

**HOPKINS ACADEMY
HANDBOOK FOR
STUDENTS & FAMILIES
2023-2024**



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VALUES AND VISION

MESSAGE FROM THE PRINCIPAL

Dear students and families,

We believe that the purpose of education is to provide students with opportunities, skills and strengths which will allow students to embark upon the life of their choosing. Years ago education was a means of ensuring democracy and civic engagement in a community. Then education became a means to train and employ students. In the 21st century, education is so much more. We live in a continually changing global world; one where we are asked to innovate and solve novel problems regularly. Therefore students must be equipped with skills to live within such a sphere. It is for this reason that we have chosen as a district to commit ourselves to a growth mindset, diversity, inclusion, compassion and deeper learning. Our teaching and assessment practices, course and program offerings, extra-curricular and policies and protocols reflect those values. In conjunction with relevant and timely data, they guide our thinking and decision making processes. If at any time this handbook or any policies or practices within the school appear to stray from those values, please reach out to me as I am committed to holding up all values for all community members.

April A. Camuso, Principal



Hopkins Academy Statement of Core Values

Hopkins Academy is committed to fostering a learning environment which values respect, equity, empathy, perseverance, integrity, collaboration, creativity, critical thinking and intellectual curiosity. These align with Hadley Public School's values of: diversity, inclusivity, growth mindset, empathy and deeper learning.

Beliefs About Student Learning- At Hopkins Academy we believe that our school creates the best conditions for high levels of student learning and growth when:

Educators commit to-

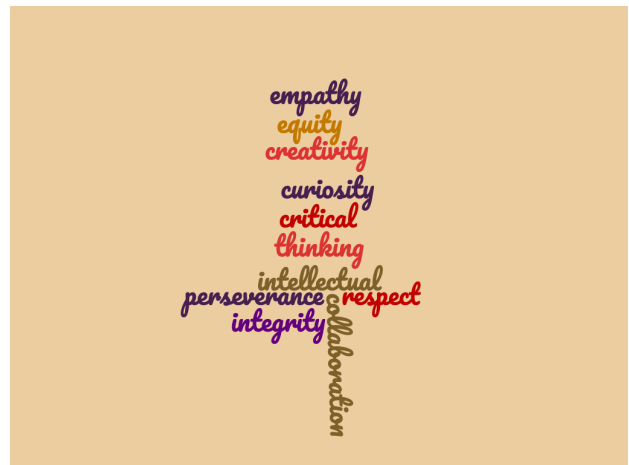
- Maintaining a safe and supportive learning environment
- Developing strong academic relationship with each student
- Designing opportunities for authentic learning and making global connections
- Providing rigorous, challenging and collaborative learning opportunities

Students commit to-

- Developing self-discipline, time management and a strong work ethic
- Understanding the impact education will have and opportunities it can provide for their future
- Taking intellectual risks
- Demonstrating pride in their academic performance
- Investing in and committing to respect our school and community

Academic, Civic & Social Expectations:

- Read, write, and communicate effectively and fluently for a variety of purposes
- Demonstrate innovation and creativity across fields
- Apply problem solving and critical thinking skills
- Appropriately research, analyze, and evaluate information through a variety of methods, utilizing 21st century skills
- Engage in activities that promote civic literacy and diversity, which empowers students to become knowledgeable, respectful and active global citizens
- Participate in activities that teach leadership, teamwork and civility.
- Demonstrate responsible and respectful behavior as established in the school's code of conduct.



Approved by: Faculty January, 2019 Student Council and School Council: 2020

ANTI-DISCRIMINATION AND EQUITY STATEMENTS

Anti Discrimination Statement:

No person shall be excluded from or discriminated against in admission to Hadley Public Schools, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation, disability, and pregnancy and pregnancy related condition or any other protected category.

Equity Statement:

Equity starts with empathy and understanding that each individual has varied needs, goals, aspirations, unique perspectives, and comes from a different starting point. We are committed to implementing policies, practices, and supports that create access to opportunities for students and families. Every member of the community plays a vital role in fostering equity.

