts that has an early admission program.

Eligibility: Students who are eligible to apply for the Early College Program must:

- Be a high school junior or senior.
- Have met all MCAS requirements.
- Must meet the guidelines and requirements of the institution of higher learning.
- Students must earn a C or better in all college-level course work in order to remain eligible for Early College Program participation.

Course Selection: Coursework to be taken at the institution of higher learning is determined collaboratively by students and the School Counselor. It is the responsibility of the student and parent to consult with the Counselor and Principal to ensure that courses selected will meet the requirements for high school graduation.

High School Credit: An Agawam High School Early College Program student will earn 1.0 credit for each 3.00 credit college course. A student who takes a 4.00 credit college course will earn 1.50 credits at AHS. A 1.00 or 2.00 college credit course will be awarded .50 credits.

High School GPA: All AHS approved college courses that a student takes and passes at an institution of higher learning will be averaged into the student's GPA. Grades earned will be weighted as college preparatory, unless the same course is offered at AHS on the honors or AP level, in which case the course will be weighted accordingly. Remedial or developmental courses required by the college will not earn AHS credit.

Cost: Students are responsible for all costs associated with attending any institution of higher education. Students are responsible for their own transportation, textbooks, instructional materials, and miscellaneous fees. Typically,

high school students are not eligible for financial aid however, students should check with the college to see if funding is available.

Full-time Early College Program students: Students interested in attending full-time must meet with their School Counselor and submit their request in writing to the Principal by April 15th. Students must meet with their School Counselor before the beginning of each new semester to obtain approval for each semester's courses. Full time students must be enrolled in college courses totaling at least 12 academic credits each semester and must meet AHS graduation requirements.

INSTRUCTIONAL SUPPORT TEAM

The IST in each building meets and discusses individual students who are not experiencing success in the general education setting. The goal of the Instructional Support Team is to assist all children to be successful within the general education setting without special education support.

Concerned parents/guardians are encouraged to contact the building administrator.

CONNECTIONS PROGRAM

The Connections Program services students in grades 9 through 12 who have been identified and evaluated for needing additional support and structure. The program provides clear expectations with a structured environment to support smaller class size, limited transitions and familiar adult support.

PHYSICAL LIMITATIONS

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

The District does not require a pregnant student to obtain certification of a physician that the student is physically and emotionally able to continue in school, other than the same health and immunization records that are required of all students. No limitations or accommodations will be implemented for a pregnant student unless the district requires such limitations or accommodations for all students for other physical or emotional conditions requiring the attention of a physician.

The building principal or designee will then consult with the student's parents/guardians to determine the nature of the limitation and the necessary accommodations that will need to be made to ensure accessibility to all District programs.

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

File: JIE

CROSS REF.: Policy JIE, Medical Conditions

SOURCE: Hampden-Wilbraham Regional School District, OCR Audit

LEGAL REF.: M.G.L. 71:84 34 CFR § 106.40 (b)

INCOMPLETE GRADES

Incomplete grades must be preapproved by the Principal and must be made up within two weeks.

Incompletes should be used when the work missing is integral to the curriculum for that term. It should include only work missing during the latter part of the term due to the student's documented medical condition, death in the immediate family, extended hospital stay, or incarceration.

Incompletes must not be used to cover excessive absenteeism.

There may be instances – on a case-by-case basis – where the student is granted more than two weeks extension to complete work. This must be authorized by the principal.

XII. SPECIAL EDUCATION

MASSACHUSETTS DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL EDUCATION – PARENTS' RIGHTS BROCHURE (SPECIAL EDUCATION)

Dear Parents:

Your child has been referred for or is currently receiving special education services to provide for his or her individual educational needs. This brochure is designed to assist you in understanding the special education process and your rights.

The requirements regarding special education are based on state and federal law. The relevant laws are the following:

State Law: The state special education law, popularly known as “Chapter 766” after the session law number under which it was passed in 1972, is contained in the Massachusetts General Laws (GL) at Chapter 71B. The regulations implementing the statute are found in the Code of Massachusetts Regulations (CMR) at 603 CMR Section 28.00.

Federal Law: The federal special education law is known as “IDEA” (Individuals with Disabilities Education Act). The statute is located in the United States Code at 20 U.S.C. § 1400. In 1997, Congress reauthorized the IDEA and the amended statute is popularly referred to as “IDEA-97”. The implementing regulations for IDEA are found in the Code of Federal Regulations (CFR) at Chapter 34, Section 300.

The federal and state special education laws are grounded upon six basic principles:

1. Parent & Student Participation
2. Free and Appropriate Public Education (FAPE)
3. Appropriate Evaluation
4. Individualized Education Program (IEP)
5. Least Restrictive Environment
6. Procedural Safeguards

In the following section of this document, each of the principles is described:

1. Parent & Student Participation – The law provides for many opportunities for parents to be involved in the planning and discussions concerning their child’s special education needs, including as an integral member of the team that discusses eligibility, services, and placement of students. You are entitled to have Team meetings held at a time and place mutually convenient to you and to other members of the Team. If your child is 14 years of age or older, the district must invite your child to attend Team meetings; if your child is younger than age 14, you may invite your child to Team meetings if you decide it is in his or her best interests. If you are unable to participate in a Team meeting, the district is required to use other methods (such as phone conferencing or other meeting opportunities) to ensure that you have the opportunity to participate in the discussion even if you cannot be present. Parents have rights to consent to or reject proposals for their child’s education and to receive information in understandable written form. As the student grows older, he or she begins to have rights to participate in the Team process and in planning for transition to adult life. Additionally, the law entitles students of any age who are receiving special education to participate in the general education program of the school, including participation in school-wide or state-wide assessment programs.

The law does not speak directly to your responsibilities as a parent, but the opportunities that the law provides for your participation are intended to promote a dialogue between you and the school district on behalf of your child. You are expected to share information about your child and the school district is expected to attend to the information you provide and the concerns you present. It is important to emphasize that special education is most successful when it is viewed as an ongoing partnership with all parties having a strong interest in providing the best possible education for the student. Although as a parent you have many rights, it is important to remember that the relationship you build with the school district may endure for many years and a positive, cooperative relationship on the part of both parents and school district personnel is most likely to result in maximum benefit to the student.

2. FAPE – Under federal law, students who are eligible for special education are entitled to FREE, APPROPRIATE, PUBLIC EDUCATION – This concept is known as “FAPE”. Massachusetts interprets FAPE to mean that students eligible for special education are entitled to a free, public education that provides for the student’s maximum possible development in the least restrictive environment (see also organizing principle #5, below).
3. Appropriate Evaluation – A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education and, if eligible, to assist in determining appropriate special education and related services that may be necessary. Additionally, the law provides for periodic reevaluations to ensure that the student is benefiting from and continues to require special education. Your consent will always be required prior to these evaluations.

In Massachusetts, in order to be found eligible for special education, a student must demonstrate the presence of a disability (autism; developmental delay; intellectual, sensory, neurological, emotional, communication, physical, or health impairment; or specific learning disability) that prevents the student from making effective progress in education and requires specially designed instruction or related services in order to access the general curriculum. An initial evaluation to determine eligibility will seek sufficient evaluative information in order to make a firm determination that considers all of these factors.

Although the state testing program, the Massachusetts Comprehensive Assessment System (MCAS) is an evaluation, it is not a part of the evaluation conducted to determine if the student requires special education. The special education law provides protections to ensure that every student with disabilities is included in state or district-wide testing to ensure that the educational needs of students with disabilities are considered in a systemic way. Therefore, your permission is not required for your son/daughter to participate in MCAS or any other state or district-wide tests. However, during the Team meeting held to develop your child’s Individualized Education Program (see #4 below on IEP), you and the other Team members will discuss the best way for your child to participate in the MCAS and note this on your child’s IEP.

4. IEP – The law provides that the Team develops an Individualized Educational Program (IEP) in written form to describe the programs and services that are needed and that they will be provided when a student has been determined to be eligible for special education. Your permission will always be requested before any IEP services are provided.
5. Least Restrictive Environment – This principle, known as “LRE” means that, if possible, a student who needs special education services should receive those services in the general education environment, with students who do not have special needs. Further, LRE means that removal from the general education environment should only occur if the nature or severity of the student’s special education needs are such that education in general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. IDEA-97 strengthened this principle even more by saying that no child should be removed from the general education classroom just because of needed modifications in the curriculum. This means that the Team is strongly obligated to consider how your child can be supported in the general education classroom before even considering serving your child in any other setting.
6. Procedural Safeguards - Finally, the law provides a number of procedural safeguards to ensure that parents’ and students’ rights are preserved, that information is provided on a timely basis, and that services are delivered appropriately. Parents have considerable rights to agree or disagree with proposals of the school district and also have the right to make proposals themselves.

The remainder of this brochure is designed to provide specific detail on the various procedural safeguards of the law.

You are not obligated to read this material, nor are you obligated to exercise one or more of these rights. However, it may be helpful for you to understand the scope of the safeguards available to you. It is our hope that you will use this brochure to help you understand the law, your rights, your responsibilities, and the responsibilities of the

school district. No exercise of procedural safeguards, however, substitutes for a positive partnership with the school district.

RIGHT TO RECEIVE WRITTEN NOTICE

You have a right to receive written notice within a reasonable time before the school district proposes or refuses to initiate or change the identification, evaluation or educational placement of your child or the provision of FAPE to your child. This means that written notice must be provided in the following specific circumstances:

- When the school district proposes an initial evaluation or re-evaluation.
- When the school district proposes a new or amended IEP.
- When the school district proposes a change in placement.
- When a student is suspended for more than ten consecutive days in any school year.
- When the school district proposes termination of special education services.
- When the school district refuses to change a previously accepted IEP or placement.
- When the school district refuses to conduct an assessment at your request.
- When the school district refuses to provide a service you have requested that is not on your child's IEP, or otherwise refuses a request you have made related to the provision of special education to your child.

The written notice must include:

- (a) A full explanation of the procedural safeguards available to you under federal special education law (as provided by this brochure);
- (b) A description of the action proposed or refused by the school district which includes:
 1. An explanation of why the action is proposed or refused;
 2. A description of any options the school district considered and an explanation of why those options were rejected;
 3. A description of each evaluation procedure test or record used as a basis for the action proposed or refused;
 4. A description of any other factor relevant to the school district's decision.

The notice must be written in simple and commonly understood words and must be in both English and the primary language of the home. Any interpreter used must be fluent in the primary language of the home. When you or your child is unable to read in any language or are blind or deaf, the notice must be made orally, in Braille, in sign language, or in writing, whichever is appropriate. If the school district provides you notice orally or in some other mode of communication that is not written language (such as sign language) the school district must keep written documentation that it has provided you notice in such a manner of the content of such notice and of the steps taken to ensure that you understand the content of the notice.

PROVIDING YOUR WRITTEN CONSENT

The school district must obtain your written consent before evaluating your child or before providing your child with special education and related services according to an IEP. Specifically, this means that your consent is required before the school district may conduct an initial evaluation or reevaluation of your child and prior to the initial provision of special education and related services to your child and for any subsequent IEP and placement. Once you have consented to an initial placement in a special education program, if you refuse to provide consent to any subsequent actions related to special education, the school district cannot use your refusal to consent as a basis to deny you or your child any other service, benefit or activity to which you or your child may be entitled. "Consent" means that:

- (a) You have been fully informed of all information relevant to the activity for which your consent is sought in your native language or other mode of communication; and
- (b) You understand and agree in writing to the carrying out of the activity for which your consent is sought; and
- (c) The consent form used by the district describes the activity for which consent is sought and lists the records (if any) which will be released and to whom; and
- (d) You understand that it is your voluntary choice to give consent and you may revoke your consent at any time. If you revoke your consent, from that point forward the district must cease the activity to which you had previously consented.

If you refuse your consent:

In most cases your refusal to consent will be fully honored. However, to protect the rights of your child, the law requires the school district to consider the effect of your refusal on the education of your child. At any point after your child is first placed in a special education program, if a school district believes your refusal to consent would deny your child a free appropriate public education (FAPE), the school district must take steps to ensure that FAPE is provided. Such steps may include mediation and/or initiation of a due process hearing as described later in this brochure to resolve the dispute. The school district cannot request a hearing to dispute your refusal to consent to the initial evaluation or initial placement of your child in special education.

Rights associated with consent:

- You have a right to accept or reject a finding of no special needs or a proposed IEP in whole or in part, or to meet with school representatives to discuss the IEP during a thirty day period following receipt of the proposed IEP.
- If you accept part of the proposed IEP, the part you accept must be implemented immediately.
- You have a right to accept or reject the placement proposed to deliver the services on the IEP.
- At least a year in advance of the time when your child would graduate from high school, you have a right to discuss your child's proposed high school graduation and the anticipated termination of your child's special education services with school officials. In addition, you have a right to accept or reject that portion of an IEP that proposes graduation, and a right to request mediation or a hearing before the Bureau of Special Education Appeals on the issue of graduation.
- If, at the time that your child is scheduled for a reevaluation (usually every three years), the school district recommends that additional evaluation is necessary and asks for your consent to that recommendation, you may refuse that recommendation and request a full or partial reevaluation.

Your Responsibility to Provide Notice to the School District if You Place Your Child in a Private School

Under some circumstances, you may decide that the public school district is not providing an appropriate education for your child (see organizing principle #2, FAPE, above) and you may decide to remove your child from the public school system and place him or her in a private school. If you choose to do this and want the public school district to pay the private school tuition, you are required to notify the school district before you remove your child. You must give this notice either at an IEP meeting or in written form at least 10 business days before you remove your child from the public school program. You must tell the public school why you disagree with the IEP and program that the public school has proposed or provided for your child, and you must state your intention to remove your child and enroll him or her in a private school. If the school asks to evaluate your child prior to removing him or her from the public school program, you must make your child available for such evaluation.

Giving notice to the school district is only the first step in receiving public funding if you remove your child from the public school program. Following such removal, you must prove at a due process hearing that the school district program failed or is unable to provide your child with FAPE in a timely manner and that the private school can provide your child with an appropriate education. If you complete both steps and are successful in proving your case, the Bureau of Special Education Appeals hearing officer may require the school district to use public funds to pay for your child's private school placement.

Right to Independent Education Evaluation (IEE)

When you pay for an IEE:

If you disagree with the school district's evaluation of your child, you have a right to seek an IEE. Parents may seek an IEE at private expense at any time. Upon your request, the public school district must provide you with a list of persons who conduct IEEs in your area of Massachusetts, although you are not limited to using evaluators from that list.

Circumstances under which the school district may pay for the costs of evaluation:

The state regulations require school districts to finance IEEs for low-income families and to share the costs of IEEs for middle-income families. If your child is eligible for free or reduced cost lunch, then, at your request, the school district will pay for an IEE that is equivalent to the types of assessments done by the school district. If your child does not qualify for a reduced cost lunch, he or she may still be eligible for school district funding, either in whole or in part, depending on your family income. The school district will ask for income information and some validating documentation. Sharing financial information with the school district is completely voluntary on your part. If you choose to share such information, the school district must tell you promptly whether or not you are

eligible for full or partial funding of an IEE. Your right to a publicly funded IEE through this income eligibility process will extend for 16 months from the date of the school district's evaluation with which you disagree.

Circumstances under which the school district may pay for the costs of evaluation:

If you request an IEE paid for by the school district and you are not income eligible or do not wish to use the income-eligibility process, you should notify the school district in writing of your request without undue delay and either agree to pay for the IEE or initiate a hearing with the Bureau of Special Education Appeals (BSEA) to show that the school district evaluation was not comprehensive and appropriate. If the BSEA agrees with the school district, then the district is not obligated to provide public funds for an IEE. Any IEE that is paid for with public funds must abide by state requirements relating to qualifications of the evaluator and the rates charged for the evaluation.

Consideration of results of IEEs:

If you arrange for an IEE (regardless of whether it is paid for with private funds or public funds) and have the results sent to the school district, the school district must convene a Team meeting within ten school working days of receipt of the evaluation information to consider the evaluation and what, if any, changes should be made to the student's IEP based on the evaluation.

Complaints, Mediations and Due Process Hearings

Complaints or concerns about whether the district is following special education requirements:

The Department of Education encourages you to first attempt to resolve the matter with local school district officials. Contact your school Principal, your Administrator of Special Education, or your Superintendent to ask for assistance. In some cases, however, you may feel that you need to go outside the district. The Massachusetts Department of Education has a "Problem Resolution System" where you can file complaints or ask for a resolution of a dispute about compliance with a law or regulation. You can contact the Department directly at (781) 338-3700 to file such a complaint. The Department will send you written information and will request a written statement of the problem if you wish the Department to intervene. If you sent written information requesting a resolution of your problem, the Department will ensure it is investigated and will send you a letter of its determination within sixty (60) calendar days of receiving your written request. The address for the Department of Education Problem Resolution System is:

Program Quality Assurance Services
Problem Resolution System
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023

Mediation services or hearings:

You have a right to request mediation or a due process hearing conducted by the Bureau of Special Education Appeals (BSEA), whenever there is a dispute between you and your child's school district over the identification, evaluation, placement, proposed IEP, the manner of implementation of the IEP, the provision of a free appropriate public education, or the procedural protections of state or federal law for your child. You may obtain a list of free or low-cost attorneys and advocates to assist you by calling the BSEA at (781) 338-6400.

The school district also has the right to request mediation or a hearing held by the BSEA for the same reasons, except that it cannot request a hearing to dispute your refusal to consent to the initial evaluation or placement of your child in special education.

Information about mediation:

Mediation may be requested by either the parent or school district. Mediation is a voluntary, informal process, conducted under the direction of a BSEA mediator, which is designed to assist you and your school district in reaching an agreement regarding the issue in dispute. If you reach an agreement, it will be written down as a mediation agreement. If no agreement is reached, you may still request a hearing. If you wish to schedule a mediation, or wish more information about mediation, you may call a Department mediator at (781) 338-6400.

Information about mediation:

A parent or school district may request a hearing by sending a written request to the following address:

Bureau of Special Education Appeals
Department of Education

The hearing request should contain the names and addresses of: the parents or guardians and child, the school district's representatives and any attorneys or advocates involved, as well as a short statement of the reason for the hearing request. When you request a hearing, the BSEA will provide you with a list of free or low-cost attorneys and advocates. The BSEA will also send detailed information about your rights and responsibilities in regard to the requested hearing.

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five (5) days in advance with the Special Education Director or designee and Principal.
2. The Special Education Director or designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outline within law and DESE regulation.
4. The Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent, the parent must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation to the Educational Team Facilitator at least 3 days in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view.
12. A school administrator or designee also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) at least 3 days in advance to any follow-up TEAM meeting.
13. The parent or parent representative must sign the attached Observation Agreement so that both the School District and classroom parents have assurance that information concerning other students' education remains in the classroom and is not discussed publicly.

OBSERVATION AGREEMENT

Parent observers in classrooms, and their designees, are required by law to maintain confidentiality of all information about students in the class. As an observer, you will have the opportunity to see students in a variety of interactions. By signing this statement, you are acknowledging your understanding of this confidentiality requirement.

I have read the Agawam Public Schools outline of procedures regarding "Parent Observations in Classrooms" and agree to fully abide by all terms therein.

I also agree to maintain strict confidentiality regarding information or observations about all students in the classroom where I am observing.

I further agree that the observation of the child is in no way an evaluation of staff performance.

(Parent or Designee Signature)

(Date)

File: IHBA

LEGAL REFS.: M.G.L. Chapter 71B:3

Mass. Department of Elementary & Secondary Education

Technical Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. Special Education laws require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Plan (I.E.P.). The following additional requirements apply to the discipline of special needs students:

1. The I.E.P. 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 I.E.P.
2. The principal (or designee) will notify the special education office of the suspendable offense of a special needs student and a record will be kept of such notices.
3. When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the I.E.P. 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 will either:
 - a. Design a modified program for the student;
 - b. Write an amendment to provide for the delivery of needed modifications of the I.E.P. relative to discipline code expectations. In addition, the Department of Education will be notified as required by law, requesting approval of the alternative plan to be followed.

AGAWAM PUBLIC SCHOOLS PROBLEM RESOLUTION GUIDELINES

In order to foster and promote a cooperative, informal, and expeditious resolution of problems or concerns regarding an eligible student's education program, parents are strongly encouraged to follow the following jointly developed guidelines:

1. Communicate your concern(s) with your child's teacher(s) and/or related service provider(s). Often a problem may be a misunderstanding and can be effectively addressed through clarification. Teachers and/or related service providers are encouraged to respond to oral or written communications in a reasonably prompt manner within two (2) school days, except for unusual circumstances;
2. If your concern is not answered or resolved at the teachers/related service providers level, communicate directly with your child's IEP Contact Person/Education TEAM Facilitator. The Contact Person/ETF shall review and respond to your concern in writing within three (3) school days;
3. If your concern is not resolved by the Contact Person/ETF level, you should communicate directly with the Building Principal. The Building Principal shall review and respond to your concern in writing within three (3) school days;

4. If the problem continues, you should state your concern(s) directly to the Director of Special Education. The Director shall review your concern(s) with appropriate school personnel and respond to you in writing within five (5) school days;
5. If the problem still exists, you should contact the Contact Person/ETF and request that your child's TEAM reconvene to address your concern(s). Please provide your availability to the Contact Person/ETF. Please also inform the Contact Person/ETF if you will be bringing an advocate and/or attorney to the TEAM. The Contact Person/ETF will forward a notice to you within two (2) school days and schedule the TEAM meeting within ten (10) school days or at a mutually convenient time; and
6. If the problem is not resolved at the TEAM level, you may exercise your parental rights by filing: (1) a complaint with the Department of Education's Problem Resolution System; (2) a Request of Mediation with the Bureau of Special Education Appeals (BSEA); (3) a Request for Hearing with the BSEA; or (4) a complaint with the Office of Civil Rights.

Copies of forms for complaints or requests for hearing/mediation are available at the Special Education Office, or you may contact the Department of Education, Program Quality Assurance at (781) 338-3795, Bureau of Special Education Appeals (BSEA) at (781) 338-6400, or the Office of Civil Rights (OCR) at (617) 223-9662.