ACCREDITATION STATEMENT

Hopkins Academy is accredited by The New England Association of Schools & Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association of Schools and Colleges 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 purpose 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 of Schools and Colleges 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, INC.
3 BURLINGTON WOODS DRIVE, SUITE 100
BURLINGTON, MA 01803
(781) 425-7700

AWARDS AND PRIZES

Each year, recognition is given to a number of students whose dedication to the school, service to the community, or academic standing is considered above average. Respecting the wishes of our benefactors, without whose generosity such prizes could not be made available, a set of guidelines is referred to in determining students' eligibility for particular awards. Information regarding scholarships and awards can be obtained from the guidance Office. Details of each award are available in the graduation booklet. Additionally, all students receive academic awards from their classroom teachers.

MIDDLE SCHOOL PHILOSOPHY

The Hopkins Academy Middle School Team believes that the unique needs of seventh and eighth graders can best be met in an environment specifically established for young adolescents. The overall purpose of the Middle School is to meet the educational, social, and developmental needs of the students as they transition between elementary school and high school. The Middle School Team recognizes that the success of students in developing the skills necessary involves different strategies and techniques than are used at other age levels.

Middle School Goals

- A challenging curriculum that prepares students for high school
- An atmosphere that encourages students to participate in their education including the use of extra-help sessions
- Activities that promote academic skills, research skills, and critical thinking as well as organizational and time-management skills
- A supportive environment that allows students to develop their individual identities and self-esteem while meeting their educational needs
- Encourage a commitment to the community and a sense of personal responsibility
- A gradual transition between elementary and high school with expectations designed to meet the changing developmental needs of early adolescent
- Communication between parents and the Middle School Team

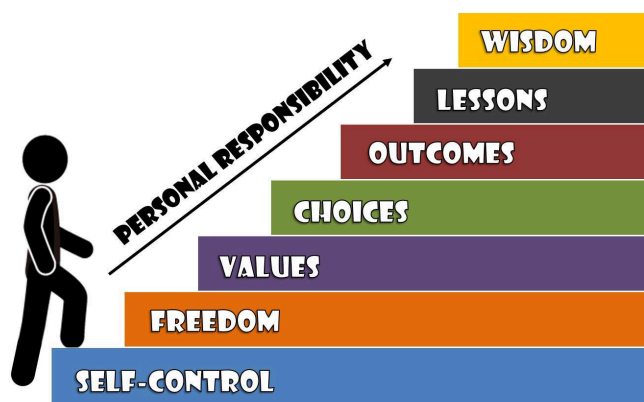
In order to accomplish these goals, the Middle School has established several policies that students and parents should be aware of in order to guarantee success.

- Parents are encouraged to set up meetings with the Middle School Team. Appointments can be scheduled by calling 584-31106.

TOP 7 MOST FREQUENTLY ASKED QUESTIONS

- 1. What are the basics of the attendance policy?**
 - a. Your student must come to school every day, but at a maximum can only miss 18 days without potential loss of credit (that is a LOT of days). So keep track and call in to let us know that they will not be there.
 - b. Your student needs to be on time, which means walking into the building by 7:27am. If they are late more than 5 times, they will be assigned a detention. And yes, even if you call (which you should) it counts as being late.
 - c. You cannot participate in school events or activities if you are absent for more than half the day (or the whole day), unless your absence is exempted.
 - d. Exempted absences and tardies are NOT the same as excused absences. Exempted are rarely given.
 - e. See the full attendance policy for full details.
- 2. Can I use my cell phone?**
 - a. Middle school→ No way all day!
 - b. High School→ With permission in class, and at your discretion during breaks (e.g. lunch).
- 3. How do I contact the teachers?**
 - a. All teacher contact information is located on the website. You can also feel free to call the main office for assistance.
- 4. Do I need a parking pass?**
 - a. You sure do! Stop by the main office to get your paperwork and parking pass.
- 5. Do students need a laptop?**
 - a. They sure do! And we have a 1:1 program, so at the start of each year we assign students a laptop through the school. They can also use their own if they prefer that. Make sure your devices are charged though, as we do NOT have backups for loan. If your device needs to be repaired, take it to the main office.
- 6. When should I call the school nurse?**
 - a. If your child is sick, if they have had a recent injury, or have a new medication or allergy or change in physician, please call!
- 7. Where can I get information about what is going on in the school?**
 - a. [The website](#)
 - b. Emails from the principal
 - c. [Facebook](#) or Instagram (@principal_camuso)