XIII. SECTION 504

PARENT'S AND STUDENT'S RIGHTS UNDER SECTION 504, TITLES II, IV, VI, IX AND THE AMERICANS WITH DISABILITIES ACT

It is the policy of the Agawam Public Schools to comply with all applicable provisions of Section 504 of the Rehabilitation Act of 1973, as well as those contained in Title II, Title IV, Title VI, Title IX, and the Americans with Disabilities Act. These Acts prohibit discrimination against persons with a handicap in any program which receives federal funding. A person with a handicap is defined as one who:

- Has a mental or physical impairment which substantially limits one or more major life activities;
- Has a record of such impairment; or
- Is regarded as having such impairment.

The Agawam Public Schools recognizes its responsibility to avoid discrimination in policies and practices involving both students and staff. No discrimination against anyone who falls under the provisions of Section 504 will knowingly be permitted in any program or practice of the Agawam Public Schools. Accordingly, the Agawam Public Schools acknowledges that it has specific responsibilities to identify such handicapped persons, to evaluate such persons, and, if they are eligible under Section 504, to provide them with reasonable accommodations to the appropriate educational services.

Any student, parent, or legal guardian who believes that he or she has been discriminated against on the basis of a handicap should immediately file a written complaint with the Student Services Supervisor of the Agawam Public Schools, who will then investigate the complaint.

No student, parent, or legal guardian who has filed such a complaint will be subject to coercion, intimidation, interference, or retaliation for registering a complaint or assisting in the investigation of the complaint.

PARENT(S)/GUARDIAN(S) NOTICE OF RIGHTS UNDER SECTION 504

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination based on his/her handicapping condition(s).
2. Have the school district advise you of your rights under the Federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free, appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided to non-handicapped students;

6. Have evaluation, educational, and placement decisions based upon a variety of sources by persons who know the student, the evaluation data, and placement options;
7. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district;
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district;
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement;
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records;
12. Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
13. File a grievance;
14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, education program, or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing and mediation requests may be made to: Commonwealth of Massachusetts, Department of Education, Bureau of Special Education Appeals, 350 Main Street, Malden, MA 02148-5023. Phone – (781) 338-3000;
15. Appeal to the Office of Civil Rights (OCR), Region 1, John W. McCormack, Post Office and Court House Square, Room 222, Boston, MA 02700. Phone (617) 223- 9662.

The person in this district who is responsible for assuring compliance with Section 504, Titles II, IV, VI, IX and the Americans with Disabilities Act is:

Cheryl Salomao
Interim Assistant Superintendent for Curriculum, Instruction, & Human Resources
1305 Springfield Street
Feeding Hills, Massachusetts 01030
(413) 821-0568

GRIEVANCES

The Agawam Public Schools has established an internal procedure in order to provide for prompt and equitable resolutions of complaints alleging any action prohibited by the United States Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II of the ADA regulations largely reinforces Section 504 of the Rehabilitation Act of 1973. This procedure is also to be followed when lodging complaints involving alleged violations of Title IV, Title VI and Title IX.

Title II states, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in programs or activities” sponsored by a public entity.

Title IV of the 1964 Civil Rights Acts provides that no person shall, on the grounds of race, color, or national origin, be excluded from participating in any program receiving federal financial assistance. Section 901(a) of Title IX of the Education Amendments of 1972 prohibits any educational program or activity from discriminating on the basis of sex.

Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities within the work and school setting. Section 504 is a federal civil rights statute.

Section 601 of Title IV prohibits discrimination on the basis of race, color, or national origin.

(Note: Complaints that do not allege discriminatory conduct should be directed to the building principal.)

GRIEVANCE PROCEDURE

A. DEFINITIONS

A “Grievance” is a complaint made pursuant to, and arising out of, the Agawam Public Schools obligations under Section 504 of the Rehabilitation Act, Title II, Title IV, VI, Title IX, and the ADA.

An “Aggrieved Party” is a person or persons making the complaint.

B. PURPOSE

The purpose of this grievance procedure is to secure prompt and equitable solutions to grievances which may, from time to time, arise pursuant to Section 504, Title II, Title IV, Title IX, and the ADA.

C. GENERAL

No aggrieved party will be subject to coercion, intimidation, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this grievance procedure.

All documents, communications, and records dealing with the filing of a grievance will be kept confidential to the full extent provided by law.

Forms for filing grievances will be provided upon request by the Agawam Public Schools’ Section 504, Title II, Title IC, Title IX and ADA District Coordinator whose address appears on previous page.

D. PROCEDURE

When the aggrieved party is a student or student’s parent/guardian:

1. The aggrieved party should complete a Grievance Form and return it to the Section 504 School Coordinator of the school building in which the alleged grievance occurred. The complaint should be filed within fifteen (15) days after the complainant becomes aware of the alleged violation. (Allegations of discrimination occurring before this grievance procedure was in place will be considered on a case-by-case basis). Assistance will be provided, upon request, to enable an individual to complete the Grievance Form and pursue the grievance process.
2. Within ten (10) school days after receiving the grievance, the Section 504 School Coordinator shall meet with the aggrieved party in an effort to resolve the grievance. This investigation into the complaint is contemplated to be thorough, but informal, in nature. All interested persons and their representatives, if any, shall be afforded an opportunity to be heard and to submit evidence relevant to the complaint. If the grievance is not resolved, it will be forwarded to the Section 504 District Coordinator.
3. Within thirty (30) school days of receipt of an unresolved grievance, the Section 504 District Coordinator will conduct a hearing to determine what, if any, action shall be taken in response to the grievance. The hearing shall be held at a time and place mutually convenient to all parties. The hearing procedure will follow appropriate due process procedures, including:
 - a. The opportunity for the aggrieved party to present the grievance in any suitable manner;
 - b. The right of the aggrieved party to an impartial hearing officer;
 - c. The right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party's expense (the aggrieved party should notify the Section 504 District Coordinator if he/she will be represented by counsel);
 - d. The right of the aggrieved party to a prompt decision.
4. A written determination of the validity of the complaint and a description of the resolution, if any, shall be issued by the Section 504 District Coordinator and forwarded to the complainant no later than fifteen (15) working days after its filing. The determination of the validity of the complaint and the description of the resolution will be provided in an alternate format, upon request, if needed, for effective communication.
5. The complainant can request a reconsideration of the case in instances where he/she is dissatisfied with the resolution. The request for reconsideration should be made within fifteen (15) working days following receipt of the written determination to the Superintendent of the Agawam Public Schools.
6. The right of a person to a prompt and equitable resolution for the complaint filed, hereunder, shall not be impaired by the person’s pursuit of other remedies, such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

7. These rules shall be construed to protect the substantive rights of the interested persons to meet appropriate due process standards and to assure that the Agawam Public Schools comply with the ADA and implementing regulations.
8. Copies of all resolutions and findings made under this procedure shall be filed with the Superintendent's Office of the Agawam Public Schools.

XIV. MATERIALS

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

Commercial organizations offer many materials for use by teachers in the classroom. Some of these materials are of high educational value with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value. In general, supplementary printed materials from commercial, political, religious, or other non-school source, should have the approval of the Principal, subject to final approval by the Superintendent of Schools before being used in the schools. This approval may be given to materials which are of obvious educational quality, which supplement and enrich text and reference book materials for definite school courses, which are timely and up-to-date, and which promote American democratic ideals and moral values.

SUPPLEMENTARY MATERIALS DISTRIBUTION

Distribution of Printed Matter Other Than School Publications

Approval

The material to be distributed will be submitted to the principal or assistant principal at least one day in advance, or earlier if the material is so unusual as to require submission to the office of the Superintendent of Schools.

Unacceptable Material:

- a. So-called "hate" literature that scurrilously attacks ethnic, religious or any racial group.
- b. Any material that promotes hostility, disorder, or violence.
- c. Any material that proselytizes a particular religious belief.
- d. Materials designed for commercial purposes – advertising a product or service for sale or rent.
- e. Any material that is libelous, invades the rights of others, or inhibits the functioning of school.
- f. Material which in any part promotes, favors, or opposes the candidacy of any candidate for election, or the adoption of any bond issue proposal, or any public question submitted at any general, municipal, or school election. This prohibition will not apply on any Election Day or special election when school is being used as a polling place.

Places

Distribution will be made in a place within the school or on school grounds as designated by the school principal.

Time

One-half hour before school and/or fifteen minutes after the close of school.

Littering

The individuals distributing the materials will remove all distributed items discarded in school or on school grounds.

Appeal

Individuals denied approval by the principal may appeal such action by contacting the superintendent of schools.

Distribution of Special Aids (Non-Printed Materials)

Non-printed materials such as models, cuts, films, slides, pictures, charts and exhibits of an educational nature shall be submitted to the building principal for approval in accordance with the same procedures and guidelines as print materials.

INSTRUCTIONAL MATERIALS

Selection Procedures

Responsibility for the selection of instructional materials rests with the Building Principal and the Director of Curriculum & Instruction, subject to approval of the Superintendent of Schools. The Superintendent seeks the recommendations of professionally trained personnel who know the courses of study, the methods of teaching, and the individual differences of the students. The School Committee retains the responsibility of the final approval.

Selection of materials will be accomplished cooperatively by teachers, curriculum supervisors, librarians, and/or administrators in the following manner:

- a) The librarian shall periodically request teachers to make suggestions for library/media center acquisitions. In addition, the librarian shall publicize the fact that suggestions for acquisitions may be made throughout the year
- b) The librarian and curriculum supervisors should consult curriculum guides and new course descriptions in order to keep the instructional materials up to date
- c) The library media center shall take into consideration suggestions from students for purchase of instructional materials, magazines, and newspapers
- d) Whenever teachers, librarians, curriculum supervisors, and/or administrators will preview possible non-print materials
- e) It is suggested that whenever appropriate, materials that have been used in individual courses be evaluated by teachers and students as a guide to further selection
- f) All requisitions must have the approval of the principal and the appropriate curriculum supervisor and/or librarian.

In all cases, materials (both print and non-print) purchases will be selected according to the following criteria:

- 1) The representation of various points of view on controversial subjects in curriculum.
- 2) The relationship of the materials to the goals and the objectives of the curriculum and/or the interests of the students for whom they are intended.
- 3) The quality of the materials to implement the philosophy of the school, the various departments, and the philosophy stated in the clarification of this document.
- 4) Review media using any standard selection tool of the various discipline or general guides such as the following book lists: Paperback Book Guide, New York Times Book Review, and School Library Journal.

Legal Refs.: M.G.L. 71-48; 71-49; 71-50

Adopted: Date of Manual Adoption

Revised: December 2, 2002

VIDEO USAGE IN CLASSROOMS

It is the policy of the Agawam Public Schools to provide the following directions for video use in the education of students:

I. VIDEO USAGE

- A. The primary use of videos is for instructional purposes. By law, any video that does not include “public performance rights” (something the Agawam Public Schools purchased exclusively for classroom use) must comply with the “fair use” provision of copyright law as outlined in the attachment to this policy statement. This requires that videos:
 1. Be used with students in “face-to-face” instruction with the teacher.
 2. Be correlated to the Agawam Public Schools Curriculum Guides.
 3. Be shown in a normal instructional setting.

II. VIDEO RATINGS

A. Grades PreK – 4:

Elementary schools may only show “G” rated videos to students in Grades PreK – 4.

B. Grades 5 & 6:

Agawam Middle School may only show the following:

1. “G” and “PG” videos to students in Grades 5 & 6.
(PG movies may be shown to fifth and sixth grade students only with prior approval by the building Principal.) Parent/Guardian notification of potential PG video viewing will be included in the student handbook. Any parent/guardian who does not

wish his or her child to view PG-rated videos should follow the procedure outlined in the student handbook.

C. Grades 7 & 8:

Agawam Junior High School may show the following:

1. "G" and "PG" rated videos
2. "PG-13" rated videos with approval of the building Principal
Parent/Guardian notification of potential PG-13 video viewing will be included in the student handbook. Any parent/guardian who does not wish his or her child to view PG-13 videos should contact the building Principal as outlined in the student handbook.

D. Grades 9 – 12:

Agawam High School may show the following:

1. "G", "PG", and "PG-13" videos

III. VIDEO SOURCES

- A. Any video from a school district catalog media center may be shown to students. (Grade level recommendations shall be observed.)
 - B. All videos legally purchased by the school media centers may be shown if approved for purchase by a building Principal.
 - C. Commercially rented videos carry individual restrictions and may not be shown.
 - D. Privately-owned videos may not be shown unless approved by the building Principal.
-
- A. All videos must be previewed by the teacher before showing.
 - B. Sound instructional principles that maximize instructional time should always be employed (e.g. show only relevant clips, inform student of the instructional purposes, stop & start video to integrate other instructional activities, use pre/post questions, discussions, and assessment, etc.).
 - C. Use of close-captioning where applicable and available.

File: IJNDA

SOURCE: National School Board Association

U.S. Copyright Law, Title 17, U.S. Code– Fair Use, section 107 through 118

ANIMALS IN THE CLASSROOM

Animals can be effective teaching aids, and the benefits of the human-animal bond are well established. However, animals in the classroom necessitate certain safeguards. Because diseases can be transmitted from animals to people, consideration should be given to potential health issues before bringing animals into the classroom.

The following criteria shall be met prior to bringing an animal into the classroom:

- Clear parent/guardian notification guidelines and safety protocols will be in place before allowing animals in the classroom.
- Classroom pets or visiting animals must be in good health.
- Pets or visiting animals shall have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected), and the animal is suitable for contact with children.
- Teaching staff will supervise all interactions between children and animals and instruct children about safe behavior when in close proximity to animals.
- School nurse will be notified, prior to pet or visiting animals entering the school, to make sure that any child who is allergic to a type of animal is not exposed to that animal.

No wild animal, no matter how tame, will be brought into a classroom except under the direct supervision of a qualified animal care professional. No reptiles will be allowed as classroom pets because of the risk of salmonella infection.

Parents, students, and teachers must make a written request to the building principal one (1) week prior to the animal visit. The principal will give final approval for all animal visits.

File: IMG

REF: Mass. Dept. of Public Health 2007, Comprehensive School Health Manual, Ch. 8
NAEYC Accreditation Criteria for Health Standards, 5.C.05

ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal. The Agawam School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

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

Educational Program

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

Student Health

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

Animals Prohibited from School

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

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

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

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

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

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

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

Service Animals (Guide or Assistance Dogs)

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

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

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

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

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

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the dog will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which an service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom assignment. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the students.

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

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

File: IMG-1

SOURCE: MASC

POLICY ON DISSECTION AND DISSECTION ALTERNATIVES

In accordance with the 2005 Board of Education’s Policy on Dissection and Dissection Alternatives, Agawam High School has developed the following policy:

Participation in hands-on science is important to learning science and dissections are a valuable learning experience in which all students are encouraged to participate. When dissection is used in the classroom:

- Teachers will thoroughly explain the learning objectives of the lesson and use written and audio visual materials as appropriate to maximize the educational benefits of the experience.

- All specimens will be treated with respect.
- All students will be informed, prior to the dissection, that they have the option of discussing individual concerns about dissection with the appropriate teacher.
- Upon completion of the dissection, the remains will be appropriately disposed of as recommended by the local board of public health.

The science courses that include dissection also include dissection alternatives. Upon written request of a student's parent or guardian, Agawam High School will permit a student who objects to dissection activities to demonstrate competency through an alternative method. Alternative activities may include models and Internet programs in place of dissecting.

The procedure for a student to participate in an alternative activity in place of dissection is as follows:

- The student will notify the science teacher of the student's choice to participate in an alternative activity in place of participating in a dissection.
- The student will submit a written request from his or her parent/legal guardian to the science teacher or to the school principal.
- The student will be provided an alternative activity to be determined by the teacher who will specify in writing what is expected of the student. Alternative activities should allow students to gain the same content knowledge as a dissection activity and should allow for a comparable investment of time and effort by the student.
- The student will accept responsibility for completing the alternative activity within the assigned time and is expected to learn the same content knowledge as if the student were performing the dissection activity.
- The student will be subject to the same course standards and examinations as other students in the course.

See Form Q

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoning and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as time permits, the School Committee establishes the following guidelines for discussion of controversial issues in the schools:

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum
 2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view
 3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis
 4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions
 5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s)
 6. In all cases, teachers must obtain from the appropriate principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of the presentation.
- See Form F File: IMB

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally-appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

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

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

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

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

This policy shall be posted on the district's website and notice shall be provided to all students and parents 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.

File: IHAMB

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:1; 71:96

CROSS REF.: Policy GBEC, *Drug-Free Workplace Policy*

Policy JICH, *Drug and Alcohol Use by Students*

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

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

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

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

In summary, the School Committee assumes final responsibility for all books and instructional materials it makes available to students. It holds its professional staff accountable for their proper selection. It recognizes rights of individual parents with respect to controversial materials used by their own children. It will provide for the

re-evaluation of materials in library collections upon formal request. On the other hand, students' rights to learn and the freedom of teachers to teach will be respected.

File: KEC

Legal Ref.: 603 CMR 26.09 and 26.10

Cross Refs.: Instructional Materials IJJ, Selection and Adoption of Textbooks
IJL, Selection and Adoption of Library Materials

XV. HEALTH

SCHOOL HEALTH SERVICES MISSION STATEMENT

The mission of the Agawam Public Schools is to promote *Achievement and Accountability* in all endeavors as we educate life-long learners in our community.

The mission of the Agawam Public Schools' Health Services Department is to enhance the education process by maximizing the health and well-being of the school-age children and adolescents physically, intellectually, socially, and emotionally. An optimum level of health is basic to effective learning.

FIRST AID

The school attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call the school physician.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent and/or family physician immediately.
3. The school nurse dismisses students of any age only following a conversation with the parent/guardian or an individual listed on the emergency card. Students are not transported home.
4. In extreme emergencies, the school nurse, school physician or principal may make arrangements for immediate hospitalization of injured or ill students, contacting parent or guardian in advance, if at all possible.
5. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
6. All accidents to students and staff members will be reported as soon as possible to the Superintendent and the School Committee.

Legal Refs.: M.G.L. 71:55A; 71:56

Cross Ref.: JLC, Student Health Services and Requirements
EBBB, Accident Reports

File: EBB

ACCIDENT REPORTS

Accidents to students are to be reported immediately in order to assure that all necessary procedures are followed in relation to insurance coverage claims and safety. Reports of serious accidents involving pupils or members of the school staff should be telephoned as soon as possible by the principal to Central Office.

The law requires that every employer keep a record of all injuries of students. Any injury, no matter how slight, must be reported to the insurance carrier in order to comply with the law.

The responsibility for filing reports rests with the injured student or with the teacher of an injured student. Reports should flow through normal administrative channels to the Assistant Superintendent. File: EBBB

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

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

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

Procedures for Emergency at School:

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

Each year, parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card, which lists any allergies or diseases the student might have;
2. Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents. Requests made by parents for such administration of medication shall be reviewed and approved by the Principal or designee;
3. Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;
4. Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

SOURCE:	MASC
LEGAL REF.:	M.G.L. 71:53; 54; 54A; 54B; 55; 55A; 55B; 56; 57; 69:8A
CROSS REF.:	EBB, First Aid
	EBC, Emergency Plans
	JLCD, Administration of Medications to Students

File: JLC

PHYSICAL EXAMINATIONS OF STUDENTS

Every student will be examined once in each school year for screening in sight or hearing and for other physical problems as provided in the laws. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. Signed permission card and verification of passing a physical exam are required before participation is allowed (practice or game). Forms are passed in directly to the athletic trainer. All students must turn in an M.I.A.A. medical form. A student-athlete must have a physical examination yearly. A written report stating the fitness of the student to participate signed by the physician will be sent to the school principal. The school committee or the board of health shall provide the services of a school physician to carry out physical examinations on such children who, because of hardship, do not have this service performed by the student's physician, nurse practitioner, or physician assistant. Every reasonable effort shall be made to link such students with a primary care provider.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REF.: M.G.L. 71:53; 71:54; 71:56; 71:57
CMR 200.200
CROSS REF.: JF, School Admissions
File: JLCA

Refer to Agawam Athletic Handbook on Agawam High School website or in the Agawam High School Athletic Office for details regarding yearly physical exams required for participation in Agawam High School Athletics.

MANDATED SCREENING

1. Postural screening will be administered to students yearly in grades 5 through 9 by Physical Education staff. No parental permission is required for this screening. (JLCA)
2. The school nurse performs the following mandated state screenings for all grade 10 students annually: vision, hearing, height and weight. (JLCA)

FORMS

1. It is the responsibility of the parent(s)/legal guardian(s) to complete necessary health forms such as Emergency Procedure Cards and Health Histories.
2. The school must have the proper information to contact parent(s)/legal guardian(s) in the event of an illness or accident involving their child. Parent(s)/legal guardian(s) should make arrangements to transport their child home when ill.

SPECIAL PROCEDURES

A written order from a physician or licensed health care provider and written parental permission is required prior to initiating any special procedure on any student for that school year.

NURSES' OFFICE/HEALTH ROOM PROTOCOL

1. All students need a pass to be seen in the Health Room.

2. Students will be served on a triage basis of severity of illness or injury.
3. Due to HIPPA/FERPA regulations that prevent sharing of health information "No Cell Phone Use" will be allowed in the school nurse office, unless permission is given by the school nurse for communication with parent/guardian.
4. Except for emergency first aid and preliminary assessment of illness or injury, treatment is the responsibility of the student's parent(s)/guardian(s).
5. Immunization records are placed in the graduate's folder distributed at the end of the year. The school nurses are required to keep a copy of each graduating student's record for seven (7) years. According to state mandates they can be shredded seven (7) years after graduation.
6. When a student transfers to another school, upon receipt of a signed "Release of Information Form" from the student's parent(s)/guardian(s), the health record may be sent with other school records. The nurse places the health record in a sealed envelope that is clearly labeled to the school nurse of the receiving school. Otherwise, the health record shall be sent directly to the school nurse of the receiving school.
7. In cases of communicable disease and febrile illness, the school nurse has the authority to exclude students under guidelines of the Department of Public Health. Readmission will be dependent upon compliance with the above guidelines. Parents/guardians should cooperate in preventing the spread of contagious disease by keeping children at home during the most contagious stages of illness and in the presence of rash, skin eruptions or other deviations from normal health. When in doubt, the family physician should be consulted.