STUDENT RESPONSIBILITIES



ATTENDANCE REQUIREMENTS & PUNCTUALITY EXPECTATIONS

The purpose of school is to educate students. Regular attendance is essential to earn good grades and experience educational success. Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process. Students are expected to be in attendance every day of the school year. **Parents/Guardians have a legal responsibility to ensure that their child or children are in attendance each day school is in session.**

ATTENDANCE REQUIREMENTS, DEFINITIONS & APPEALS

In accordance with M.G.L. c. 76, Section 5, every school aged child residing in Hadley, Massachusetts shall have a right to attend Hadley Public Schools. Any child not residing within Hadley shall not be enrolled unless such enrollment is authorized by law or by the School Committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to Hadley Public Schools. No person shall be excluded from or discriminated against in admission to Hadley Public Schools, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation, disability, and pregnancy and pregnancy related condition or any other protected category.

Compulsory Attendance: Massachusetts' compulsory school attendance law ([G.L. c. 76, § 1](#)) **requires children between the ages of 6 and 16 to “attend a public day school in the town the student resides, or some other day school approved by the school committee.”**

Massachusetts defines **Chronically Absent as missing at least 10% of days enrolled (e.g. 18 days absent if enrolled for 180)** regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons. **Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time.** Therefore, Hopkins Academy students are expected to maintain good attendance, which is at least 91% or higher for the school year.

As a result, Hopkins Academy students **must meet the school's attendance requirement in order to earn credit for courses at the high school level or to be promoted to the next grade at the middle school level.** By definition, this requirement means students must not exceed 9 excused and/or unexcused absences for semester-long courses or 18 excused and/or unexcused absences for full year courses.

Students who exceed the allowable number of excused or unexcused absences may not be granted credit for their courses and will need to complete a waiver request which will be reviewed by an administrative committee. Retention may be a consideration for students with more than 18 excused and/or unexcused absences in grades 7 and 8.

ABSENCES AND SCHOOL EVENTS

Students who are absent for more than a half day will not be allowed to attend any extra-curricular activities on that day. If the activity or event is on a weekend, students who were absent the day before will not be able to attend. This includes any sporting events, concerts, dances etc. Absences that are exempted are not included in this policy.

TYPES OF ABSENCES

Exempted, excused, unexcused absences, and truancy are defined as follows. The same definitions apply to tardies.

Excused Absences - Students may be excused from school with documentation from parents/guardians. Family vacations taken on school days with prior written notification may be considered excused absences, but are not considered exempted absences. If the students are needed to remain home from illness without documentation from a physician, parents/guardians should contact the school by phone the day a student will be out. Families may send a note on the student's return to school. ***Although these absences are excused, they are not exempted absences.*** A doctor's note is required for any child who is absent for five (5) or more consecutive school days for such absence to be exempted, and should be sent to the attention of the school nurse. Finally, other planned absences such as medical appointments, or for college or post-secondary education planning visits qualify as excused with parental notification.

Unexcused Absences - Students who fail to attend school without parental communication will have their absence considered unexcused. Such absences may be considered truancy.

Exempted Absences - Students may be *exempted* from school attendance by the building principal for the following reasons:

- Significant or extended illness as documented by a physician's note (note needs to be provided upon reentry to school).
- Bereavement or serious family illness.
- Observance of religious holidays.
- School-sponsored activities that require students to miss school (i.e. field trip).

- A student may also be exempted from school for other exceptional or extenuating circumstances with prior approval of the school administration.

4. **Truancy** is an unexcused absence from school or a significant number of absences that fall into chronic absenteeism and may require state interventions.

Attendance Appeals: Students who exceed the number of absences and are thus not granted course credit or grade-level promotional status may appeal their status to the Attendance Appeals Committee. The Attendance Appeals Committee shall be comprised of the school nurse, school counselor, head teacher, and the principal. Determinations regarding appeals may result in a waiver being granted, a student being required to attend additional assigned sessions and/or meet conditions set forth by the Committee or appeals being denied. Any students who do not attend assigned sessions or meet necessary conditions set by the Attendance Appeals Committee will have no change made to lost course credit or grade-level promotional status. Decisions of the Attendance Appeals Committee must be approved by the principal and are considered final.