HEAD LICE

Parents/Guardians are urged to spot-check their child's head for the presence of lice or eggs. Positive findings must be reported to the school nurse immediately. The family physician should be consulted concerning treatment. Students should not be sent to school until free of lice or eggs (nits). Periodic spot checks of students will be made throughout the year by the school nurses in the grammar schools only.

INJURIES

Students must immediately report an injury to the teacher in whose room the injury occurred. The student then sees the school nurse who begins the injury report, sends it to the teacher/witness for completion of the description of the injury.

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities (1) including, but not limited to, club cheerleading and interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

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

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS: M.G.L. 111:222; 105 CMR 201.000

File: JJIF

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow, or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow, or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and countercoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a

ball, or sport implement, causing brain injury at the location of impact. Countercoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

Confusion	Personality change
Forgets plays	Slow response to questions
Unsure about game, score, opponent	Forgets events prior to injury (retrograde amnesia)
Altered coordination	Forgets events after injury (anterograde amnesia)
Balance problems	Loss of consciousness (any duration)

Symptoms (reported by athlete):

Headache	Problems remembering
Fatigue	Trouble with sleeping/excess sleep
Nausea or vomiting	Dizziness
Double vision/blurry vision	Sadness
Sensitivity to light (photophobia)	Seeing stars
Sensitivity to noise (tinnitus)	Vacant stare/glassy eyed
Feels sluggish	Nervousness
Feels foggy	Irritability
Problems concentrating	Inappropriate emotions

If any of the above signs or symptoms is observed after a suspected blow to the head, jaw, spine, or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABC's and not move the athlete until help arrives.
2. Any athlete who is suspected to have sustained a concussion and is removed from the competition or event and begins to develop signs and symptom of worsening brain injury will be transported to the hospital immediately in accordance with the EAP. Worsening signs and symptom requiring immediate physician referral include:
 - A. Amnesia lasting longer than 15 minutes
 - B. Deterioration in neurological function
 - C. Decreasing level of consciousness
 - D. Decrease or irregularity of respiration
 - E. Decrease or irregularity in pulse
 - F. Increase in blood pressure
 - G. Unequal, dilated, or un-reactive pupils
 - H. Cranial nerve deficits
 - I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
 - K. Seizure activity
 - L. Vomiting/worsening headache
 - M. Motor deficits subsequent to initial on-field assessment
 - N. Sensory deficits subsequent to initial on-field assessment
 - O. Balance deficits subsequent to initial on-field assessment

- P. Cranial nerve deficits subsequent to initial on- field assessment
 - Q. Post-concussion symptoms worsen
 - R. Athlete is still symptomatic at the end of the game
3. Concussion (SAC) or other similar assessment tool to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. The ImPACT test or equivalent test will be utilized to aid in the progression of the athlete's return to play. The ImPACT test is one component of the return to play management plan and will not be used as the sole criteria for clearance.
 4. Any athlete who is symptomatic, but stable, is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
 - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
 - B. If the injury occurs at a game or event, the student athlete may go home with the parent(s)/guardian(s) after talking with the certified athletic trainer.
 - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room, as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Return to Play form and bring it back to the certified athletic trainer before starting with the Return to Play protocol.

V. Return to Play Protocol:

1. ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) is a research-based software tool utilized to evaluate recovery after concussion. It was developed at the University of Pittsburgh Medical Center (UPMC). ImPACT evaluates multiple aspects of neurocognitive function, including memory, attention, brain processing speed, reaction time, and post-concussion symptoms.
 - a. Neuropsychological testing is utilized to help determine recovery after concussion.
2. Athletes at Agawam High School will take the baseline ImPACT test or equivalent neuropsychological test prior to participation in high school athletics in their freshmen and junior years. The Athletic Training Staff will coordinate the testing sessions.
 - A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
 - B. Following any concussion, the athletic trainer and/or coach/athlete must notify the athletic director and school nurse.
 - C. Return to play after concussion: Each athlete who is removed from play and subsequently suspected to have a concussion must have a written graduated re-entry plan for return to full athletic participation.
 1. The athlete must meet all of the following criteria in order to progress to activity:
 - a. Athlete has rested from activity for a minimum of five (5) days AND:
 - b. Athlete is asymptomatic at rest and exertion (including mental exertion in school) AND:
 - c. Athlete is within normal range of baseline on post-concussion ImPACT or equivalent testing AND:
 - d. Has submitted a Department Post Sports-Related Medical Clearance and Authorization Form completed by their Primary Care Physician or Head Injury Specialist (athlete must be cleared for progression to activity by a physician other than an Emergency Room physician).
 - e. The athlete must be completely symptom free and medically cleared in order to begin re-entry to athletic participation.
 2. Once the above criteria are met, the athlete will be progressed back to full activity following a stepwise process, (as recommended by both the Prague and NATA Statements), under the supervision of the Athletic Trainer.

3. Progression is individualized and will be determined on a case by case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the athlete and sport/activity in which the athlete participates. An athlete with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport should be progressed more slowly.
4. Stepwise progression as described in the Prague Statement:
 - a. No activity – do not progress until asymptomatic
 - b. Light aerobic exercise – walking, stationary bike
 - c. Sport-specific training (e.g. skating in hockey, running in soccer)
 - d. Non-contact training drills
 - e. Full-contact training after medical clearance
 - f. Game play
 - If the athlete experiences post-concussion symptoms during a phase, the athlete should drop back to the previous asymptomatic level and resume the progression after 24 hours.
5. The Athletic Trainer and the athlete will discuss appropriate activities for the day. The athlete will be given verbal and written instructions regarding permitted activities. The athlete should see the Athletic Trainer daily for re-assessment and instructions until he or she has progressed to unrestricted activity and been given a written report to that effect from the Athletic Trainer.
6. Any athlete who sustains a second concussion in the same season must be evaluated and cleared by a neurologist, neuropsychologist, or equivalent specialist.

Section VI. School Nurse Responsibilities:

1. Participate and complete the on-line CDC training course regarding concussions. A Certificate of Completion will be awarded once the on-line course has been successfully completed and this certificate should be sent to and kept by the nurse leader.
2. Complete Symptom Assessment Sheet when student athlete enters the Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes. The Athletic Director will supply the appropriate Symptom Assessment Sheets.
3. Observe students with concussion for a minimum of 30 minutes.
4. If symptoms are present, notify parent(s)/guardian(s) and instruct parent(s)/guardian(s) that student must be evaluated by a MD.
5. If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in Health Office when needed.
8. Follow physician's plan for student regarding pain management.
9. School nurse will notify school counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents and teachers about the effects of concussion and returning to school and activity by directing them to the Agawam Public Schools website link to the MIAA concussion information page.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

1. Review and, if necessary, revise the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the school counselor, athletic director, school nurse, school psychologist, or teacher).
3. Point person to work with the student on organizing work assignments, making up work, and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.

8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity.
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent(s)/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse, and school physician.
7. Inform parent(s)/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return Certificate of Completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics, and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make-up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extra-curricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPACT Test prior to participation in athletics.

2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return Certificate of Completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/or school nurse.
5. Follow recovery plan.
6. REST
7. NO ATHLETICS
8. BE HONEST!
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your class work.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing, and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis.
2. Ensure all student athletes have completed ImPACT baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their Certificate of Completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extra-curricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet, or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- | | |
|--|-------------------------------------|
| ● Dizziness | ● Impaired memory or concentration |
| ● Headache with exertion | ● Eating and sleeping disorders |
| ● Tinnitus (ringing in the ears) | ● Behavioral changes |
| ● Fatigue | ● Alcohol intolerance |
| ● Irritability | ● Decreases in academic performance |
| ● Frustration | ● Depression |
| ● Difficulty in coping with daily stress | ● Visual disturbances |

Section XIII. Second Impact Syndrome:

Second Impact Syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second Impact Syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood auto-regulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact, a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen (15) seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma, and respiratory failure. The best way to handle Second Impact Syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes, and the community about concussions. On a yearly basis, all coaches must complete the online course called, "Concussion In Sports; What You Need to Know." This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer, and other school personnel. Every year, student athletes and parents will participate in educational training on concussions and complete a Certificate of Completion. This training may include:

CDC Heads-Up Training, or

Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director, and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, SIT THEM OUT and have them see the appropriate healthcare professional.

REF: MASC 2011 - 2012

File: JJIF-R

STATE LAW REGARDING SPORTS RELATED HEAD INJURY & CONCUSSIONS

The Commonwealth of Massachusetts Executive Office of Health and Human Services now requires that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law. Student-athletes and their parents, coaches, athletic director, school nurses, and physicians must learn about the consequences of head injuries and concussions through training programs and written materials.

The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for "return to play."

Parents and students who plan to participate in any athletic program at Agawam High School must receive and read a copy of the National Federation of State High School Associations Concussion Information Packet or take a free on-line course. Two free on-line courses are available and contain all the information required by the law.

The first is available through the National Federation of State High School Associations. You will need to click the "order here" button and complete a brief information form to register. At the end of the course, you will receive a completion receipt. The entire course, including registration, can be completed in less than 30 minutes.

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

The second on-line course is available through the Centers for Disease Control and Prevention at: www.cdc.gov/Concussion.

Please sign below that you have read the above and completed one of the courses listed or have read and understand the NFHS Concussion Information Materials. This is required in order to participate on any athletic team at Agawam High School. Thank you very much.

_____ Parent/Guardian (print name)	_____ Signature	_____ Date
_____ Student (print name)	_____ Signature	_____ Date

File: JJIF-F
Agawam Public Schools 2012

DISMISSALS

In case of illness, a student should report to the nurse. Any call regarding dismissal for illness should come from the nurse's office. Parents or their designee who are named on the emergency card are responsible for transporting a sick or injured student from the building.

IMMUNIZATION REGULATIONS

Under Massachusetts General Laws Chapter 75-15 A:

"No child shall be admitted to school except upon presentation of a licensed health care provider's certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles, mumps, rubella, and poliomyelitis. Any child born on or after January 1, 1992, must also present proof of having received the Hepatitis B series. Beginning in September, 1995, all children in grades kindergarten through grade 12 must show proof of a second MMR vaccine." Pre-schoolers must show proof of H Influenza immunizations in addition to other immunizations noted above.

The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child; or the students' parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent. (JLCB)

CHILDREN AND ADOLESCENTS WITH HIV/AIDS IN SCHOOL SETTING: GUIDELINES FOR ATTENDANCE AND DISCLOSURE

Information gathered by the U.S. Centers for Disease Control and, similarly, the Massachusetts Department of Public Health, states that, except in rare circumstances, a student with AIDS or HIV infection poses no risk of transmission of HIV infection through the kind of casual contact which occurs in a school setting. Therefore, a student with AIDS or HIV infection has the same right to attend school and participate in school programs as any other student.

1. A student's parent(s)/legal guardian(s) are not obliged to disclose the student's HIV/AIDS status with school personnel.
2. There are benefits to informing the school nurse or physician of a student's health condition, but further disclosure of a student's HIV status by the school nurse or physician to other personnel requires the specific, informed, written consent of the student's parent(s)/legal guardian(s).
3. If a health care provider (such as a school nurse or school physician) discloses a student's AIDS/HIV status, without specific, informed, written consent, that provider and/or facility has violated Massachusetts General Laws, Chapter 111, Section 70F, and may be subject to a civil suit brought by the student or the student's parent(s)/legal guardian(s).
4. Under Massachusetts General Laws Chapter 112, Section 12F, minors may consent to HIV testing in certain circumstances. This law mandates strict confidentiality. If an adolescent student has sought such testing independent of parental consent, that student has a right to full confidentiality of the test results, and any disclosure of this information would require the STUDENT'S specific, informed, written consent.
5. Massachusetts General Laws Chapter 214, Section 1B, prohibits the unwarranted invasion of a person's privacy. Therefore, any school staff member, having heard of a student's HIV/AIDS status, is advised to refrain from discussing any HIV/AIDS related information regarding that student unless he/she has been given specific, informed, written consent to do so.

MEDICATION PROCEDURES

As a rule, medication is not given in school. In most cases, pupils who are on prolonged medication can have the dosage adjusted by their health care provider so that the routine time for taking the medication will come before or after school hours. When it is absolutely necessary that a dose of medication – prescription and/or over-the-counter medications – be given during school hours, the Agawam Public Schools will cooperate in the *administration of medication* when the following regulations have been met:

The registered nurse will act according to the following guidelines:

1. Before medications (including non-prescription medication) are given to a student, the parent or guardian must present to the school nurse a written physician's order for the medication and the authorization of the parent or guardian for the medication to be given. The authorization form will be filed with the student's medical file.
2. The physician's orders for any medication to be administered will specify in writing the condition for which the drug is being given, name and amount of the medication, time of administration, any relative side effects to be noted, length of time during which the medication shall be administered. Medication to be given on a long-term basis must be reconfirmed with the prescribing physician each school year.
3. The health care person is responsible for obtaining any additional information regarding the medication or for contacting the physician if there is any questions concerning the appropriateness of administering the medication at school.
4. Any medication to be given during school hours must be delivered directly to the health care person or building principal by the parent/guardian or a responsible adult.
5. The medication must be delivered in and dispensed from the original container, which has been properly labeled from the pharmacy. The label should contain name of patient, name and strength of medication, name of physician, date of original prescription, and directions for administering the medication.
6. No more than one month's supply of prescribed medication should be kept at school.
7. All prescription medication shall be stored in a securely locked area. Medication requiring refrigeration will be so stored.
8. At the end of the school year unused medication will be picked up by the parent/guardian or responsible adult or disposed of by the school nurse. If a drug is disposed of, notation should be made of the date of the discard. The parent or responsible adult who picks up the medication will sign the medication sheet, which will be filed in the student record.
9. At the time the medication is prescribed by the physician, please inquire as to whether hours of administration of the medicine may be planned for before or after school hours.

A new field trip form and policy has been developed to assure that students receive prescription medications on field trips and that teachers are appropriately trained to administer or supervise the self administration of prescription medications.

**TOWN OF AGAWAM
HEALTH DEPARTMENT / SCHOOL NURSE DIVISION**

DATE _____

Dear Parent/Guardian:

We would like to inform you of the policies that have been put in place to ensure the health and safety of children needing medicines during the school day.

Our school district requires that the following forms must be on file in your child's health record before we begin to give any medicine at school:

1. Signed consent by the parent or guardian to give the medicine. Please complete the enclosed consent form and give it to your school nurse.
2. Signed medication order. The written medication order form should be taken to your child's licensed prescriber (your child's physician, nurse practitioner, etc.) for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year.

Medicines should be delivered to the school in a pharmacy or manufacturer-labeled container by you or a responsible adult whom you designate. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty day supply of the medicine should be delivered to the school.

When your child needs a medicine to be given during the school day, please act quickly to follow these policies so we may begin to give the medicine as soon as possible. ANY UNUSED MEDICATION MUST BE PICKED UP BY PARENT OR GUARDIAN, OR IT WILL BE DISCARDED.

Thank you for your cooperation.

Sincerely yours,

School Nurse

Telephone

PLEASE NOTE – PHYSICIAN ORDERS AND PARENT CONSENT ARE RENEWABLE YEARLY.

XVI. PHYSICAL RESTRAINT

PHYSICAL RESTRAINT TEAM

There is established at each school site, within the Agawam Public Schools, a building-based Restraint Team consisting of trained school personnel. The purpose of said restraint team is to formulate safety and security plans within each school in order to ensure and promote a safe and secure school environment.

The Commonwealth of Massachusetts Department of Education has issued specific regulations concerning the use of physical restraint on students at publicly-funded elementary and secondary education programs, found at 603 CMR 46.00 et seq. These regulations apply to all students, including regular education students, collaborative students, and students with disabilities. The Agawam School Committee, the Superintendent of Schools, and all Agawam Public School administrators are committed to ensuring that the use of physical restraint on Agawam students strictly adheres to these regulations.

Pursuant to the regulations, school personnel will use physical restraint with two goals in mind, and only after other less intrusive methods have been attempted or considered:

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

In accordance with state and federal law, nothing in the regulations precludes school personnel from implementing physical restraint contained in an agreed-upon Behavioral Intervention Plan. A Behavioral Intervention Plan is the result of a Functional Behavioral Assessment and may be found in an Individual Educational Program, Section 504 / Accommodational Plan, or on its own. A Behavioral Intervention Plan requires informed written consent by the student's parent/legal guardian.

It should also be noted that 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.

Definitions:

1. **Physical restraint** may be defined as “the use of bodily force to limit a student’s freedom of movement.”
2. **Extended restraint** may be defined as a physical restraint which lasts for more than twenty (20) minutes.
3. **Physical escort** may be defined as “touching or holding a students without the use of force for the purpose of directing the student.” Physical escort is not physical restraint.
4. **Types of restraints** can include, but are not limited to, the use of a mechanical device to restrict movement of the entire body or portions thereof; placing a student in seclusion without access to school staff; or the administration of medication. The use of seclusion restraint is prohibited in the Agawam Public Schools. The use of “time-outs”, where a staff member is present or assessable by the student, does not constitute seclusion restraint. The type of

physical restraint used is dependent upon the special training of staff members in specific kinds of such restraints. Chemical restraint may not be used without the explicit authorization of a physician including a signed release form from the parent/guardian approving its use.

When Physical Restraint Is Used

1. Physical restraint may be used when non-physical interventions have been attempted without success, or when it is apparent that they would not be effective. It may only be used when a student's behavior poses a threat of an imminent, serious physical harm to self and/or others or when otherwise outlined in a Behavioral Intervention Plan.
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.
3. Unless specifically indicated in an agreed-upon Behavioral Intervention Plan, 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 a means of 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 at hand, and the method for which that staff member has been trained. Staff shall review and consider any known medical or psychological limitations and/or behavior intervention plans regarding the use of physical restraint upon an individual student.
5. No physical restraint may 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 a 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.
8. Physical restraint regulations do not prohibit any individual from reporting a crime committed by a student to local law enforcement or other state agencies. Law enforcement officers, school security staff, or judicial authorities are not prohibited by this regulation from the exercise of their responsibilities, which may include the physical detainment of a student or other person alleged to have committed a crime or who poses a security risk. In addition, an individual who is a mandated reporter under M.G.L. c. 119, § 51A is not prohibited by this policy from complying with their responsibility to report neglect or abuse to the appropriate state agency.
9. Parent(s)/guardian(s) are encouraged to voluntarily notify their child's IEP Team, Section 504 team, or building principal of all medications their child takes on an ongoing basis. Failure to do so will likely hamper the ability of school personnel to de-escalate problem behaviors.

Students with Disabilities

Restraints which are administered to students pursuant to their Individualized Education Programs, Section 504 Accommodation Plans, or other plans developed in accordance with state and federal law, and which has been agreed upon by both the school and the parent/guardian, shall be deemed to meet the requirements of 603 CMR 46.00. The limitations on chemical, mechanical, and seclusion restraints, as specified above, continues to apply to students with disabilities, as do the above reporting requirements.

GRIEVANCE PROCEDURE

The Agawam Public Schools has established an internal procedure in order to provide for prompt and equitable resolutions of complaints regarding the administration of physical restraints.

Definitions

A "Grievance" is a complaint made pursuant to, and arising out of, the Agawam Public Schools obligations to comply with state regulations regarding the use of physical restraints.

An "Aggrieved Party" is a person or persons making the complaint.

Purpose

The purpose of this grievance procedure is to secure prompt and equitable solutions to grievances which may, from time to time, arise pursuant to 603 CMR 46.00.

General

No aggrieved party will be subject to coercion, intimidation, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this grievance procedure.

All documents, communications, and records dealing with the filing of a grievance will be kept confidential to the full extent provided by law.

Forms for filing grievances will be provided upon request by building principals or the Assistant Superintendent, Agawam Public Schools, 1305 Springfield Street, Feeding Hills, MA 01030.

Procedures

1. The aggrieved party should complete the Grievance Form and return it to the building principal or his/her designee at the school building in which the alleged grievance occurred. The complaint should be filed within fifteen (15) days after the complainant becomes aware of the alleged violation. Assistance will be provided, upon request, to enable an individual to complete the Grievance Form and pursue the grievance process.
2. Within (10) school days after receiving the grievance, the building principal or his/her designee shall meet with the aggrieved party in an effort to resolve the grievance. This investigation into the complaint is contemplated to be thorough, but informal, in nature. All interested persons and their representatives, if any, shall be afforded an opportunity to be heard and to submit evidence relevant to the complaint. If the grievance is not resolved, it will be forwarded to the Assistant Superintendent.
3. Within thirty (30) school days of receipt of an unresolved grievance, the Assistant Superintendent will conduct a hearing to determine what, if any, action shall be taken in response to the grievance. The hearing shall be held at a time and place mutually convenient to all parties. The hearing procedure will follow appropriate due process procedures, including:
 - a. The opportunity for the aggrieved party to present the grievance in any suitable manner;
 - b. The right of the aggrieved party to an impartial hearing officer;
 - c. The right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party's expense;
 - d. The right of the aggrieved party to a prompt decision.Parents/legal guardians should provide advance notice to the Assistant Superintendent that they will be represented by counsel or an advocate at the grievance hearing. Failure to provide such notice will likely result in a postponement of the hearing.
4. A written determination of the validity of the complaint and a description of the resolution, if any, shall be issued by the Assistant Superintendent and forwarded to the complainant no later than fifteen (15) working days after the hearing. The determination of the validity of the complaint and the description of the resolution will be provided in an alternate format, upon request, if needed for effective communication.
5. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within fifteen (15) working days following receipt of the written determination to the Superintendent of Agawam Public Schools.
6. The right of a person to a prompt and equitable resolution for the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA, Section 504 or other complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.
7. These rules shall be construed to protect the substantive rights of the interested persons to meet appropriate due process standards and to assure that the Agawam Public Schools comply with 603 CMR 46.00.
8. Copies of all resolutions and findings made under this procedure shall be filed with the Superintendent's Office of the Agawam Public Schools.

PRINCIPAL'S REPORTING RESPONSIBILITIES WITH REGARD TO PHYSICAL RESTRAINTS

Report only when a restraint lasts longer than five minutes or results in injury to a student or staff member.

The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint (such records shall be made available for review by the DOE).