ATTENDANCE COMMUNICATION RESPONSIBILITIES

Parents/Guardians:

Communicating with the Main Office:

- **Daily Absence:** Parents/guardians must call the main office (584-1106) by 7:20 am on the day of a student's absence (or a tardy). If the office does not receive a phone call on the day of the absence (or tardy), the absence (or tardy) will be unexcused.
- **Vacation:** While it is highly discouraged, if you are going on vacation when school is in session, parents/guardians need to inform the Principal and main office in writing of the dates in advance. Appropriate paperwork obtained from the office will then be completed in advance of the trip. Missed instructional time cannot be recovered and can negatively impact a student's education. Vacations are not recommended during the school year.

School: The school is required to notify a parent/guardian of a child's absence if the school has not received notification by the parent/guardian within 3 days of the absence. We are further required to notify parents/guardians if a student has missed 2 or more classes as unexcused in a 5-day period of time or if the student has missed 5 or more unexcused days in the school year.

The Principal and/or designee will arrange a meeting with families of students who have 5 or more unexcused absences for the purpose of developing action steps to improve student attendance at school.

How to Address Work During an Absence:

1. Work can be made up for any planned absence with prior written notice (minimum three days prior) including appointments or vacation taken during school time. When a parent/guardian calls a student in as absent for a planned absence the parents/guardian and student assume all responsibility for work missed, with the understanding that classroom participation and discussion cannot be duplicated. For a planned trip, Parents/Guardians must notify the office and complete the appropriate paperwork; all other planned absences (e.g. a college visit) can be notified to the office and teachers via email. Understand that teachers are under no obligation to provide special help, classes, or tutoring. For any planned trip that is not documented in advance, there is no obligation that a student is able to make up the work provided during that time.
2. Medical and dental appointments should be scheduled during a time when school is not in session or during after school hours. If appointments must be made when school is in session, students are expected to attend school before dismissal and after they return.
3. When a student is sick, the parent/guardian must notify the office, and the student must email the teacher to identify work to be made up. The student must then follow the teacher's policy for make-up work while out sick.

PUNCTUALITY EXPECTATIONS & TARDINESS

Being on time for all classes, school, family and work-related obligations are expected of all Hopkins students. Students are allowed 5 Non-Exempted Tardies (the same definitions for types of Absences are also applied to types of Tardies) to school each semester without the need to complete additional time through the Remedies and Consequences for Tardiness outlined below.

The school begins with the first bell at 7:27 am. The tardy bell will ring at 7:30 am and students arriving after this time will be marked tardy. Students arriving late to school after 7:30 am will be sent to the main office to sign-in. Students are also expected to arrive on time to each of their classes throughout the day. If a student needs to arrive late to a class, they should obtain and provide a pass indicating the reason for their tardiness to be excused.

Definitions

Extensive Tardiness is defined as more than 5 Non-Exempted Tardies to school in a semester.

Excessive Tardiness is defined as more than 9 Non-Exempted Tardies to school in a semester.

Remedies & Consequences for Tardies

Extensive Tardiness: For the 6th *and* further consecutive tardies (until and including 9), a student will be assigned and serve an office detention. Additionally, the student (and support staff and/family where applicable) will meet with designated staff to discuss and create a Punctuality Plan. This plan will review attendance and academic data, identify possible causes for tardiness and develop relevant interventions for increased attendance. Furthermore, privileges—such as driving rights or extra-curricular participation—may be revoked.

Excessive Tardiness: For the 10th tardy the student and family will reconvene to review the punctuality plan and update it as needed. Additionally, other relevant consequences will be determined and assigned using the code of conduct's progressive discipline (i.e. 2 office detentions, community service, etc). Finally, privileges—such as driving rights or extra-curricular participation—may be revoked.

In the case of excessive tardies and/or absences, formal letters will be issued and the school district may have to take further legal action.