When a restraint meets reporting criteria:

1. **ALL RESTRAINTS** - The staff member who administered the restraint shall verbally inform the principal ASAP, and by written report no later than the next school working day. The written report (APS Physical Restraint Policy – Physical Restraint Report) shall be provided to the principal or his/her designee (if the principal administered the restraint, the principal shall prepare the report).
2. **INJURY AND/OR FIVE MINUTE OR MORE RESTRAINT** - The principal or his/her designee shall verbally inform the student's parent(s)/guardian(s) ASAP, and by written report (APS Physical Restraint Policy – Physical Restraint Report) no later than three (3) school days following the use of such restraint (if the school provides school related information in another language other than English, the report shall be provided in that language).
3. **SERIOUS INJURY AND/OR TWENTY MINUTE OR MORE RESTRAINT** - The school, within five (5) school days of the reported restraint, provide to the DOE a copy of the written report (APS Physical Restraint Policy – Physical Restraint Report) and a copy of the record of physical restraints maintained by the program administrator for the thirty day period prior to the date of the report restraint.
4. A parent(s)/guardian(s) may voluntarily waive the reporting requirements as stated above for restraints that do not result in serious injury to the student or staff and do not constitute extended restraint.

File: JKB

XVII. DISCIPLINE

GOALS/PHILOSOPHY OF THE CODE OF CONDUCT AND DISCIPLINE POLICY

The purpose of the Agawam Public Schools is to enable students to become educated to their potential and to prepare them to become contributing and responsible members of their community. Therefore, reasonable disciplinary measures which limit a student's participation in public education should only be used when a student does not respect the rights of classmates, staff or other persons in the educational system or demonstrates an inability or unwillingness to abide by school regulations and policies.

In applying reasonable disciplinary measures, administrators and staff are encouraged to use their expertise and knowledge of individual students in light of the facts and circumstances accompanying the acts or incidents in question.

In an effort to improve a student's behavior, administrators may, at their discretion, assign additional requirements beyond an exclusion from school, including, but not limited to, oral or written apologies, community service in the school the student attends, meetings with specific personnel, specific assessment, tests and evaluations by school or private agency, and attendance and cooperation with outside treatment programs.

Two major goals of this Code of Conduct and Discipline Policy are to encourage accountability for one's behavior and to assist students in recognizing the important decisions that must be made in learning to become independent and productive members of a democratic society.

SCHOOL OFFICIALS ARE NOT BOUND BY CRIMINAL LAW STANDARDS

In *Doe v. School Superintendent of Worcester*, 421 Mass. 117 (1995), the Court stated that:

1. There is no sound basis, absent a specific legislative mandate, to import into a school setting a standard required by the criminal law.
2. Consistency in punishment is an acceptable method for a school system to deal with a problem even if it is a method which might be deemed harsh or imprudent in certain cases.
3. Schools are charged with the daunting task of educating children from diverse backgrounds, with diverse abilities, needs and problems.
4. If effective education is to be possible, school authorities must provide and maintain a safe learning environment.
5. Educators of necessity have broad authority to maintain order, discipline and safety; the exercise of such authority must be left to their sound discretion since so many variables are inherently involved.
6. They are to do this in an increasingly complex and violent world, whose difficulties permeate the classroom.

SECURITY CAMERAS, DRONES, & OTHER SURVEILLANCE EQUIPMENT IN SCHOOLS

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

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

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

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

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal, and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras, drones, & other surveillance equipment shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee. The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC

ADOPTED: August 2015

REVISED: June 2017

Agawam School Committee 2017

Approved by the School Committee on June 27, 2017 by a vote of 5 – 2 absent.

DISCIPLINE POLICIES

- 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/hoax, including but not limited to a gun, knife, laser pointer, BB gun, or airgun, will be suspended and may be subject to expulsion from the school or school district by the principal.
- B. Any student who is found on school premises, going to and from school, or at school-sponsored events, including athletic games:
 - 1. Under the influence of or in possession of a controlled substance as defined in General Laws, Chapter 94C, including but not limited to marijuana, cocaine and heroin, or
 - 2. Engaging in the sale, distribution, or exchange of a controlled substance as defined in General Laws, Chapter 94C, including but not limited to marijuana, cocaine, or heroin, or
 - 3. Under the influence of, in possession of, or having consumed any alcoholic beverage, or
 - 4. Engaging in the sale, distribution, or exchange of any alcoholic beverage will be suspended and may be subject to expulsion from the school or school district by the principal.

- C. Any student who assaults or threatens 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, will be suspended and may be subject to expulsion from the school or school district by the principal.
- D. Any student who is involved in arson, the assault and battery of another student, dangerous threats to another student, bomb threats, false fire alarms or other dangerous behavior on school premises or at school-sponsored or school-related events, including athletic games, will be suspended or may be subject to expulsion from the school or school district by the principal with the approval of the school committee.
- E. Any student who is charged with a violation of any of the above shall be notified of an opportunity for a hearing. In cases of expulsion, the student may also have representation and the opportunity to present evidence and witnesses at said hearing before the building principal.
- F. Police will be notified in all cases.

Statutory Protections – Gun Free School Act 20 U.S.C. § 8921(B) (1)

A mandatory minimum of a one-year expulsion when a student has brought a firearm onto school property will be enforced.

File: JK

STUDENT CONDUCT

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

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law or in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise

FIREARMS

Massachusetts General Laws, Chapter 269, Section 10, states in part the following:

“Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him/her, carries on his/her person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, without the written authorization of the board or officer in charge of such elementary or secondary school, shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph “firearm” shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.” M.G.L. c.269, § 10(j).

Any officer in charge of an elementary or secondary school, or any faculty member or administrative officer of an elementary or secondary school, failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars.

COMMONWEALTH OF MASSACHUSETTS DRUG FREE SCHOOL ZONES

Pursuant to Massachusetts General Laws, Chapter 94C, Section 325, any person who violates the provisions of the law pertaining to the unauthorized manufacturing, distribution, dispensing or possession with intent to distribute a controlled substance while in or on, or within one thousand feet of the real property comprising a public or private elementary, vocational, or secondary school, whether or not in session, shall be punished by a term of imprisonment in the state prison for not less than two and one-half nor more than fifteen (15) years or by imprisonment in a jail or house of correction for not less than two or more than two and one-half years. No sentence imposed under the provisions of this section shall be for less than a mandatory minimum term of imprisonment of two (2) years. A fine of not less than one thousand nor more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum two (2) year term of imprisonment as established herein.

Lack of knowledge of school boundaries shall not be a defense to any person who violates the provisions of this section.

SUSPENSION OF A LICENSE TO OPERATE A MOTOR VEHICLE UPON CONVICTION OF VIOLATION OF THE CONTROLLED SUBSTANCE ACT

Pursuant to Massachusetts General Laws, Chapter 90, Section 20, the Registrar of Motor Vehicles shall suspend, without hearing, the license or right to operate of a person who is convicted of a violation of any provision of Chapter 94C, provided, however, that the period of such suspension shall not exceed five (5) years; provided further, that any person so convicted who is under the age of eighteen (18) years or who is adjudged a delinquent child by reason of having violated any provision of Chapter 94C, and is not licensed to operate a motor vehicle shall, at the discretion of the presiding judge, not be so licensed for a period no later than when such person reaches the age of twenty-one (21) years.

CHEMICAL HEALTH POLICY

The Agawam School Committee recognizes that the use of drugs/alcohol illegally and/or inappropriately constitutes a hazard to the positive development of students, and that the welfare of certain students is being compromised by drugs/alcohol-related problems. Accordingly, the School Committee shall attempt to clarify through this policy and the accompanying administrative rules the rights and responsibilities of the principals, teachers, students, and parents in dealing with the complex legal, social, educational, and emotional conditions associated with drug/alcohol use and abuse.

At the same time, the School Committee shall attempt to make clear the different forms of actions, which depending upon the severity of a drug/alcohol-related incident, must be taken and those which shall be left to the discretion of the principal, teachers, and students.

While the School Committee cannot and shall not allow the sale, use, or possession of illegal drugs/alcohol on school property, the School Committee strongly desires to demonstrate its abiding concern for the welfare of an individual student and the general welfare of the school population by offering expert, continued, and supportive advice and counsel to its students.

In cases where a student violates this policy by the use of drugs/alcohol illegally or is involved in the sale, possession, or exchange of drugs/alcohol within the school or within the school boundaries and/or at school-sponsored events/activities, the student will be disciplined in accordance with the School Committee approved policy governing student drug/alcohol abuse.

In order to ensure safety, a search of a student's person may include the use of a breathalyzer when there is reasonable suspicion to believe that the student is under the influence of and/or in possession of alcohol or a controlled substance. The refusal of a student to participate in the breathalyzer may lead to disciplinary penalty equal to the offense of which the student is suspected.

If the student tests positive, the student will be disciplined according to the discipline policies outlined in the Agawam Public Schools *Code of Conduct Handbook* for students. **If the student is found to be in possession** of alcohol or a controlled substance, the student will be disciplined according to the discipline policies outlined in the Agawam Public Schools *Code of Conduct Handbook* for students.

In addition, under M.G.L. c.71, sect.37H, any student found in possession of illegal controlled substances is subject to possible long-term suspension or expulsion, and in the discretion of the principal, a hearing pursuant to M.G.L. c.71, sect. 37H will be conducted. Consequences could include expulsion from school, suspension, community service to the school, meeting with an outside agency, and/or an assessment done by an outside agency with a plan of action (such as an in-patient or out-patient treatment program) submitted to the school.

Because supportive action by the parents/guardians is crucial to the success of any counseling, the parents/guardians will be encouraged to contact the principal if they are concerned about their child's possible drug/alcohol related behavior, and the principal will encourage the parents/guardians to become involved in any aspect of drug/alcohol counseling deemed desirable.

File: JICH

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

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

File: JICH-1

SOURCE: MASC

LEGAL REF.: M.G.L. 71:2A; 71:96; 272:40A

CROSS REF.: Policy IHAMB, *Teaching About Drugs, Alcohol, and Tobacco*
Policy GBEC, *Drug Free Workplace Policy*

BREATH ALCOHOL TESTING

Alcohol use by a student is illegal and poses a serious threat not only to his/her own well-being, but also to the well-being of the entire school community. Alcohol use will not be tolerated during school hours, on school property, or at any school-sponsored activity or event during or after school hours. Students who violate the school policy on use, possession, sales, or distribution will be subject to disciplinary action as set forth in the student handbook.

When determining possible alcohol use or intoxication by a student during the school day or at a school-related function, the safety of the student is the primary concern. Therefore, in order to promote a safe environment for our students and their guests at school sponsored and/or school committee authorized activities and events, the school administration is authorized to employ the use of both "passive" and/or "active" alcohol detection devices.

Procedures During the Normal School Day or at School-Sponsored Events:

1. School staff and/or school resource officer may determine possible student alcohol use without the aid of a breath alcohol testing device by observing one or more of the following indicators:
 - Slurred speech
 - Unsteady gait
 - Impaired motor control
 - Flushed face
 - Smell of intoxicating liquor on breath, clothing, or person
 - Vomiting
2. If the staff and/or school resource officer determines that a student is intoxicated or has used alcohol based on one or more of the above indicators:

- Parent/Guardian will be notified and requested to take the student home.
 - Emergency help will be called if student is assessed to be at risk for alcohol poisoning or in need of medical assistance.
 - The police may be called to take the student into protective custody.
 - Disciplinary action will be taken as indicated in the Code of Conduct Student Handbook and may result in suspension.
3. If a student is suspected of being under the influence of alcohol or is suspected of having consumed alcohol, the school administrator or school safety officer may administer a Breathalyzer or Passive Alcohol Screener (PAS) test. The test will be administered in privacy in the presence of two (2) staff members.
 4. The administrator and/or school resource officer will check the calibration of the breath alcohol testing devices according to their instructions for use.
 - If test is **positive** (.01BAC), the student may request a maximum of two additional tests taken **at least** 2 minutes apart. If these additional tests are positive, the following will occur:
 - a. Parent/Guardian will be notified and requested to take student home.
 - b. Emergency help will be called if student is assessed to be at risk for alcohol poisoning or in need of medical assistance.
 - c. Disciplinary action will be taken as indicated in the Code of Conduct Student Handbook.
 - If the test is **negative**:
 - a. The student will be allowed to resume activity if the staff member does not suspect the use of other drugs.
 - b. His/her parents/guardians will be notified that the Breathalyzer or PAS was administered.
 5. If a student who is suspected of being under the influence of alcohol or who is suspected of having consumed alcohol refuses to take a Breathalyzer or PAS Test the school resource officer will be notified and:
 - The administrator or school resource officer will notify parents/guardians to pick up the student and will detain the student until the parent's/guardian's arrival.
 - The administrator may consider the refusal and all other evidence to determine whether or not the student is intoxicated or has consumed alcohol and may discipline the student in accordance with the Code of Conduct Student Handbook.
 6. If any student suspected of intoxication leaves the scene against the school official's request:
 - The police department will be contacted immediately.
 - The parent/guardian will be notified.
 - Disciplinary action for insubordination will be taken as indicated in the Code of Conduct Student Handbook.
 7. Student athletes:

Students representing Agawam High School athletic teams are held to a high standard of conduct. The conduct of these student athletes is governed not only by rules established by the MIAA, but also those established in the Agawam High School Code of Conduct Student Handbook. Therefore, if a student athlete tests positive on a Breathalyzer or PAS test during the screening at a dance, prom, and/or celebration, the student's name will be given to the Athletic Director who will consider this as evidence that the student has consumed. The Athletic Director may then remove the student from the team.

File: JICHA-R

SEXUAL HARASSMENT, BULLYING, & HAZING POLICY

I. Policy:

- A. It is the policy of the Agawam Public Schools to provide a learning and working atmosphere for students, employees, and visitors free from sexual harassment, bullying, hazing, and intimidation. These terms are referenced herein as "harassment." Such action may occur on the basis of race, color, religion, national origin, age, gender, sexual orientation, disability, or for any other reason.
- B. It is a violation of this policy for any administrator, teacher, or other employee, or any student to engage in or condone harassment in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.

- C. This policy is not designed or intended to limit the school's authority to take disciplinary action or take remedial action when such harassment occurs out of school but has a nexus to school, or is disruptive to an employee's or student's work or participation in school-related activities.

Reports of cyber bullying by electronic or other means, occurring in or out of school will be reviewed and, when a nexus to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyber harassment will be invited to attend a meeting at which the activity, words, or images subject to the complaint will be reviewed. A student disciplined for cyber bullying will not be re-admitted to the regular school program until his or her parent(s) attend such meeting.

- D. It is the responsibility of every employee, student, and parent to recognize acts of harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.
- E. Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.
- F. The Building Principal/Designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

II. Procedures:

A. Definitions – Sexual Harassment Prohibited:

“Sexual Harassment” means unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronically transmitted, or physical conduct of a sexual nature including, but not limited to, unwelcome comments, touching, written notes, pictures/cartoons, or other inappropriate conduct such as leering, whistling, brushing up against the body, commenting on sexual activity or body parts, or other activity referred to by the Model MCAD policy prohibiting such behavior. Harassment has the effect of creating an intimidating, hostile, or offensive work or learning environment that takes place under any of the following circumstances:

1. When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in school activities or programs;
2. When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personal or academic decisions affecting the individual subjected to sexual advances;
3. When such conduct has the effect of unreasonably interfering with the individual's work, attendance at school, or participation in academic or curricular activities, or;
4. When such conduct has the effect of creating an intimidating, hostile, or offensive work environment.

B. Definitions – Bullying Prohibited:

Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result, no student or employee shall be subjected to harassment, intimidation, bullying, or cyber bullying in any public educational institute:

1. “Bullying and cyber bullying,” means unwelcome written, electronic, verbal or physical acts, or gestures where a student or employee feels coerced, intimidated, harassed, or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a student or employee, (2) may cause damage to another student's or employee's property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:
 - a. that are being offered through the school district; or

- b. during any education program or activity; or
 - c. while in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, at school-sanctioned events; or
 - 2. Through the use of data, telephone, or computer software that is accessed through a computer, computer system, or computer network or any public education institute.
 - 3. As used in this section, “electronic communication” means any communication through an electronic device including a telephone, cellular phone, computer, or pager.
- C. Definitions – Hazing Prohibited:

The term “hazing” shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

- 1. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug, or other substance or any 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.
- 2. Whoever know that another person is the victim of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.

D. Guidelines for Investigating Harassment Claims:

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

- 1. By law, harassment is defined by the victim’s perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.
- 2. In all charges of harassment, the victim should describe, in writing, the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.
- 3. Any school employee who has reliable information that would lead a reasonable person to suspect that a person is a target of harassment, bullying, or intimidation shall immediately report it to the administration; each school shall document any prohibited incident that is reported and confirmed, and report all incidents of discrimination, harassment, intimidation, bullying, or cyber bullying and the resulting consequences, including discipline and referrals to the Superintendent’s office as they occur.
- 4. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member’s employment for purposes of M.G.L. c. 258. As a result, the school district shall indemnify staff members from any cause of action arising out of a good faith report of harassment or the district’s subsequent actions or inaction in connection thereto.
- 5. If an instance of student-to-student harassment is reported to a staff member other than an administrator, the staff member must inform the Assistant Principal or the Building Principal.
- 6. If a situation involving a charge of staff member-to-student harassment is brought to the attention of any staff member, the staff member should notify the Building Principal or Assistant Superintendent immediately.

7. In a situation involving a charge of student-to-staff member sexual harassment, the staff member should notify the Building Principal or Assistant Principal.
8. In a situation involving a charge of staff member-to-staff member harassment, the staff member should notify the Building Principal or the Assistant Superintendent.
9. Once a charge of harassment has been made, including charges of mental, emotional, or physical harassment, as well as threats to a person's safety or position in the school or work environment, the following course of action should be taken:
 - a. The Building Principal should investigate the charge through discussions with the individuals involved. In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third-party present at the time of the discussion. In situations involving students, the Principal should engage the appropriate classroom or special subject area teacher. Parents will be informed of the situation and invited to participate in resolution discussions. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit.
 - b. If the harasser and the victim are willing to discuss the matter at a resolution meeting in the presence of the Principal/designee or Assistant Superintendent, a supportive faculty member and/or parent should be included in the discussion. During this discussion, the offending behavior should be described by the victim and administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If circumstances do not permit a face-to-face meeting, the administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline.
10. If after a resolution meeting with the involved parties, the Building Principal determines that further disciplinary action must be taken, the following could occur:
 - a. In instances involving student-to-student or student-to-staff member harassment, the student may be subject to discipline including, but not limited to, counseling, suspension, and, in appropriate cases, expulsion.
 - b. In instances involving staff member-to-student and staff member-to staff member harassment, findings will be reported to the Superintendent of Schools for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement.
 - c. In all cases, a referral to law enforcement will be considered by the Principal or Superintendent based on the circumstances. School officials will coordinate with the Police Department to identify a police liaison for harassment cases.

11. Retaliation:

Retaliation in any form against any person who has made or filed a complaint relating to 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. A referral to law enforcement may be made.

12. Confidentiality:

Reports of harassment should be kept completely confidential, consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

For further information about these guidelines or help with sexual harassment problems or any other form of harassment, consult:

Cheryl Salomao, Harassment Coordinator, Agawam Public Schools

If the alleged harasser is responsible for conducting an investigation, the Superintendent or Committee shall designate an alternative Harassment Coordinator, who is:

Robert Clickstein.

File: JBA April, 2012
LEGAL REF.: Title VII of the 1964 Civil Right Act, Section 703
Title IX of the 1972 U.S. Civil Rights Act
Chapter 151C, Massachusetts General Laws
M.G.L. Chapter 76 § 5

File: ACAB

ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE

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

I. What Is Discrimination, including Harassment?

- A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
- B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person’s actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person’s ability to participate in the District’s programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.
Harassing conduct based on a person’s protected status may include, but is not limited to:
 - Degrading, demeaning, insulting, or abusive verbal or written statements;
 - Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
 - Drawing or writing graffiti, slogans, visual displays, or symbols on school or another’s property; Telling degrading or offensive jokes;
 - Unwanted physical contact of any kind;
 - Physical violence, threats of bodily harm, physical intimidation, or stalking;
 - Threatening letters, emails, instant messages, or websites that come within the scope of the District’s disciplinary authority;
 - Defacing, damaging, or destroying school or another’s property.
- C. Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following:
 - i. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or
 - ii. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s education program or activity; or
 - iii. Sexual assault (as defined in the Clery Act as: any sexual act directed against another person, without consent

of the victim, including instances where the victim is incapable of giving consent), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) Fear for the person's individual safety or the safety of others; or (2) Suffer substantial emotional distress.).

Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment

II. Responsibilities of all Persons Associated with Educational Community

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

III. Designated Officials for Addressing Discrimination and Harassment Complaints

The Civil Rights Coordinator(s) and Title IX Coordinators are responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator(s) and/or Title IX Coordinators. If the complaint involves allegations of discrimination based on disability, the person filing the complainant also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) and/or Title IX Coordinators should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights and Title VI Coordinator:

Cheryl Salomao, Assistant Superintendent For Curriculum, Instruction and Human Resources
1305 Springfield Street, Feeding Hills, MA, 413-821-0568 csalomao@agawamed.org

Title IX Coordinators:

Cheryl Salomao, Assistant Superintendent For Curriculum, Instruction and Human Resources
1305 Springfield Street, Feeding Hills, MA, 413-821-0568 csalomao@agawamed.org

Robert Clickstein, School Business Administrator

1305 Springfield Street, Feeding Hills, MA, 413-821-0550 rclickstein@agawamed.org

The school will have both a male and female Title IX Coordinators. The contact information for the Title IX Coordinators will always be prominently displayed on the school's website.

Section 504/Title II Coordinator:

Antonio Fazio, 760 Cooper Street, Agawam, MA, 413-821-0540 afazio@agawamed.org

IV. Procedure for Reporting Discrimination and Harassment

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

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

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

5. report the conduct immediately to the Civil Rights Coordinator(s);

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Civil Rights Coordinator(s). Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) Reports/complaints filed after ninety (90) days will still be accepted, however, it is important to know that the investigation may be impeded due to the passage of time after the conduct or occurrence. The report can be written or oral and should consist of the following:

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

The individual can contact the Civil Rights Coordinator(s) to file a report/complaint as well as to seek assistance in the filing of a report/complaint. If a report/complaint is filed, the person should provide the Civil Rights Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

V. Investigation of Complaints

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

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant and the alleged harasser while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant and the alleged harasser of specific types of interim measures available, which may include measures to avoid contact with the other party, allowing employees to change work situations as appropriate, or prohibiting contact between the parties pending the results of the District's investigation. At any time, a complainant or the alleged harasser may request either orally or in writing to the Civil Rights Coordinator that specific interim measures be taken pending the outcome of the investigation.

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser within thirty (30) school/working days of the complaint. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

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

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

VI. Consequences of Violating Policy - Discipline & Discharge

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

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

VII. Confidentiality

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

VIII. State and Federal Authorities

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

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

Massachusetts Commission Against Discrimination
436 Dwight St., 2nd Floor, Rm. 220
Springfield, MA 01103
Telephone: (413) 739-2145

Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Telephone: (781) 338-3000

IX. Procedure for Reporting and Investigating Harassment on the Basis of Sex

Notice: The school is considered to have actual knowledge of a sexual harassment complaint if notice of sexual harassment or an allegation of sexual harassment is provided to a Title IX Coordinator, any school official, or any school employee. The School will investigate every formal complaint (which may be filed by a complainant or by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the allegations under the school's code of conduct and can still provide supportive measures. The school is required to investigate the allegations in a complaint, send written notice of the allegations to both parties upon receipt of a formal complaint, and investigate under specified procedures. Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

Reporting: Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written

report. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Investigations: The School will investigate and adjudicate formal complaints of sexual harassment using a grievance process that incorporates due process principles, treats all parties fairly, and reaches reliable responsibility determinations. The school's grievance process will:

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or district employees;
- Ensure the decision-maker is not the same person as the investigator or the Title IX Coordinator (i.e., no "single investigator models");
- Parties may submit written questions for the other parties and witnesses to answer;
- Protect all complainants from inappropriately being asked about prior sexual history ("rape shield")
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school's website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and
- Document and keep records of all sexual harassment reports and investigations for at least seven years.

Record Keeping for Sexual Harassment Complaints

Schools must create and maintain records documenting every Title IX sexual harassment complaint. Records relating to complaints of sexual harassment must be kept in accordance with the records retention schedule. Such records include: records of a school's investigation (including complaints (formal and informal), notices, the determination, investigative report, disciplinary measures or remedies, etc.); records of any appeals and materials associated with the appeal; records of any supportive measures taken in response to a complaint of sexual harassment (even if the complainant does not file a formal complaint); records of any informal resolution process; all materials used to train Title IX Coordinators, Investigators, decision makers, and those facilitating an informal resolution. The training materials must be kept on the School's website.

Retaliation is Prohibited.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

Supportive Measures

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if not formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

Legal References: Title VII, Section 703, Civil Rights Act of 1964 as amended
45 Title VI of the Civil Rights Act of 1964
Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), as amended
Board of Education 603 CMR 26:00
Rehabilitation Act of 1973, Section 504, as amended
Title II, Americans with Disabilities Act of 1992, as amended
M.G.L. 151B:3A
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Agawam Public Schools 2020

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an Act Relative to Bullying in Schools. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that are important for students and parents or guardians to know are described below.

These requirements will be included in the school's or district's Bullying Prevention and Intervention Plan ("the Plan"), which must be finalized no later than December 31, 2010. The Plan will include the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs. In developing the Plan, schools and districts must consult with school and local community members, including parents and guardians.

The school or district will take specific steps to create a safe, supportive environment for all students in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

It is important to remember that preschool and elementary students are developing social skills and the abilities to follow school related expectations. Students at the PreKindergarten to fourth grade levels are provided strategies and curriculum supports that aide in the development of these skills. The information below is provided across all grade levels in the district.

Definitions

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying is 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: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

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

Target is a student against whom bullying, cyberbullying, or retaliation is directed.

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

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet),
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. Please make all reports to

The Principal of your child's school
or to the school official identified in the Plan as responsible for receiving such reports,
Assistant Superintendent, (413) 821-0568
or
School Business Administrator (413) 821-0550
or both.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of a aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v).

Professional Development for School and District Staff

Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyberbullying; and (vi) Internet safety issues as they relate to cyberbullying.

GANG ACTIVITY / SECRET SOCIETIES

The goal of the Agawam School Committee is to keep district schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. Each building principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

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

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

Symbols

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

Prevention Education

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

Secret Societies

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

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

SCHOOL RELATED TEEN DATING VIOLENCE

The Agawam Public School System is dedicated to providing an atmosphere free from actual or threatened psychological, physical, or sexual abuse, including teen dating violence. The District believes that education plays a critical role in establishing healthy relationships for its students. Agawam's comprehensive health curriculum for grades K – 12 includes instruction on establishing safe, non-violent relationships.

It is the policy of the Agawam Public School System that teen dating violence related to school, including school-sponsored activities, shall not be tolerated.

FILING A COMPLAINT OF TEEN DATING VIOLENCE

Complaints of teen dating violence related to school, including school-sponsored activities, may be filed verbally or in writing by a victim, student, faculty/staff member or a parent. The complaint may relate to verbal, nonverbal, written,

physical or sexual behaviors which are observed, reported, or experienced. The complaint should be filed with the Building Principal, but if the victim is more comfortable talking with another staff member, that staff member must report the incident to the Building Principal. It is important to note that, pursuant to Massachusetts General Law chapter 209A, school staff are required by law to report to the Department of Social Services if they have reasonable cause to believe that a child under the age of 18 is suffering serious physical, emotional abuse or neglect, or sexual abuse, including rape and indecent assault and battery.

When a complaint related to school, including school-sponsored activities, is received, the Building Principal or his/her designee will initiate an immediate investigation of the allegations. It will be conducted in such a way as to maintain confidentiality, and will include private interviews with the victim and/or person filing the complaint. The person alleged to have committed the behavior will also be interviewed separately. Upon completion of the report, both parties will be informed of the results by the Building Principal.

DISCIPLINARY ACTION

When it is determined that inappropriate behaviors have occurred related to school or school-sponsored activities, disciplinary and corrective action will occur. The range of disciplinary and corrective action may include one or more of the following: Apology to the victim; mandatory counseling; detention; short-term suspension; long-term suspension; or recommendation for expulsion. Forfeiture of any school club/activity may occur due to removal for misbehavior.

RESTRAINING ORDERS

It is the responsibility of the student to inform the Building Principal/Assistant Principal if he/she has obtained a restraining order against an individual. Once the Building Principal is notified of the restraining order, he/she, or his/her designee, may meet with the student and his/her parents to review the order and its implications. An appropriate safety plan will be developed in collaboration with the school psychologist, adjustment counselors, guidance counselor, and faculty. The Building Principal or his/her designee may also meet with the defendant to review the terms of the order, the expectations concerning appropriate behavior, and the consequences for violation of the order. Violation of a restraining order is a criminal offense, and must be reported to the police.

PHYSICAL RESTRAINT OF STUDENTS

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

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

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

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

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;

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

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

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

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

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

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

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

File: JKAA

SOURCE:	MASC
ADOPTED:	August 2015
LEGAL REF:	M.G.L. 71:37G; 603 CMR 46.00

EXPULSION OF STUDENTS

Expulsion is the exclusion of a student from school either permanently or for the remainder of the school year. School principals are authorized to expel students in certain situations occurring with the jurisdiction of the school. These situations include, but may not be limited to:

- Possession, use or distribution of illegal or controlled substances;
- Possession, use or distribution of alcohol;
- Use, possession of, or domain over, a dangerous weapon;
- Assault of a staff member;
- When continued presence in school represents a danger to the physical safety of others;
- When conduct constitutes a continual, material and substantial disruption of the educational process and all other appropriate disciplinary alternatives have been tried and deemed unworkable.

Appeal to the Superintendent:

Upon receipt of written notice of a request for appeal within ten (10) school days of notification of expulsion, the Superintendent shall schedule a hearing at which the student may be represented by counsel (at the student's expense) and present oral and written testimony on his/her behalf. 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. The superintendent may modify the expulsion of a student on a case-by-case basis. The superintendent shall render a written decision in the dominant home language. Such ruling will be the final decision of the school district.

Other expulsion situation: (pending School Committee approval)

Based on the nature, extent and severity of any of the above offenses, the building principal and the superintendent may recommend that the School Committee act to expel the student under the provisions of Mass. General Laws Ch. 76 sec. 17. Prior to making a recommendation for expulsion, the principal shall assess whether a referral for Chapter 766 should be initiated.

Admission of expelled students:

When a student is expelled under the provisions of these sections, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If an expelled 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 from which the student was expelled, a written statement of the reasons for the student's expulsion.

**SUSPENSION AND EXPULSION BASED ON A FELONY
(Massachusetts General Laws, Chap. 380, Section 2; Amendment 1 to Section 37H)**

1. Upon the issuance of a criminal complaint charging a student with a felony, or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial effect on the general welfare of the school. The student shall receive written notification of the charges and the reason for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension, provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his/her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parents or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide education services to such student.

When a student is expelled, 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 reason for said expulsion.

DUE PROCESS RIGHTS

In situations involving discipline or other consequential action, the Agawam Public School district acknowledges its responsibility to afford students due process and timely resolution to proceedings, as mandated by state and federal statute and the regulations of the Commonwealth of Massachusetts. For all actions students have the right to be informed of the charges or issues, be given an opportunity to respond, and be apprised of the outcome and any applicable appeal procedures. The specific responsibility of the district regarding due process is dependent upon the action under consideration by the district in any given situation. The district supports the efforts of students and parents/guardians in directing student specific programmatic or procedural concerns to appropriate staff throughout the system. (Goss vs. Lopez 419 U.S. 1975)

STUDENT MOTOR VEHICLE REGULATIONS

Bringing a motor vehicle to and from school is a privilege. The following regulations are designed to promote safety and order in the high school driveways and parking lots. Failure to comply with these regulations and conditions may result in the revocation of driving privileges on school property. **NO STICKER – NO PARKING**

All students eligible to park must pay a fee of \$40.00 at the beginning of the school year. Career Tech students must pay a fee of \$20.00 at the beginning of the school year. NHS Students are exempted from the fee. Parking stickers must be displayed properly or the car will be towed at the student's expense.

Furthermore:

1. The maximum speed limit on all school property is 15 m.p.h. Students must drive on school property using caution and consideration for vehicles and pedestrians. Reckless or careless driving will be reported to the police department and Registry of Motor Vehicles;
2. Student cars must be parked in single spaces in designated parking areas. Cars parked in illegal areas (i.e., teacher parking areas, the administrative parking area, the cafeteria staff parking area, visitor parking areas, or the building maintenance staff parking area) will be subject to towing beginning on the first offense. Towing is at the student's expense;
3. During school hours, students are not to park in the area of the shops, music rooms, or the Agawam Public Library;
4. Students are not to park on Old Mill Road (both sides from Mill Street southerly to the end of the street) or on Holland Drive (both sides from Mill Street southerly and westerly to Old Mill Road) on Monday through Friday between the hours of 7:00 a.m. and 2:00 p.m. from September 1st through the end of the school year;
5. All juniors and seniors, career tech, cooperative education, and school choice students may park motor vehicles on school grounds;
6. Students granted permission to park on school grounds must display the proper sticker at all times. Parking stickers must be displayed in the lower left drivers' side front window;
7. A sticker issued to a student may be used by that student only on his/her car;
8. Once a car has been parked in the lot by a student, there shall be no loitering in the car by students;
9. Once a car is parked, the driver or any other pupil shall not be allowed to enter the car unless permission is granted by an administrator. This includes retrieving items from the car;
10. Students who do not obey the regulations regarding motor vehicles at school will have the privilege to drive to school revoked;
11. If a student uses his/her vehicle to transport on to the school grounds any form of alcoholic beverages or drugs, such action will result in the loss of parking privileges for the school year, suspension or expulsion, and subjection to prosecution by law enforcement authorities;
12. If a student who has permission to park in the student parking area changes vehicles, he/she must notify the office with registration;
13. A student who utilizes his/her car, or allows someone else to use their car and violates a school rule will lose the parking privileges as outlined in the discipline system section. See discipline action;

14. A National Honor student who utilizes his/her car to transport a student who is not properly dismissed will lose his/her parking privileges as outlined and will be subject to Agawam High School National Honor consequences.

THE ADMINISTRATION RESERVES THE RIGHT TO REVOKE PARKING PRIVILEGES.

DISCIPLINE SYSTEM

The Agawam School District discipline system is based on many factors. It is reflective of the combined effort of the administration, faculty, student government, school council and others. It is also reflective of national and state reform movements that emphasize the importance of safe schools. The fundamental purpose of the discipline system is to insist that student behavior be based on respect and responsibility.

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. Special Education laws require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Plan (I.E.P.). The following additional requirements apply to the discipline of special needs students:

1. The I.E.P. 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 I.E.P.
2. The principal (or designee) will notify the special education office of the suspendable offense of a special needs student and a record will be kept of such notices.
3. When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the I.E.P. 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 will either:
 - a. Design a modified program for the student;
 - b. Write an amendment to provide for the delivery of needed modifications of the I.E.P. relative to discipline code expectations. In addition, the Department of Education will be notified as required by law, requesting approval of the alternative plan to be followed.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT

Positive Behavior Interventions and Support (PBIS) are developed at the school level by school staff, principals, and students to create a positive culture and climate with consistent high expectations for behavior, incentives and consequences. By creating a school-wide system for these structures, PBIS helps adults and students have a common understanding of the behavioral expectations for all individuals.

Agawam High School

School-wide Expectations Matrix

6 School-wide Core Values	Typical Settings/ Contexts			
	Classroom	Hallways	Cafeteria	Extra-curricular Activities
Respect	<ul style="list-style-type: none"> Follow teacher directions. Treat others how you want to be treated. Respect school property. Be a good listener. 	<ul style="list-style-type: none"> Follow the way of the traffic (to the right). Be friendly to others. Give personal space. 	<ul style="list-style-type: none"> Be courteous and polite to cafeteria staff and others in line. Keep cafeteria clean for others to enjoy. Respect others' personal items. Practice table manners. 	<ul style="list-style-type: none"> Show respect to coaches, advisors & group members. Be non-judgmental. Display fairness in competing.
Responsibility	<ul style="list-style-type: none"> Arrive to class on time and prepared. Stay attentive. Keep class positive. Try your best. 	<ul style="list-style-type: none"> Keep areas clean. Use lockertime efficiently. 	<ul style="list-style-type: none"> Have ID/ss ready to increase lunch line speed. Behave. Recycle daily. Throw away own trash. 	<ul style="list-style-type: none"> School work is a priority. Be attentive to coach/advisor. Be prepared.
Integrity	<ul style="list-style-type: none"> Do your own work. Study to receive the best grade's possible. Don't steal. Give equal attention to all students. Be honest about your homework. 	<ul style="list-style-type: none"> Return lost items to the office. Have a valid pass. Be watchful of what we say. 	<ul style="list-style-type: none"> Keep your place in line. Be honest. Be helpful to others. Use manners: "please" and "thank you." 	<ul style="list-style-type: none"> Demonstrate good sportsmanship. Own up to mistakes. Follow through with commitments.
				<ul style="list-style-type: none"> Keep walls free from graffiti. Respect others' privacy and personal space.
				<ul style="list-style-type: none"> Clean up after yourself. Recycle trash from your locker. Use pass only when necessary. Report low supplies.
				<ul style="list-style-type: none"> Take care of school property. Respect other people's belongings. Shut off water after use.

School-wide Core Values	Typical Settings/ Contexts			
	Classroom	Hallways	Cafeteria	Extra-curricular Activities
Compassion	<ul style="list-style-type: none"> Be open to other points of view. Assure that all students understand the material before moving ahead in the curriculum. 	<ul style="list-style-type: none"> Be helpful to others. Say "excuse me" when you bump into someone. Be considerate of others' feelings. 	<ul style="list-style-type: none"> Be friendly to others. Invite someone to sit with you. Make new friends. 	<ul style="list-style-type: none"> Be fair. Cheer teammates on. Encourage those who are struggling. Perform community service.
Achievement	<ul style="list-style-type: none"> Set personal goals. Complete all assignments on time. 	<ul style="list-style-type: none"> Arrive to class prepared and on time. Exhibit positive behaviors/actions. 	<ul style="list-style-type: none"> Bring correct amount of money. Eat a healthy lunch. Return to class in a responsible manner. 	<ul style="list-style-type: none"> Teamwork. Have a strong work ethic. Love what you do.
Safety	<ul style="list-style-type: none"> Say No violence. Keep area safe and clean. Manage student behavior in the class. Know and follow procedure for lockdowns. 	<ul style="list-style-type: none"> Keep steady flow. Avoid PDAs. Keep hands to oneself. Alert staff of a safety concern. 	<ul style="list-style-type: none"> Wait patiently in line. Discourage food throwing. Avoid settling personal conflicts. Sit while you are eating. Food remains in cafeteria. 	<ul style="list-style-type: none"> Follow directions/rules. Keep drama outside of school. Use equipment correctly.
				<ul style="list-style-type: none"> Uphold confidentiality. Share hygiene resources.
				<ul style="list-style-type: none"> Flush & wash hands. Use time wisely and appropriately. Be prepared.
				<ul style="list-style-type: none"> No smoking/drugs. Secure stall door lock. Properly dispose of personal items.

BEHAVIOR GUIDELINES

These guidelines are established to uphold Agawam High School's six core values: *respect, responsibility, integrity, compassion, achievement, and safety*. They provide an important foundation to guide behaviors, both individually and in interpersonal relationships. If members of our school community abide by these values, the learning environment will be strengthened so that all students will have an opportunity to achieve academic success in a safe, secure learning environment.

The consequences shown for behaviors will serve as intervention guidelines to help students learn to make better choices to restore acceptable behavior. The final consequences will be determined with fairness at the discretion of administration. Students and their parents/guardians who believe that a student has received unfair treatment may bring forward their grievance.

RESPECT

PROFANITY OR VULGARITY DIRECTED AT SCHOOL STAFF

CONSEQUENCES Up to two days internal suspension

DEFIANCE OF THE AUTHORITY OF SCHOOL ADMINISTRATORS AND TEACHERS

CONSEQUENCES	1 st offense	Minimally one day internal suspension
	2 nd offense	Up to two days internal suspension
	3 rd offense	Up to three days external suspension

VERBAL CONFRONTATION

CONSEQUENCES	1 st offense	Minimally one day internal suspension
	2 nd offense	Up to two days internal suspension
	3 rd offense	Up to three days internal suspension

REFUSAL TO IDENTIFY ONESELF TO A STAFF MEMBER

CONSEQUENCES Minimally one day internal suspension

INCITING A DISTURBANCE/FIGHT/RIOT

CONSEQUENCES Up to three days external suspension

PHYSICAL CONFRONTATION WITH ANOTHER STUDENT

Police may be notified based on severity of actions. Mediation will be recommended in all instances.

CONSEQUENCES	1 st offense	Up to three days external suspension
	2 nd offense	Up to five days external suspension
	3 rd offense	Up to eight days external suspension and possible recommendation for expulsion

PHYSICAL CONFRONTATION WITH A PRINCIPAL, ASSISTANT PRINCIPAL, TEACHER, TEACHER'S AIDE, OR OTHER STAFF MEMBERS ON SCHOOL PREMISES OR SCHOOL RELATED EVENTS INCLUDING ATHLETIC GAMES

Police will be notified based on severity of actions. Risk assessment may be required.

CONSEQUENCES Minimum 10 day external suspension and possible recommendation for expulsion

THREATS TO COMMIT A CRIME (BODILY INJURY) THROUGH STUDENT DRAWINGS/GRAPHICS Ref: 433 Mass. 149 (2001)

In all instances a referral for school counseling will be made and a parent conference will be held. Police to be notified in certain cases.

CONSEQUENCES	1 st offense	Up to three days internal suspension
	2 nd offense	Up to five days external suspension
	3 rd offense	Up to eight days external suspension and possible recommendation for expulsion.

VERBAL OR WRITTEN THREAT TO KILL OR HARM AN INDIVIDUAL OR GROUP OF INDIVIDUALS

Police will be notified. Risk assessment may be required.

CONSEQUENCES	1 st offense	Up to three days external suspension
	2 nd offense	Minimally five days external suspension and recommendation for expulsion. In all cases those being threatened will be directed to file court complaints.

WILLFUL AND NEGLIGENT USE OF LASER POINTERS

CONSEQUENCES	1 st offense	Up to three days internal suspension
	2 nd offense	Up to three days external suspension

INITIATION AND PARTICIPATION IN A FOOD FIGHT

Restitution may be required.

CONSEQUENCES	1 st offense	Up to three days external suspension
	2 nd offense	Up to eight days external suspension

RESPONSIBILITY**TRUANCY**

Attendance at every session of school is absolutely essential for good scholastic standing. While school is in session, all outside interests should be considered of secondary importance. Appointments with doctors and dentists should not be made during school hours.

If you are truant you will forfeit all normal make-up privileges. Parent/guardian notification will be a usual consequence, and persistent truancy can result in a student contract, request for withdrawal from school, or a recommendation for expulsion from school.

CONSEQUENCES:	Minimally one day internal suspension
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OUT OF BOUNDS/LEAVING SCHOOL GROUNDS/INAPPROPRIATE LOCATION

CONSEQUENCES	1 st offense	One extended detention
	2 nd offense	One internal suspension <u>plus</u> one extended detention

If you must go to the parking lot for any reason during the day, you must have a pass from the office. Once a student arrives on school grounds, he/she is expected to remain on school grounds. If he/she vacates the school grounds or building without the permission of an administrator, he/she will be disciplined appropriately. If a car is involved, the car privilege may be denied for nine weeks.

EXCESSIVE SKIPPING OF CLASSES

CONSEQUENCES	One extended detention
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TARDINESS TO SCHOOL

CONSEQUENCES	Two times each term the consequences will be waived. For each subsequent violation a detention will be assigned.
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FAILURE TO SIGN IN UPON ARRIVAL TO SCHOOL

CONSEQUENCES	Up to one day internal suspension
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FAILURE TO POSSESS AN ID

Students must have an ID in their possession every day. If a student forgets his/her ID, that student should obtain a temporary ID from the cafeteria in order to purchase food.

CONSEQUENCES	Two times each term the consequences will be waived. For each subsequent violation a detention will be assigned.
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WEARING OF HATS/HEAD COVERINGS OF ANY KIND ARE PROHIBITED DURING SCHOOL HOURS**CONSEQUENCES**

Administration and/or staff members are permitted to confiscate hats worn by students. Refusal will be deemed defiant.

INAPPROPRIATE DRESS AND/OR GROOMING (i.e., Pants should be worn appropriately at the waist, without undergarments showing. Apparel with text/images promoting profanity, hate, alcohol, tobacco, drugs, sex, violence or gangs is not allowed. Excessively short skirts/shorts, half or mesh shirts, strapless/revealing apparel, or shirts that expose the midriff area are not permitted.)

CONSEQUENCES

Student's attire will be discussed w/administrator and parents will be notified and asked to bring an acceptable change of clothes to school.

INTEGRITY**PROVEN DISHONESTY**

Parental conference may be held. See Academic Dishonesty section on Page 120.

CONSEQUENCES1st offense

Minimally one day internal suspension

2nd offense

Up to one day external suspension

3rd offense

Up to two days external suspension

FORGERY OF A PASS/ID**CONSEQUENCES**

Minimally one day internal suspension

POSSESSION OF A HOAX DEVICE OR HOAX SUBSTANCE (c.266 § 102A ½)

Police to be notified in certain cases.

CONSEQUENCES1st offense

Up to eight days external suspension and possible recommendation for expulsion.

FALSE REPORT OF A FIREARM, BOMB, OR ANY WEAPON OR PROPERTY CAPABLE OF CAUSING DAMAGE (c.26 § 14)

Police to be notified.

CONSEQUENCES1st offense

10 days external suspension and possible recommendation for expulsion.

THEFT/POSSESSION OF PERSONAL OR SCHOOL PROPERTY

Return of stolen property or restitution is required. Police may be notified.

CONSEQUENCES1st offense

Up to three days external suspension

2nd offense

Up to five days external suspension

3rd offense

Up to eight days external suspension

VANDALISM/GRAFFITI: DEFACING OR DAMAGING SCHOOL PROPERTY INCLUDING COMPUTERS AND THEIR RECORD FILES AND SYSTEMS, AND PHOTO COPIER

Restitution will be required in all cases.

CONSEQUENCES1st offense

Up to three days internal suspension

2nd offense

Up to five days internal suspension

3rd offense

Up to eight days external suspension

TAMPERING WITH A FIRE EXTINGUISHER/ALARM AND AED DEVICE

Police to be notified.

CONSEQUENCES1st offense

Up to five days external suspension

2nd offense

Up to eight days external suspension

USE OR POSSESSION OF STINK BOMBS, ANIMAL SCENTS, ETC.

Police to be notified in certain cases.

CONSEQUENCES1st offense

Up to three days external suspension

Subsequent

Up to five days external suspension

GAMBLING INTENT TO, FILLING OUT BRACKETS, NAME APPEARING ON STANDING SHEETS

Police to be notified in certain cases.

CONSEQUENCES

Minimally one day internal suspension

SELLING, BARTERING, AND/OR TRADING OF THINGS IN SCHOOL IS STRICTLY PROHIBITED

No candy, gum, cookies, or other items sold to make money for an individual's cause will be allowed.

CONSEQUENCES

1st offense

Minimally one day internal suspension

2nd offense

Up to two days internal suspension

3rd offense

Up to three days internal suspension

VIOLATION OF STUDENT MOTOR VEHICLE REGULATIONS OR VIOLATION OF AHS EXPECTATIONS/RULES FOR STUDENTS POSSESSING A PARKING STICKER OR UNAUTHORIZED PARKING STICKER

CONSEQUENCES

1st offense

Denial of the motor vehicle privilege for nine weeks.

2nd offense

Denial of the motor vehicle privilege for an additional nine weeks.

3rd offense

Denial of the motor vehicle privilege for the remainder of the year.

If a student has been denied the motor vehicle privilege and brings his/her motor vehicle to school or the public library, the motor vehicle will be subject to towing at the expense of the student.

STUDENTS INELIGIBLE TO OBTAIN A PARKING STICKER WITH A VEHICLE PARKED IN THE AHS PARKING LOT

CONSEQUENCES

Minimally one day internal suspension

If a student brings his/her motor vehicle to school or the public library, the motor vehicle will be subject to towing at the expense of the student.

COMPASSION

USE OF DEFAMATORY COMMENTS, RACIAL, RELIGIOUS, AND/OR ETHNIC SLURS OR SYMBOLS THAT DEMEAN OTHERS/HARASSMENT SUCH AS REPEATED NAME CALLING/BULLYING

In all instances mediation will be recommended and a parent conference may be held. A referral may be made to a school counselor and law enforcement.

CONSEQUENCES

1st offense

Up to three days internal suspension

2nd offense

Up to two days external suspension

3rd offense

Up to five days external suspension

SEXUAL HARASSMENT

Police to be notified in certain cases.

CONSEQUENCES

1st offense

Up to three days external suspension

2nd offense

Up to five days external suspension

3rd offense

Up to eight days external suspension

FRIVOLOUS COMPLAINTS

When a complaint of sexual harassment is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and corrective actions consistent with the Code of Conduct.

CONSEQUENCES

1st offense

Minimally one day internal suspension

2nd offense

Up to two days internal suspension

3rd offense

Up to three days internal suspension

ACHIEVEMENT

INAPPROPRIATE CLASSROOM/LUNCHROOM BEHAVIOR

CONSEQUENCES

Minimally one day internal suspension

USE OF ELECTRONIC DEVICES DURING ACADEMIC TIME (NOT LIMITED TO CELL PHONES, ALL MUSIC DEVICES, & BEEPERS) ARE PROHIBITED.

Parent/guardian may be notified to pick up said device.

CONSEQUENCES	1 st offense	Confiscation and one detention
	2 nd offense	Confiscation and two detentions
	Subsequent	Confiscation and minimally one day internal suspension

INAPPROPRIATE USE OF SCHOOL COMPUTER

CONSEQUENCES Minimally one day internal suspension and may result in restricted network access.

SAFETY

SMOKING/POSSESSION OF TOBACCO PRODUCTS (including, but not limited to chewing tobacco and E-cigarettes)

Massachusetts State Law Chapter 71, Section 2A prohibits the use of tobacco products in the public schools or on school grounds. **(No minor may possess a tobacco product on school property within the Town of Agawam.** The Agawam Board of Health, pursuant to the authority granted under Massachusetts General Laws Chapter 111, Section 31, adopted the above regulation to protect the public health of the community.)

CONSEQUENCES Minimally one day internal suspension

POSSESSION OF DRUG PARAPHERNALIA (including, but not limited to pipes, rolling papers, straws or any other device used to consume drugs-- including e-cigarettes) In all instances a referral for school counseling will be made. Police to be notified in certain cases.

CONSEQUENCES	1 st offense	Up to five days external suspension
	2 nd offense	Up to eight days external suspension and possible recommendation for expulsion

POSSESSION OF DRUGS/ALCOHOL

Police to be notified. In all instances a referral for school counseling will be made and a parent conference will be held.

CONSEQUENCES	1 st offense	Up to eight days external suspension and recommendation for expulsion
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DISTRIBUTION OF DRUGS/ALCOHOL

Police to be notified. In all instances a referral for school counseling will be made and a parent conference will be held.

CONSEQUENCES	1 st offense	Up to eight days external suspension and recommendation for expulsion
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UNDER THE INFLUENCE OF DRUGS/ALCOHOL/MISUSE OF INHALANTS, GLUE, ETC.

Police to be notified. In all instances a referral for school counseling will be made and a parent conference will be held. See Breath and Alcohol Testing policy on page #94.

CONSEQUENCES	Up to eight days external suspension and recommendation for expulsion	
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THREATS CAUSING EVACUATION OR DISRUPTION OF SCHOOL (c.269 § 14)

Police to be notified. (including, but not limited to verbal, written, graphic, cyber)

CONSEQUENCES	1 st offense	Up to eight days external suspension and possible recommendation for expulsion.
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SOCIAL MEDIA POST CAUSING DISRUPTION OF SCHOOL

Risk assessment may be required. Police will be notified.

CONSEQUENCES	1 st offense	Up to eight days suspension.
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The Agawam Public Schools administration reserves the authority to suspend for other behavioral circumstances not listed above.

NATURE OF OFFENSE AND REPEATED OFFENSES

Levels of discipline for specified offenses are provided as minimum guidelines to insure that every student is aware of the potential consequences of actions which violate the discipline policies of the Agawam Public Schools. In determining the level of discipline in each case, the principal or his/her designee may in their sole discretion impose the minimum level of

discipline provided for in these discipline policies, or they may impose greater discipline, including but not limited to, more detentions, a longer suspension, the imposition of a discipline contract and/or expulsion from the school or school district.

SUSPENSION EFFECTS

A conference with the student, a parent or guardian, and an administrator may be arranged after the student has been externally suspended. It may occur during the period of the suspension or when the student returns to school from the suspension. If the period of the student's suspension exceeds three school days, the administration will arrange for work not accessible through PlusPortals to be collected in the office for pickup. Students are responsible for making up all work missed during the suspension period within a week of their return to school.

During the period of suspension, external or internal, a student may not take part in any extra-curricular activities or school-sponsored events nor be in the building or on the grounds during the school day. Examples include evening games, dances, prom, Top 40, plays concerts and/or musicals.

Parents/guardians will be notified of their child's internal or external suspension by mail and telephone.

TEACHER DETENTION

A teacher may require a student to stay after school to discuss a behavioral problem or to have a student do academic work. As long as the student has been given a 24-hour notice to report, the student must attend the after-school session. Failure to attend this session will result in a referral to the appropriate administrator who will take disciplinary action.

If a student has been asked to stay for a particular teacher on a given day when the student also has office detention, the student is expected to report to that teacher, stay the assigned time, and bring a note from that teacher to the appropriate administrator before the student leaves the school building. School obligations come first, even before your job. If you have a problem, see your teacher or administrator.

CUTTING CLASS

The definition of cutting class is the missing of class time without permission or without a legitimate excuse acceptable to the teacher. Detention will be assigned. Additional cutting will result in an increase in the number of detentions and/or suspension.

OFFICE DETENTION

Violation of general school policies will result in the assignment to office detention, held Monday through Thursday from 1:55 p.m. – 2:40 p.m. at the High School. The student is expected to bring enough work to keep busy for the entire detention period. The teacher in charge of detention may withhold credit if the time is not properly used. The student will not be admitted into detention after the bell. If the student needs to be excused from attending detention on a particular afternoon, the student must get permission from an administrator **before** the detention is to be served.

Examples of infractions that could result in one to five detentions and/or suspensions are as follows:

Classroom misbehavior	Interference with the enforcement of school rules
Skipping a scheduled period	Possession of lighter
Leaving class early	Possession of matches
Inappropriate display of affection	Possession of laser pen
Lack of corridor pass	Littering on School Property
Failure to report to teacher detention	Cafeteria misbehavior
Snowball throwing	Loud behavior
Swearing	

The Agawam High School Administrators reserve the authority to assign office detentions for other behavioral circumstances not listed.

EXTENDED DETENTIONS

Every Wednesday, students who have reached five (5) unserved office detentions will serve an extended two-hour detention from 1:55 p.m. until 3:55p.m.* Failure to do so will result in an automatic one-day external suspension the following day. * Students with an approved excuse will be scheduled to report to the following Wednesday extended detention.

Transportation for these Wednesday detentions must be arranged by the student in advance.

INTERNAL SUSPENSION

Internal suspension may be assigned by an administrator as an alternative to out-of-school suspension. Parents/Guardians are notified. Students assigned to internal suspension are excluded within the school building from their regular education program for the duration of their assignment. During internal suspension, students will work on school-related assignments.

EXTERNAL SUSPENSION

A student should not be on school grounds or participate in school events/sports during an external suspension period. Work assignments supplemental to PlusPortals updates may be collected by the parents upon request.

ACADEMIC DISHONESTY

Instances of academic dishonesty such as copying homework, cheating on papers and exams, or plagiarism will result in students receiving a zero grade on that school project.

ELECTRONIC DEVICES

During class time, use of electronic devices such as beepers, cell phones, and all music playing devices is prohibited and subject to disciplinary actions. Teachers have the authority to confiscate these devices and turn them in to the appropriate administrator.

Electronic devices may be used: during nonacademic times: before and after school, at lunch, and during the four (4)-minute passing times.

File: JIC

STUDENT DISCIPLINE

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

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

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Suspension

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

Notice of Suspension

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

English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

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

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

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

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

In School Suspension – Not More Than 10 Days Consecutively or Cumulatively

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

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

Principal's Hearing – Short Term Suspension of up to 10 Days

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

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

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

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

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

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

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

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

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

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student. The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal. If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

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

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

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

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

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

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense,

the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

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

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

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

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

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

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

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

Reporting

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

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

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c.71, S. 37H or 37H ½. The principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more

than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress, and the requirement that all school districts, regardless of the type of offense, shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

STUDENTS ON CONTRACT

A student with chronic discipline problems may be placed on contract by either of the assistant principals or the principal. The ramifications of the contract will be explained to the student in the company of his/her parent or guardian. The student will be provided with a copy of the signed contract. Any student alleged to have violated his/her contract may be scheduled for a hearing with the principal. The assistant principal, counselor, and parent/guardian may also attend.

The student may appeal the principal's ruling to the superintendent of schools who will finalize the decision.

PROCEDURES FOR LONG-TERM SUSPENSIONS AND EXPULSIONS

The building principal is responsible for providing the student and parent:

1. Written notice, in the dominant language of the home, of the charges affecting the suspension/expulsion and of the right to a formal hearing before the principal, as well as the right to be represented by counsel or other advocate of choice (at the student's expense);
2. Adequate time to prepare for the hearing;
3. Access to documented evidence before the hearing;
4. The right to present evidence and/or witnesses;
5. The right to question the district's witnesses except when there is information indicating that doing so may put said witnesses at risk of harm;
6. A prompt decision, written in the dominant language of the home, including specific grounds for the decision and any reasonable conditions which must be met to ensure the student's return. The letter will include the student's right to appeal to the superintendent within (10) days from the date of the receipt of the notification of the suspension/expulsion.

The principal will notify the superintendent in writing. The superintendent will in turn inform the school committee, without identifying the student, of the facts and circumstances surrounding the suspension/expulsion.

Long-Term Suspension: Definition

Long-term suspension is the removal of a student from his/her educational program for more than (10) consecutive school days but no more than forty-five (45) consecutive school days.

Expulsion definition

Expulsion is the exclusion of a student from school either permanently or for the remainder of the school year.

Appeal to Superintendent

1. Upon receiving written notice of a request for an appeal within ten (10) days of the notification of expulsion, the superintendent shall schedule a hearing at which time the student may be represented by counsel (at the student's expense) and present oral and written testimony on his/her behalf.
2. The superintendent shall render a written decision in the dominant language of the home. Such ruling will be the final decision of the school district.

FOOD AND BEVERAGE

Food and/or beverages are to be consumed in the cafeteria only. Administration and/or staff members are permitted to confiscate items if seen in hallways and/or classrooms. Students may consume water in hallway and classroom if it is in a clear container.

XIV. MAKE-UP WORK

MAKE-UP WORK

Students will have one day for each day of legitimate absence to arrange for make-up work with teachers. Make-up work will be made available to students while on suspension in accordance with Massachusetts State Law.

MAKE-UP WORK DUE TO NON-ILLNESS/VACATIONS

Parents and students are reminded that Massachusetts Law requires compulsory attendance for students. The Agawam Public School System strongly discourages family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process that the experience outside of classroom attendance can **not** duplicate. (See Agawam Public Schools Attendance Policy).

The burden of making up lost work rests with the student. Teachers are not to be expected to give extra help in making up this work. Teachers are not required to give out assignments prior to a family vacation. Any work that is assigned during this period of absence must be returned to the teacher on the day the student returns to school.

XV. ATHLETICS, CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

ATHLETICS, CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

The Agawam School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes, good human relations, and knowledge and skills. Students are encouraged to become involved in at least one activity.

File: JJ

PARENTAL/STUDENT CONSENT, RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT

Before any student can participate in voluntary extra-curricular activities including athletic programs, the student and his/her parent(s), guardian(s), or legal representative(s) must sign and date a copy of the Parental/Student Consent, Release from Liability and Indemnity Agreement Form, which is identified as School Committee Policy JJIR-F. Students who have attained the age of 18 years must sign and date a copy of this form without the signature(s) of parents(s), guardian(s), or legal representative(s). The completed signed and dated copy of the Release and Indemnity form shall be kept by the building principal or athletic director.

File: JJIR See Form D

STUDENT ACTIVITY PARTICIPATION

Amendment to the Attendance Policy – Exemptions for School Sponsored Events
Ratified June 1997 by AHS faculty

This policy, effective September 1, 1997, will enable students to participate in up to three (3) school sponsored activities, (e.g., field trips), per semester without academic penalty in relation to the participation grade. The students must meet a stringent set of requirements to qualify for such an exemption.

Specifically, the student must meet the following requirements:

- The event must be a school or community related activity. Such relevance will be determined by the administration. Also, the administration will reserve the right to prevent the student from receiving an exemption on any grounds.
- The student must have at least a B- average or higher in the class from which he or she wishes to receive an exemption.

The process to be taken is as follows:

1. The student must bring a note before the day of the absence explaining the reason for the absence to the administration. Pending administrative approval, an administrator (the principal or one of the assistant principals) will sign the note indicating its validity.
2. The student must bring the signed excuse note and the sign-off note to the teachers of those subjects in whose classes he or she qualifies for an exemption. Student exemptions may be honored in only those classes where teachers have signed their approval.
3. The student must request make-up work from the teacher before the day of the absence; the student is responsible for passing in all make-up work. The teacher may request the student to complete additional assigned work.
4. Failure to comply with the above stipulations will result in the student losing participation credit due to the absence.

The policy will not include absences unrelated to school activities such as truancy, illness, or personal appointments. The policy having received faculty approval will take effect beginning in the 1997-1998 school year.

STUDENT ADVISORY COMMITTEE TO THE SCHOOL COMMITTEE

This organization is a link between students and the administration. The members elected annually attend school committee meetings and meet with the various administrators during the school year. The organization welcomes suggestions and opinions and will conduct surveys to determine the students' wishes.

ACADEMIC REQUIREMENTS FOR ATHLETICS, CO-CURRICULA AND EXTRA-CURRICULA

At the high school, a student must secure during the last marking period preceding the contest (e.g., second quarter marks and not semester grades determine the third quarter eligibility) a passing grade equivalent to 5 credits. To be eligible for the fall marking period, students are required to have passed for the previous academic year the equivalent of five traditional yearlong major courses. (5 credits)

CLUBS AND ORGANIZATIONS

Academic A's

This high honor is issued to those students who have maintained a 3.0 (B) cumulative GPA during their freshman, sophomore, junior, and first semester of senior years at Agawam High School.

Adventure Club

Adventure Club is an open-enrollment club providing numerous opportunities for outdoor activities and adventures such as hiking, zip-lining, indoor rock climbing, and snow tubing

Art Club

The Art Club offers a creative group environment for students who appreciate art and want to develop a better understanding of skills. Members will create their own artwork and occasionally work on collaborative projects. Students can also use the studio time to develop and enrich personal portfolios. The Art Club meets weekly.

As Schools Match Wits

Highly motivated students interested in quick recall, trivia knowledge, and vital information in all academic areas are encouraged to try out for the "As Schools Match Wits" team. This team offers the challenge of competition to all interested newcomers.

Best Buddies

Best Buddies International is a nonprofit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities. Meetings are held once a month with a planning meeting held the week before to plan activities that promote social interaction and relationships. There is the opportunity to participate in activities outside of school including movie nights and the Best Buddies Prom.

Board Game Club

Board Game Club was originally established as mainly a social club, which encouraged friendly competition. Each week, the students vote on what we'll play the following week. The students are responsible for bringing in the games. We have a president and vice president who are in charge of organizing group outings and which games we will play.

Cheerleading Squad

Spring tryouts for the cheerleading squad are open to all students, male and female. A new squad is selected each year. If you are interested in promoting school spirit, attending athletic events, and the opportunity to visibly support your school, consider trying out for cheerleading.

Chess Club

Students learn the basics of chess, such as opening moves, forks, skewers, and pins. Students compete against each other in a formal competition for the titles of Master and Grandmaster. All are welcome.

Competitions with neighboring school chess clubs are usually planned during the year. At the beginning of each meeting, students must solve a computer chess problem before they move on to play each other.

Chiefs

Student Chiefs serve as role models to the student body and are asked to assist with various activities throughout the year. Students should apply to the principal for consideration of this leadership opportunity.

Computer and Video Club

This club is open to all students interested in exchanging computer knowledge. Activities include sharing software, working on networking projects and multimedia concepts such as CD-ROM units and soundboards.

Computer Programming Team

The Computer Programming Team is made up of students who have taken computer programming courses and would like to compete against other area schools in a competition using Pascal or Basic. Local competitions are held in March at various colleges in New England and New York. The winners of each competition are then invited to the northeast championships held in May.

Drama Club

The goal of Drama Club is to perform one or more plays for the student body or the public during the school year. It is open to any student wishing to fulfill a thirst for performing or to seek the thrill of working the fast pace behind the scenes.

Foreign Language Club

The Foreign Language Club brings together students from many backgrounds every other week to celebrate cultures from around the world through music, food, dance, art and much more.

French Honor Society

The Société Honoraire de Français, a national honor society under the auspices of the American Association of Teachers of French, recognizes high achievement in French by students in secondary schools and promotes continued study of French.

Any level 3 student studying French who has met the membership requirements is eligible for initial induction.

Continued membership requires active enrollment in a French class and maintaining high academic achievement therein.

Students who continue studying French through their senior year will be awarded the Society's honor cord upon graduation.

Future Medical Career Club

The Future Medical Career Club is for all students interested in pursuing medical careers. Guest speakers visit to help members explore careers, share opportunities and answer questions about the healthcare field. Our activities are: Pumpkin painting at the Ronald McDonald House, Wacky Olympics, and we raise funds for the "Make a Wish Foundation" and for senior scholarship(s).

Future Teachers of America – Benjamin J. Phelps Club

The Benjamin J. Phelps Club of the Future Teachers of America, affiliated with the Massachusetts Teachers Association and the National Education Association, was organized in Agawam in 1953. The purpose of the club is to interest students

in the teaching profession, to acquaint them with the role of education in the development of our democratic way of life, and to provide club members with current information about opportunities in the field of education.

GSA Club – Gender Sexuality Alliance

The Gay-Straight Alliance (GSA) club works to help create a safe, supportive environment at Agawam High School for all students. At weekly meetings, students support each other, discuss homophobia and other oppressions, educate the school community about these issues and plan events such as the National Day of Silence. All are welcome.

History Honor Society (Opus Bono Historiae: Creighton Abrams Chapter)

This is an honor society for the recognition of excellence in social studies at Agawam High School. This society is open to juniors and seniors who meet the membership entrance criteria. Opus Bono Historiae meaning “work for the good of history” represents the intent of the society to better the study of history through the work of the organization. Juniors must have fulfilled two years of Agawam High School’s requirements for social studies, with a minimum 3.5 grade point average in those classes. For juniors to maintain membership they must continue to pursue academic social studies courses in their senior year while maintaining the 3.5 grade point average. Seniors must have fulfilled three years of Agawam High school’s requirements for social studies, with a minimum 3.5 grade point average in those classes and be currently enrolled in at least one academic social studies course for their senior year. Students must also exhibit qualities of leadership, service, and citizenship in either their school or in a community/group organization. The signatures of two adult sponsors on the student application will serve as testimony to the student having met the leadership, service, and citizenship criteria.

Helping Hands

Helping Hands is affiliated with Students Against Violence Everywhere Promise Clubs, a place for young people to show their leadership, creativity, and passion for protecting their friends, schools and communities for violence BEFORE it happens. Through Helping Hands, youth organize activities and reminders that reinforce important lessons to create a culture of looking out for one another, being upstanders and preventing violence—creating safer classrooms, schools and communities now and in the future. Helping Hands meets monthly after school to plan activities, events and reminders to promote a positive school culture for everyone

Inter-generational Book Club

The Inter-generational Book Club welcomes any students or faculty members that love to read books of all genres. The books are voted on by the members of the club, and the group meets once a week to discuss what has been read.

Mathematics Club/Team

The Math Club encourages students who are interested in pursuing mathematics on an extracurricular level to become involved in programs including competitive problem-solving situations, mathematical projects, and career awareness activities.

Model Congress

Each year Agawam High School sends a delegation to local colleges to participate in mock legislative sessions similar to Congress in Washington, D.C. In Model Congress students learn the mechanics of the law-making process by actually preparing legislation. They are required to present their preparation and defend their proposals in this strong academic extracurricular program.

National Honor Society – Eleanor H. Smith Chapter

The objectives of this organization are to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students at Agawam High School.

At the end of the first semester, juniors will be notified by letter, of their eligibility. Seniors are notified of their eligibility after the first term of their senior year. Induction into NHS will then take place in April or May of that year. Juniors and seniors who have met the criteria for membership will be inducted only at this time.

Selection for the National Honor Society

Philosophy

Selection for National Honor Society is not automatically guaranteed based on solely on GPA. It is a privilege granted to students who have demonstrated excellence in scholarship, leadership, service and character. The faculty council is entrusted with making the selection decisions based on the aforementioned criteria, explained in detail below.

Service Criteria

Students must:

1. Be involved in a minimum of two (2) in-school activities in the current year.
2. Have participated in a minimum of five (5) hours of verifiable community service since the beginning of their freshman year in high school.
3. Be willing to represent the class or the school in interclass and interscholastic competition
4. Show courtesy by assisting visitors, teachers, and students.

Leadership Criteria

Students must:

1. Demonstrate leadership in promoting school activities
2. Exercise positive influence on peers in upholding school ideals
3. Exemplify positive attitudes
4. Demonstrate leadership in the classroom and in school activities
5. Be dependable and responsible

Character Criteria

Students must:

1. Demonstrate responsibility, integrity and honesty
2. Demonstrate compassion and understanding
3. Demonstrate behaviors that reflect accountability, reliability, and trustworthiness
4. Demonstrate citizenship in the community

Scholarship Criteria

In order to be considered for NHS membership, students must have and maintain a minimum 3.720 weighted GPA, based on the cumulative average

Course Requirements:

Students who wish to be considered for membership to National Honor Society must be carrying at least four credits in the following areas: English, Mathematics, Foreign Language, Science, and Social Studies. Student course load must include at least 3 AP or Honors courses, 2 of which must come from the areas listed above. The third AP or Honors course can be from any department of the students' choice provided it is on the list below
AP and/or Honors courses are designated with an asterisk (*).

Please note that half-year courses equal a half credit and full year courses equal one credit.

ENGLISH

030 English 11
040 English 12
*031 English 11 Honors
053 Myth and Legend
055 Creative Writing
025 Literature in Film: Adaptations of
 Literature into Cinema (College Prep)
014 Public Speaking and Communication
*041 English 12 Honors
*032 AP Language English 11
*042 AP Literature English 12

*121 Algebra II Honors
120 Algebra II
123 Principles of Algebra and Geometry
134 Algebra III
*135 Pre-Calculus Honors
136 Pre-Calculus
*150 AP Statistics
*151 AP Calculus (AB)
*152 AP Calculus (BC)
*153 Calculus Honors

MATHEMATICS

110 Geometry

FOREIGN LANGUAGE—All courses in the foreign language department are acceptable for academic credit. The following satisfy the honors and advanced placement requirement:

424 French III
 *425 French III Honors
 *427 French IV Honors
 *429 French V Honors
 *430 AP French Language
 404 Spanish III
 *405 Spanish III Honors
 *407 Spanish IV Honors
 *409 Spanish V Honors
 *410 AP Spanish Language
 444 Italian III

SCIENCE

214 College Prep Biology
 *211 Honors Biology
 *212 Advanced Placement Biology
 218 Marine Biology
 *222 Advanced Placement Chemistry
 *221 Honors Chemistry
 225 College Prep Chemistry
 *232 Advanced Placement Physics
 *231 Honors Physics
 233 College Prep Physics
 *253 Honors Genetics
 *255 Honors Microbiology
 250 Human Anatomy I

227 Human Anatomy II
 251 Astronomy/Earth Science
 252 Environmental Science
 *249 AP Environmental Science with Lab
 256 Survival Science
 *223 Honors Organic Chemistry with Lab
 248 Forensics

SOCIAL STUDIES

*331 AP European History
 *330 AP U.S. History
 *301 U.S. History & Government I Honors
 300 U.S. History & Government I
 *311 U.S. History & Government II Honors
 310 U.S. History & Government II
 *336 AP U.S. Government & Politics
 348 Practical Law
 344 Psychology
 346 Sociology
 339 Civics
 351 Economics
 *351 AP Microeconomics

Honors and AP Courses from the following departments can be counted as the third Honors/AP course

VISUAL AND PERFORMING ARTS

*706 National Art Education Association Honors I
 *707 National Art Education Association Honors II
 *752 Honors Concert Band 2
 *762 Honors Concert Choir

*502 Accounting II Honors
 *531 AP Computer Science Principles
 *538 Java Programming & Mobile App Development Honors
 *541 Programming in Visual C++ and C# Honors
 *566 Video Game Design Honors – Part II
 *065 Broadcast Journalism II Honors

BUSINESS, INSTRUCTIONAL TECHNOLOGY AND CAREER EDUCATION

Continued membership in the National Honor Society are granted the following privileges:

1. Members receive a membership card soon after the induction ceremony which marks a student's official membership into this NHS chapter.
2. Members may request a second book for each class for home use (subject to availability).
3. Members may park for free at Agawam High School. No refunds will be made if payment is made before membership to NHS.
4. Students are given the opportunity to apply for the NHS Scholarship in the spring of their senior year.
5. Members receive a special sash to wear at graduation, which must be returned after the ceremony. They will also receive, and keep, a separate tassel and diploma bearing the NHS stamp.
6. Members will also receive intrinsic rewards from personal achievement, leadership opportunity, and helping others.

Voting Procedure

At least three of the five faculty council members must vote in favor of the student.

Appeals

Appeals of name selection will be directed to the principal, who has the final say.

Dismissal of Members

Dismissal of National Honor Society members is handled on a case by case basis. Members who are in violation of NHS requirements may be asked to come before the Faculty Council to explain the violation. Discipline will be determined by the council afterwards.

Flagrant violation of school rules or civil laws may result in automatic irrevocable dismissal. If a student is under consideration for dismissal, he/she must be informed in writing of the violation and will be allowed to appear before the faculty council to present his/her case.

Peer Leadership Program

All Agawam High School students are eligible to join the program through the end of their junior year. Peer leaders receive special training in alcohol, tobacco, and drug prevention education and leadership and presentation skills. Peer leaders participate in a wide variety of activities in the high school, junior high, middle and elementary schools.

Peer Mediation

Peer Mediation is a program dedicated to conflict resolution. It meets every other Wednesday to establish opportunities that create a more peaceful environment in our school community.

Peer-To-Peer Tutoring

Agawam High School's Peer-to-Peer Tutoring program is unique in that students will tutor, free of charge, other students in need of assistance with any of their classroom work. The club meets twice per week at the high school, and the students in need of help are asked to bring homework, study guides, or other assignment materials to the session so that their peers – rather than teachers – can help them get to where they want to go with their academic goals. The meetings are low key and low stress and they are designed to HELP students in ANY scholastic discipline, including the organization of notebook and other study aids.

Photography Club

The Photography Club welcomes all students with an interest in photography, photo editing, and graphic design. Members meet biweekly and are encouraged to take and share photos within the club's google classroom page. Fundraisers are organized to purchase supplies or to go on field trips to view photography collections.

Pro Merito

The objective of this graduation honor is to recognize those seniors who attain an overall grade point average of 3.2000 or better with no grade below C- for a final course grade. This includes weighted cumulative averages for honors and AP courses. To be granted this honor, students must carry a minimum of 7 credits each year with three (3) of these in the academic areas of English, Social Studies, Science, Math, Foreign Language and Business, Instructional Technology and Career Education. Students must have no more than a combined total of 6 unexcused tardies and unexcused dismissals, and no office disciplinary action. Pro Merito status **will not** be given to any student who was dismissed from National Honor Society for failure to meet the leadership, character, or service standards of NHS. Teacher evaluations may be utilized. Pro Merito status will be granted for graduation only and will carry no special privileges throughout the school year. The principal has the final approval of honors status.

Prom Committee

Any junior or senior who would like to take part in planning the Junior-Senior Prom is welcome to join the prom committee. Members are responsible for selecting the prom theme, purchasing the favors, choosing the menu, deciding the decorative colors, and finding the right disc jockey to set the appropriate mood for the prom theme.

Quill and Scroll

Quill and Scroll is the international honor society for high school journalists. Members must be in the top one-third of their class scholastically either for the year of their nomination, or for the cumulative total of all their high school work. They must have done superior work in some phase of journalism for The Mirror (school newspaper), Sachem (yearbook), or The Unicorn (literary magazine).

They must also be recommended by the publication advisor and the publications governing committee which shall consist of officers of Quill and Scroll. National dues of \$13.00 are required for membership. Members must be juniors or seniors. However, sophomores may be initiated during the final marking period of the school year with their membership becoming effective at the beginning of their junior year. A member may be placed on probation or dismissed by their advisor and the publication governing committee if they fail to maintain standards of membership.

Renaissance

1. Each term all Agawam High School students are eligible to become members of the Renaissance Program. The purpose of the Renaissance Program is to increase student attendance, improve overall academic scores, increase graduation rates, and create a safe and positive school environment. The high school's Renaissance Program offer students incentive rewards for responsible behavior as well as academic achievement.
2. ALL RENAISSANCE CARD HOLDERS may be provided with some of the following privileges: homework exemption, 5 points added to test, and \$1 off school performances. **Incentives may change from term to term.**
3. RENAISSANCE CARDHOLDER GUIDELINES require that the student present his/her card with a photo ID to the respective teacher he/she wishes to obtain the designated privilege. The teacher will initial the card for item used. The card will expire at the end of each marking term. **Only one card will be issued per term. Students are responsible for their safekeeping; no duplicates will be issued.**
4. Students who are not on Renaissance may be recognized by their teachers for a Renaissance VIP card, giving them one benefit. The VIP students will be selected each term.
5. **Honor Cords** – Graduating seniors will receive a Renaissance honor cord if they are Renaissance students for four consecutive marking periods beginning fourth term junior year and continuing through first, second, and third terms senior year.

RENAISSANCE GUIDELINES

LEVEL	GRADE REQUIREMENTS	ATTENDANCE	EFFORT
GOLD	At least C- in each class	No more than 2 unexcused absences. No more than 2 unexcused tardies. No more than 2 unexcused dismissals. No office discipline (detention, external, internal)	Effort grades of 4 or 3
GOLD PLUS	At least B- in each class	No more than 2 unexcused absences. No more than 2 unexcused tardies. No more than 2 unexcused dismissals. No office discipline (detention, external, internal)	Effort grades of 4 or 3

The administrators reserve the right to revoke Renaissance privileges from any student who is cited for disciplinary action at any time.

Robotics Club

The Robotics Club is open to all students interested in the designing, construction and promotion of robots and related technological gadgets. The main focus of this club is to promote Technology and introduce students to career and educational opportunities related to Technology and Engineering. Members are not required to, but will have an opportunity to, affiliate with the Technology Student Association (TSA), Junior Engineering Technical Society (JETS), and FIRST Robotics.

S.A.V.E. (Students Against Violating the Environment)

Members of S.A.V.E. will make an effort to better our environment. They will inform students and teachers on the importance of environmental issues and make a strong effort to involve the community in their quest for a better environment.

Shakespeare Society

AP Literature students participate in Shakespeare Society in the Spring. Students analyze Shakespearean drama and work on designing projects for the culminating event. Events in the last couple of years have included Renaissance Fairs and “Liberty Food Truck” festivals.

Sign Language Club

The Sign Language Club is for students with no prior sign language experience to students with fluent signing skills. Becoming a member of the Sign Language Club includes the following benefits: information and postings of Deaf events in the area, games and activities, Deaf culture and fun sign language vocabulary! The mission of the Sign Language Club is to increase the awareness of sign language with an acknowledgement and respect for Deaf culture. Faculty advisor allows for student-directed meetings to meet their interests in learning sign language. All those interested are welcome to attend!

Ski & Snowboarding Club

The AHS Ski & Snowboarding club meets to discuss and prepare for trips to New England resorts such as Pico Mountain, Bromley Mountain, Killington, Berkshire East, Catamount, and Jiminy Peak. Students vote on the desired trips at prices students and families can afford. The club provides transportation (often coach buses) to the resorts on Friday nights or all-day trips on Saturday.

Spanish Honor Society – Lope de Vega Chapter

The Sociedad Honoraria Hispánica, a national honor society under the auspices of the American Association of Teachers of Spanish, recognizes high achievement in Spanish by students in secondary schools and promotes continued study of Spanish. Any level 3 student studying Spanish who has met the membership requirements is eligible for initial induction. Students who continue studying Spanish through their senior year will be awarded the Society’s honor cord upon graduation.

Student Government

The purpose of the student government is to foster school improvement, promote community involvement, and enhance international understanding. Student leaders are chosen through a school wide election process.

MUSIC ACTIVITIES

A number of music activities are available to students who have the desire and interest to participate. Most of the music courses and many of the activities are scheduled during the regular school day and must be selected from the course of study. Musical activities are rewarding for students in terms of fellowship, healthful recreation, personal gratification that comes from performance before appreciative audiences, and the frequent opportunities to serve our school and community.

Vocal Groups

Most vocal groups are scheduled into the regular school day. These include chorus and show choir. These groups perform a number of concerts for the community during the year as well as participate in exchange concerts with groups from other areas. Their music varies from jazz to popular styles. Each year the vocal music department hosts shows which are open to all students who qualify.

Band – Marching & Concert

The Agawam High School Band is both a scheduled course and an extra-curricular activity. It is one of the largest and most active school activities offered, and although most students who play instruments are encouraged to sign up for the curricular program, it is possible to be a member of the marching band by attending the after-school or evening rehearsals of this group. Concert band activities are carried on almost entirely during the scheduled band periods.

The band plays at home football games, takes part in several parades each year such as Columbus Day, St. Patrick’s Day, and Memorial Day; performs several concerts – Pops concert, Band Time, Music Festival – and during recent years has taken part in large scale festivals out of state as well as in local events.

Color Guard

Color Guard tryouts are open to all students. Approximately 20 are chosen who will continue as Color Guard members without further tryouts during subsequent school years. Tryouts consist of marching to recorded music with judging based on general appearance, rhythm, grace, and bearing.

Jazz Band

Students who have an interest and talent in the field of jazz/rock and contemporary music may join the Jazz Ensemble which rehearses at various times, depending on membership.

Majors/Majorette

Tryouts are also held during the first week of school for the position of baton twirler with the band. Judging is based on baton technique and general appearance.

PUBLICATIONS

Mirror

The Mirror is an online monthly, award-winning student newspaper. It is written, edited and designed by the students. The Mirror primarily reports the news of the school and other community, national or international stories from a student's perspective.

Students who wish to become staff members or editors of The Mirror should take Journalism I first in order to learn the basics of journalistic writing. This prerequisite is especially important for those who wish to become editors.

Staff members are evaluated by their editors after the publication of each issue using a specific evaluation form. Editors are evaluated by the editor-in-chief. The evaluation is reviewed by the advisors before the grade is finalized. Students are evaluated on their enthusiasm, dedication, and contribution to the paper at least once during the year.

The Mirror staff may participate in a number of workshops and contests throughout the year.

Sachem

Each year the graduating class publishes a school yearbook named Sachem which means "The Chief". The yearbook is a composition of four years of activities and experiences. The Sachem has been recognized as a trend-setter in such areas as photography, layout, cover design, and literary content, offering color spreads, the largest sized book in the area, and a large number of pages at a low price. An expanded underclass section features individual student photographs.

Staff members from the senior class are chosen by the yearbook advisor on recommendations from the faculty. The selection process for the new Sachem staff usually begins in April. See the yearbook advisor in March for an application form.

Uniqorn

The purpose of Uniqorn is to publish outstanding examples of student poetry, fiction, and essays. The magazine will be published twice a year, in the winter and spring. An editorial board made up of students selected or approved by the advisor will judge all works submitted. In cooperation with the Art Department, outstanding examples of student artwork (pen and ink) will also be published. Students interested in applying for the editorial board must submit samples of creative writing before October 1 of the school year to the advisor. The editorial board will meet on a weekly basis.

SPORTS

Our athletic program has been expanded in an attempt to cover more completely the varied interests of the students. Interscholastic sports are open to all students who maintain good behavior and academic standing.

Interscholastic competition now includes teams in the following sports:

Baseball	Gymnastics
Basketball	Ice Hockey
Cross Country	Indoor Track
Field Hockey	Lacrosse
Football	Skiing
Golf	Soccer

Softball
Swimming
Tennis

Track
Volleyball
Wrestling

Regulations put forth by the Massachusetts Interscholastic Athletic Association (MIAA) will govern eligibility for sports.

Students are reminded that they represent the school at all contests both at home and away. Athletes and spectators should be on their best behavior, showing sportsmanlike conduct preceding, during, and following any contest or practice session. Improper conduct could result in civil as well as school penalties.

PARTICIPATION IN ATHLETICS AND EXTRA CURRICULAR ACTIVITIES

Students under suspension (both internal and external) from school are not eligible to participate in practice sessions, athletic contests or scheduled activities.

Students must maintain good behavior and academic standing.

XX. SCHOOL DISTRICT WELLNESS PROGRAM

SCHOOL DISTRICT WELLNESS PROGRAM

Federal Law (PL 108.265, Section 204) requires all schools to develop a local wellness policy and establish a plan for measuring the implementation of the policy. Children need access to healthful foods and educational content and experiences that promote wellness. Good health fosters student attendance and educational success. Obesity rates and chronic diseases continue to increase and challenge maximum academic performance. Participation in vigorous physical activity, quality physical education, nutrition education, and balanced food choices foster life long health habits leading to long healthy lives.

The purpose of this policy is to insure that each student is provided ongoing opportunities designed to maximize the prospect that the student will make positive decisions throughout life. Health education provides critical content for students to develop and demonstrate health-related knowledge, attitudes, and practices. Physical education and regular physical activity is an integral part of the total education of students, which contributes to the physical development of the individual through promotion and appreciation of physical fitness. School food services will provide students with a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of the students.

I. Nutrition Education, Physical Activity, Physical Education, and Wellness Promotion

A. Nutrition Education

- Nutrition instruction will be taught at as a standards-based program designed to provide students with the knowledge and skills necessary to promote and protect health. (MGL Chapter 71, Section 1)
- Nutrition instruction will be developmentally appropriate and culturally relevant
- Nutrition instruction will contain Food Pyramid Guidelines, caloric balance, and media literacy.
- Health educators will collaborate with the food service staff to strengthen and expand instruction.

B. Physical Activity

- Opportunities for physical activity will be incorporated at the elementary and middle school levels, weather permitting.
- Physical activities programs, such as intramurals (K-8), before and after school programs, extra-curricular activities, and interscholastic sports are available before and after school hours for all levels, as funding permits.
- Physical activity during the school day will not be used as punishment (e.g., running laps, pushups).
- Physical activity shall not be restricted for disciplinary reasons unless related to a violation that occurred during the time that the physical activity took place and/or that said violation involves the safety of the student and or other students and staff.

- Middle School will strive to provide time for physical activity at the end of each lunch period.
- C. Physical Education
- Physical education shall be taught as a required subject in grades K-12 for all students (MGL Chapter 71, Section 3).
 - Physical education will be taught by a certified physical education teacher.
 - Student involvement in other activities involving physical activity will not be substituted for physical education class.
 - Physical education should be taught to students during the school year to provide the maximum activity exposure and instructional continuity.
 - Physical education instruction will incorporate *NASPE's Quality Physical Education Guidelines* including opportunity to learn, meaningful content, and appropriate instruction.
 - The physical education program should match the Massachusetts Department of Education's Health Curriculum Framework and the National Standards for Physical Education (NASPE).
- D. Wellness Promotion
- Instruction in health education shall be taught as a standards-based program and incorporate the Massachusetts Department of Education's Health Curriculum Framework standards (MGL Chapter 71, Section 1).
 - The health education program should match the Massachusetts Department of Education's Health Curriculum Framework and the National Health Education Standards.
 - The Wellness Policy will be available on the district's website & in school newsletters

II. All Foods Available on School Campus (during the day)

A. Beverages

"The Healthy Hunger Free Children's Act of 2010," signed into law on July 30, 2010, requires the Massachusetts Department of Public Health to establish standards for competitive foods and beverages sold or provided in public schools during the school day. The goal of the standards is to ensure that public schools offer students food and beverage choices that will enhance learning, contribute to their healthy growth and development, and cultivate life-long, healthy eating behaviors.

- All milk served will be pasteurized fluid milk, which will meet state and local standards for such milk. All milk will have vitamins A and D at levels specified by the Food and Drug Administration and is consistent with state and local standards for such milk.

The following standards will apply to all Elementary, Middle, Junior, and Senior High School students in the Agawam Public Schools:

- 100% fruit and vegetable juice: with no added sugar
- Milk: Low-fat (1% or less)
- Water: with no added sugars, sweeteners, or artificial sweeteners

B. Other Foods

- Nutritious and appealing foods such as fruits, vegetables, low and non-fat dairy products, and whole grain products will be available whenever food is sold or offered on the school campus during the school day in approved size packages.
- "A LA CARTE SNACKS" offered for sale to students during the school day will comply with the USDA regulations and will meet the *Massachusetts Action for Healthy Kids Guidelines* and the *Stalker Institutes A-List*.
- At all schools, the school lunch department will provide a variety of choices to students.

NOTE: The emphasis will be to increase the availability of appealing, nutritious foods.

Snacks may be brought from home for children's own consumption. However, some classrooms may need to restrict some types of recess snacks due to specific allergies that classmates or staff may have such as peanut/tree nut allergies. Parents are encouraged to send healthy snacks that will provide the "fuel" for effective learning. Foods of high nutritional value will naturally have a significant amount of at least one of the following: calcium, vitamin C, Vitamin A, iron, or fiber.

- For any school-wide celebrations, only wrapped, store-bought foods, with ingredients listed on the labels may be sent in.
- High sugared items are not encouraged as a snack or reward.
- Staff members are expected to follow the same procedures for any food they bring in to share with their classes or allow other students to bring in and share.
- No fundraising involving the sale of food or drinks shall take place during the lunch period. Fundraisers that take place during the day involving food must comply with the Stalker Institute's A-List and must be pre-wrapped and labeled.
- School stores may not sell food or drinks.

III. School Meals

A. Reimbursable School Meals

The following standards will apply to all Elementary, Middle, Junior, and Senior High School students in the Agawam Public Schools:

- Nutritious and appealing foods such as fruits, vegetables, low and non-fat dairy products and whole grain products will be available whenever food is sold or offered on the school campus during the school day.
- A LA CARTE snacks offered for sale to students during the school day will comply with the USDA regulations and will meet the Massachusetts Action for Healthy Kids Guidelines and will be on the John C. Stalker Institute's A-List.

NOTE: The emphasis will be to increase the availability of appealing, nutritious foods while minimizing the availability of high-caloric/low-nutrient counterparts.

- B. Menus will be prepared and foods will be served to incorporate variety, appeal, taste, and safety to ensure high-quality meals.
- C. Nutritional meal data shall be available on the district website.
- D. Meal times and scheduling
 - Lunch periods shall be scheduled as near the middle of the school day as possible.
- E. Environment
 - Facility design should be given priority in dining facility renovations and new construction. Creative, innovative construction should be applied to minimize noise level within the eating area. The eating environment should be located such that there is convenient access to hand-washing facilities before meals and potable water. The food service area design should minimize the time students are waiting in line.

IV. Measuring and Implementation

- Goal: On a rotating basis, each school will provide evidence of compliance regarding one of the five designated areas below beginning with Nutrition Education.
 1. Nutrition Education
 2. Physical Activity
 3. Physical Education
 4. School Meals
 5. Wellness Promotion
- The Wellness Policy Committee will provide a written report to the School Committee in June of each year.
 1. The report will contain evidence of each school's compliance regarding designated area for that year.

2. Each school will include progress made toward meeting their yearly area goal of the Local Wellness Policy
3. A comparison of their yearly area goal to the model Local Wellness Policy

V. Local Designation

- The Superintendent or his/her designee will be charged with the operational responsibility for ensuring that the schools meet the local Wellness Policy.
- Each school's principal will be responsible for overseeing the implementation of the Wellness Policy.
- On a yearly basis, each school principal will appoint a staff member and/or students who will be responsible for collecting evidence of that year's area of compliance.
- The Wellness Committee will meet yearly to review the policy, make revisions and recommendations to the Policy Subcommittee of the School Committee.
- The Health Education Department and Family Consumer Science Department may administer the Youth Risk Behavior Survey yearly to students at the secondary level. This data will be used to modify and improve instructional content to meet the changing needs of the student body.

VI. Public Notification

- Any changes will be addressed at a Policy Subcommittee meeting and then sent to the School Committee for approval.

VII. Local Wellness Committee – Stakeholder Involvement

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

The following individuals participated in the development of this Local Wellness Policy: Assistant Superintendent for Curriculum, Instruction, HR; Business Manager; Food Service Director; Physical Education teacher; School Committee member; School Nurse, Elementary Principal; Junior High School Assistant Principal; Health Education teacher; Family & Consumer Science teacher; AHS student; Parent; and Community Member.

File: ADF

References: MASC April 20, 2006
Federal Register 13443, Vol. 78, No. 40
Department of Agriculture Food & Nutrition Service
Child Nutrition Programs
Nondiscretionary Amendments Related to the Healthy, Hunger-Free Kids Act of 2010

Cross Refs: EFC, Free and Reduced-Cost Food Services
IHAMA, Teaching About Alcohol, Tobacco, and Drugs
KI, Public Solicitations/Advertising in District Facilities
JLCCB, JLCCB-E, & JLCCB-R, Students with Life-Threatening Allergies

Legal Refs: The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108 to 265.
The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 – 1769h
The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 – 1789
M.G.L. Chapter 111, Section 223
7CFR Parts 210, 215, 220, 225, 226, & 245

Agawam School Committee 2016

Approved by the School Committee on June 28, 2016 by a vote of 7 – 0.

STUDENTS WITH LIFE-THREATENING ALLERGIES

The Agawam Public Schools recognizes that an increasing number of its students have life-threatening allergies (L.T.A.s). However, the Agawam Public Schools cannot guarantee to provide an allergen-free environment for all students with life-threatening allergies, nor prevent any harm to students in emergencies. The district's goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs.

This protocol will address how the Agawam Public Schools will identify students with LTAs, train faculty and staff, and prepare for emergencies. To the best of its ability, the Agawam Public Schools will provide annual training for faculty and staff in the areas of:

Common allergens that cause life-threatening allergies such as foods, medications, latex, and stinging insects

Signs and symptoms of an allergic reaction

Steps to take in the event of an allergic reaction emergency

Correct use of an Epi-Pen

Note: Agawam Public Schools will endeavor to avoid any foods with peanut/tree-nut contents being served in the elementary, middle, junior, or senior high schools. It is important to note that the ingredients in many food products may be changed by the manufacturer without specific notice or indication of such change. While food service personnel should routinely recheck products for known food allergens, not all such situations may be detected. Food served may contain peanut/tree-nut by-products or may have been made in a plant that produces peanut/tree-nut products.

Agawam Public Schools will not be responsible for monitoring food from homes. However, Agawam Public Schools will endeavor to control packaged food products made available to children.

File: JLCCB

RESPONSIBILITIES OF THE AGAWAM SCHOOL DEPARTMENT, SCHOOL PERSONNEL, PARENTS, & STUDENTS

I. Responsibilities of the Agawam School Department:

- Create a system wide emergency plan for addressing life-threatening allergies
- Provide annual training to staff in the areas of common allergens that cause life-threatening allergies
- Identify signs and symptoms of an allergic reaction
- Outline steps to take in the event of an allergic reaction emergency
- Create a system wide “No food trading/ utensil sharing policy”
- Maintain a system wide “No eating food or drinking beverages on the school bus”
- Purchase Epi-Pens for nurses’ office, main school, cafeteria, and physical education emergency kit at each school.

II. Responsibility of the School Nurse:

- Prior to the first day of school, send a letter to all PreK – 12 parents/guardians encouraging them to notify the school if their child/children have any life-threatening allergies. In the letter, be sure to state that a signed letter from the child’s physician/allergist is needed to verify that the student has life-threatening allergies.
- The letter must also list the allergens that the child is allergic to and the course of treatment that is required in case of allergic reaction.
- Arrange to meet with parent/guardian of student with LTA to develop an Allergy Action Plan/Individual Health Care Action Plan for the student. During meeting, encourage the use of MEDIC-ALERT bracelets and other methods of identification for the student.
- Maintain updated AAP/HCPs in the nurse’s office.
- Discuss with parents about providing the nurse’s office with Epi-Pens and/or other medications as prescribed.

- Encourage parent/guardian to stress the importance of having their child/children (age appropriate) carry an Epi-Pen with them at all times.
- Inform your school's Administrative staff about student with life-threatening allergies.
- Send a "Student Allergy Identification List" of students who have life-threatening allergies to teachers, coaches, and the cafeteria manager.
- Send updated list of students with LTAs to teachers/coaches/cafeteria manager throughout the school year.
- Nurses will wear NON LATEX GLOVES.
- Provide list of students with LTAs to the Athletic Director and Athletic Trainer.

III. Responsibility of Teacher:

- The "Student Allergy Identification List" should be kept in a prominent and accessible place for substitute teachers such as the Teacher's Plan Book.
- Participate in annual training.
- In the event of an emergency with a LTA, contact principal and school nurse immediately.
- In the event of an allergic reaction (where there is no known allergic history), the school nurse should be called and the school's Emergency Response Plan activated. The emergency medical services should be called immediately.
- Healthy snacks to be encouraged at all times. All snacks for celebrations must be pre-packaged with ingredient label and checked for allergens prior to consumption (ingredient lists frequently change, so every product needs to be checked). Pencils, stickers, etc. are fun treats that can be shared or distributed.
- Any product, including candy, that does come in must be pre-packaged and labeled with ingredients Peanut/Tree Nut Free. However, candy is not encouraged as a snack or reward.
- If a product is noted to contain peanut/tree nuts, the item is to be sent to the nurse who will make parent contact.

IV. Responsibility of Parent/Guardian:

- Inform the school nurse of your child's allergies prior to the opening of school or immediately after a diagnosis.
- Arrange for a meeting with the school nurse to develop an Allergy Action Plan/Health Care Plan for the student and provide for the nurse a signed letter from the child's physician/allergist verifying that the child has life-threatening allergies. Provide letter from child's physician listing the allergens that the child is allergic to and the course of treatment that is required in case of an allergic reaction. Medical orders from physician must be included.
- Provide school nurse with enough up-to-date medications including Epi-Pens, if required.
- Complete all required medication forms along with current emergency contact names and telephone numbers.
- Provide a MEDIC-ALERT identification bracelet for your child.
- Encourage your child to wash his/her hands before eating.
- Teach your child to read ingredient labels (age appropriate).
- Require your child to carry an Epi-Pen on his/her person (age appropriate).
- Communicate immediately any symptoms of an allergic reaction.
- Encourage your child NOT TO SHARE snacks, lunches, drinks, or utensils.
- Notify school if child no longer has allergies. Again, a signed letter from the child's physician/allergist is required.
- Provide your child with a bag lunch.
- Provide your child with a safe snack for their consumption during classroom celebrations.
- Support the Wellness Policy by promoting healthy food and snack choices brought to school.

V. Responsibility of Student as Communicated by Parent:

- Take responsibility for avoiding known allergens.
- Do not share snacks, lunches, beverages, or utensils.
- Wash hands before eating.
- Learn to recognize symptoms of an allergic reaction.
- Communicate immediately when symptoms appear.
- Carry an Epi-Pen at all times (age appropriate).

VI. Responsibility of School Principal:

To the extent possible, the principal of each school shall be responsible for the following:

- In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures, and emergency procedures including demonstration on how to use the Epi-pen.
- The protocol that explains Life Threatening Allergies and the application of the protocol at the school concerning Life Threatening Allergies will be discussed at Kindergarten orientation.
- Post the school's emergency protocol on LTAs in appropriate locations.
- Notify staff about the locations of Epi-pens in the school.
- A contingency plan will be in place and understood by all staff and students in the event the nurse is not in her/his office or in the building. Call 911.
- Communicate policy to all students/families annually through student handbooks, school websites, and newsletters.
- Assure that the Wellness Policy & Students with Life-Threatening Allergies Policy are considered in the planning of school activities.
- Assure that fundraising efforts follow policy guidelines.
- Monitor overall compliance of teachers, staff, and student groups with the Wellness Policy.
- Work with individual School Councils and PTO's to establish specifics with regard to classroom & school-wide celebrations that meet the expectations of the Wellness & Life Threatening Allergy Policies.

VII. Responsibility of Food Service Personnel:

- All food service staff will participate in annual training in August for students with life-threatening allergies. Annual training will include following sound food handling practices to prevent allergic reactions and will ensure staff is prepared to take appropriate emergency action if necessary.
- All kitchen staff and food handlers will wear non-latex gloves.
- The Director of Food Services and all cafeteria managers will routinely read and recheck food labels for potential food allergens.
- The Director of Food Services will provide monthly copies of the lunch menu to staff and parents.
- All cafeteria tables in schools will be cleaned and sanitized before and after lunch periods.
- A peanut-free table will be established in all school cafeterias and will be designated by a universal symbol.
- The Director of Food Services and all cafeteria managers will continue to work with students, parents, school nurses, and other school personnel to ensure that they understand what the food contains and to promote allergy safety.

VIII. Responsibilities of Staff in Charge of Conducting Before/After School Programs:

- The Allergy Action Plan/Individual Health Care Plan will be available for parents to copy to give to those who assume responsibility for their child/children in the school-sponsored before and after school daycare program.

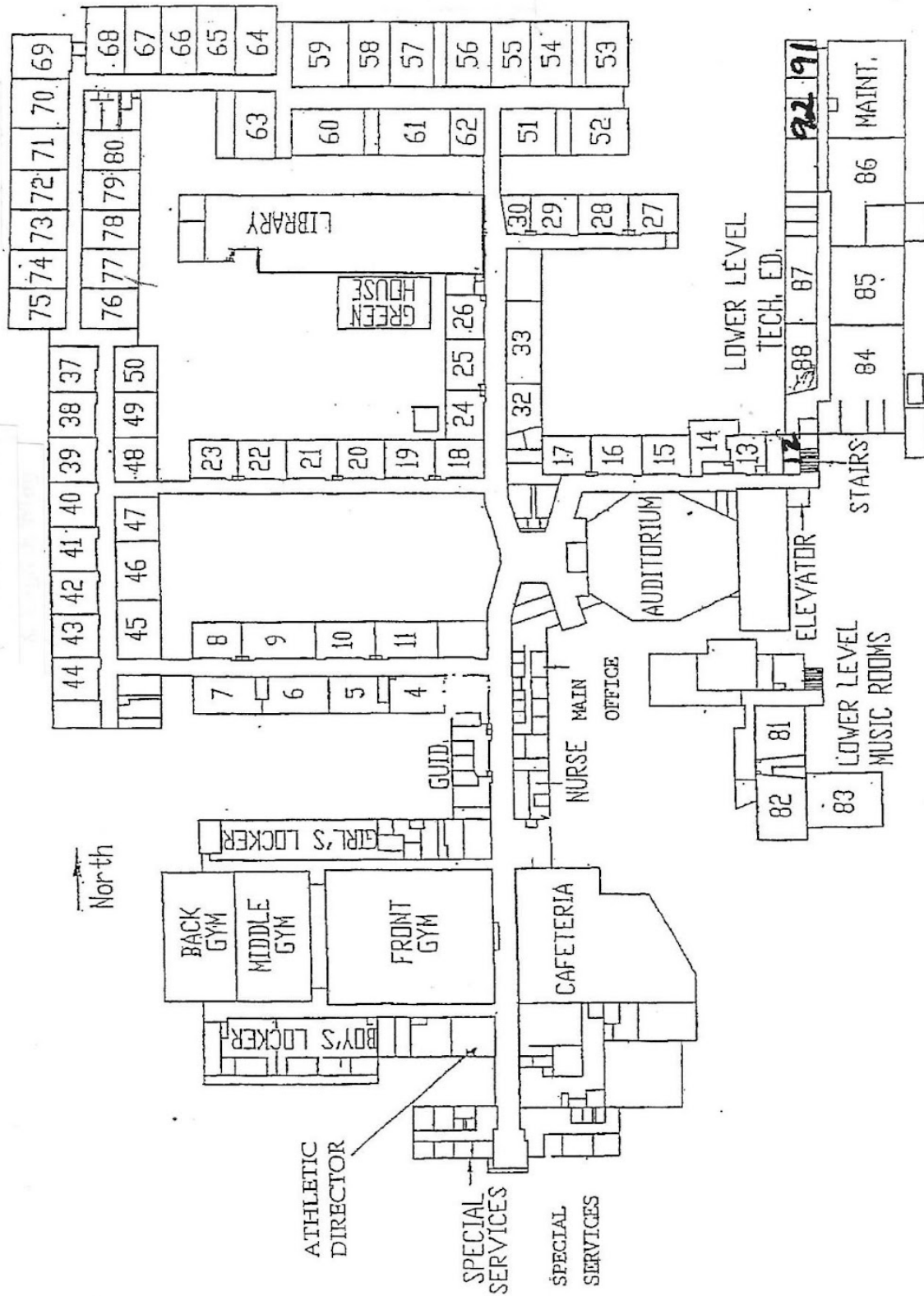
X. Responsibilities of School Transportation Services:

- Provide functioning emergency communication devices (e.g. cell phones, two-way radios, etc.) on each school bus.
- Maintain a policy of no food eating on the school bus.
- Communicate the policy to all drivers at the start of each school year.

XI. Responsibilities of Athletic Director:

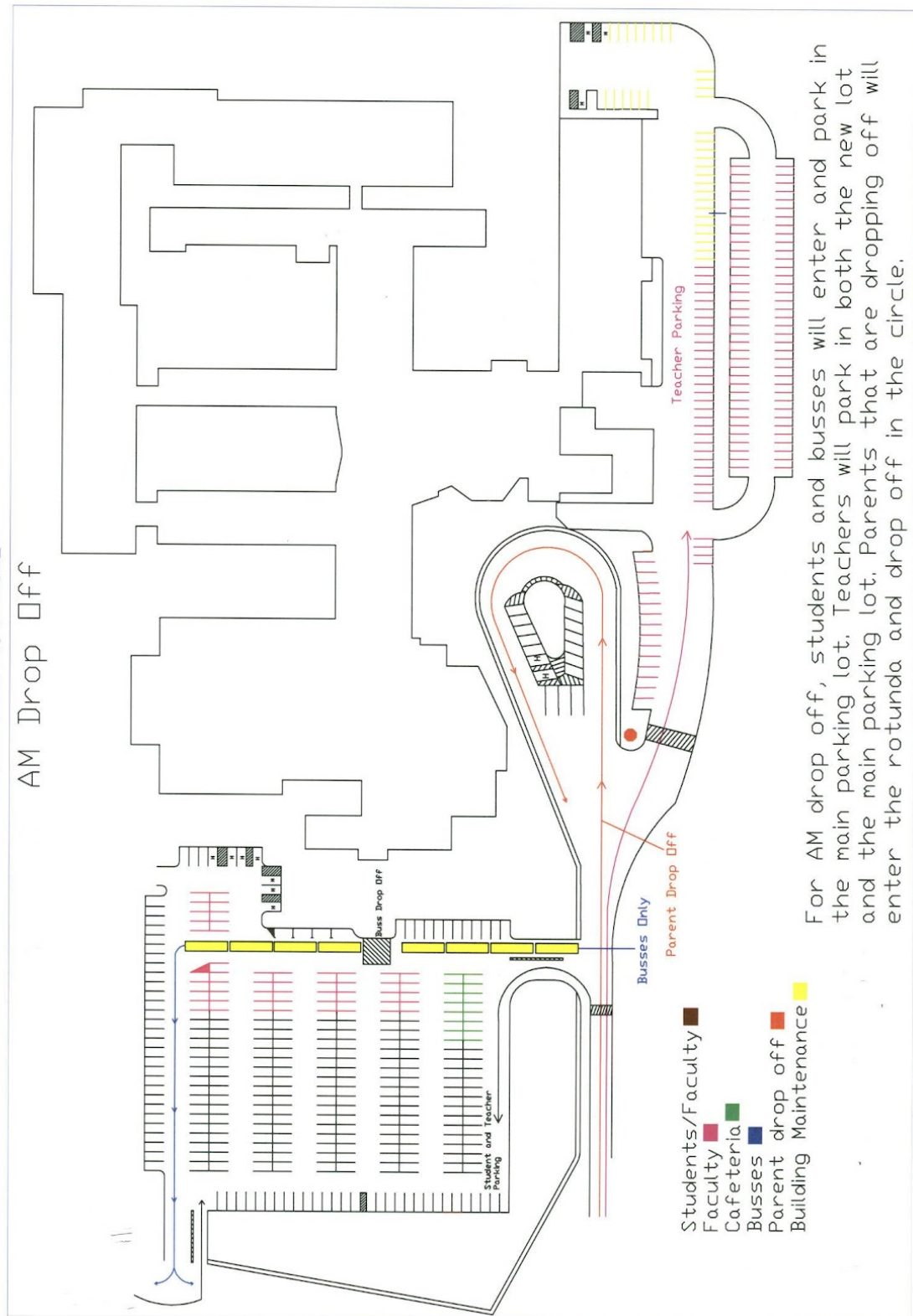
- Communicate the policy to all coaches at the start of each year.
- Communicate the policy to all athletic-affiliated organizations.

File: JLCCB-R



Agawam High School Parking Map

AM Drop Off



For AM drop off, students and busses will enter and park in the main parking lot. Teachers will park in both the new lot and the main parking lot. Parents that are dropping off will enter the rotunda and drop off in the circle.

Agawam High School Parking Map