STUDENTS & FOOD

Students can consume food during lunch and breakfast times, as well as in class with teacher permission. Parents/guardians can drop food off for students, however students can only pick it up during breakfast and lunch periods or passing time. Students **may not** have food delivered to the school through DoorDash, Grubhub etc.

CARE OF MATERIALS

Textbooks, workbooks, and other study materials, including computers, laptops, etc. are the property of the school and are assigned to students for their personal use during the school year. Students are expected to cover all textbooks and handle them carefully so that they may be returned in good condition. Students will be expected to pay for lost, stolen, or damaged books and materials. School athletic uniforms are considered school property, and students will be held responsible for their proper care and return.

Desks and lockers are the property of the school. Students are expected to take reasonable care when using them. Students will be held responsible for any damage that can be attributed to misuse. Because they are school property, desks and lockers may be searched by any school staff member with reasonable suspicion that such locker or desk may contain stolen property, weapons, drugs, or other contraband of any kind.

1:1 STUDENT LAPTOP PROGRAM

The school district will provide a Chromebook to each Hopkins student to use at school and at home during the school year. Hopkins students who wish to use their own laptop computer may do so instead of taking a district Chromebook. Students may change their mind during the year and switch to a district-supplied Chromebook.

When attending school, students must charge their computer at home and bring it to school with enough battery power to last through the day, leaving the power adapter at home.

While students who fail to bring their device and/or charge their device may borrow a laptop from the main office, it is the expectation that students come prepared to school with the required technology. Devices borrowed from the main office will be for the day and an email home will be issued as a warning and reminder. Continued failure to come to school prepared may result in a student's inability to borrow a device and inability to fully participate in class.

Families/students who are provided with a Chromebook or laptop acknowledge that the device will remain the property of the HPS. Families/students may be liable for the fair market rate of a replacement if the Chromebook or laptop is damaged or stolen while in the possession of the student/family. Students will be required to adhere to district acceptable use policies.

Likewise, families must ensure that personally owned devices are in working order and come to school with the student.

ACCEPTABLE USE POLICY - TECHNOLOGY

Purpose

The Hadley Public Schools shall provide access for employees and students to the system/network, including access to external networks. Educational purposes shall be defined as classroom activities, career and professional development, and high-quality self-discovery activities of an educational nature, and to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.



Availability

The superintendent or designee shall implement, monitor, and evaluate the District's system/network for instructional and administrative purposes. Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative

purposes and in accordance with administrative regulations and procedures. Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Non-compliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Hadley Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Hadley Public Schools.

Acceptable Use

The superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Hadley Public Schools as well as with law and policy governing copyright.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Student Internet activities may be monitored by the school district to audit student use to identify those users accessing inappropriate sites that have visual depictions that include but are not limited to obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to help protect students from inappropriate access. Inappropriate access will be reported to the superintendent or designee.

Liability

The Hadley Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Hadley Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Acceptable Use Policy – Technology Rules and Administrative Procedures for Students and Employees

1. Commercial use of the system/network is prohibited.
2. The District will provide training to users in the proper use of the network.
3. The District will provide each user with copies of the Acceptable Use Policy, as well as the Rules and Administrative Procedures.
4. Copyrighted software or data shall not be placed on the District system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.

6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Initial passwords provided by the network administrator should be set to expire on login.
8. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
9. Students completing required coursework will have first priority for after hours use of equipment.
10. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
11. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the system/network. All such agreements are to be maintained at the building level.
12. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
12. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
13. Principals or their designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
14. Principals or their designee shall be responsible for establishing appropriate retention and backup schedules.
15. Principals or their designee shall be responsible for establishing resource usage limitations, if needed.
16. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
17. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by District policy.
18. System users shall not use or access another user's account, or attempt to access another user's account information.
19. System users should purge electronic information according to District retention guidelines.
20. System users may redistribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, District policy, and administrative procedures.
21. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
22. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
23. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under

- applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
24. Physical or electronic vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration, including labor.
 25. Forgery or attempted forgery is prohibited.
 26. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
 27. Use of inappropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
 28. Pretending to be someone else when using the network is prohibited.
 29. Transmitting or viewing obscene material is prohibited.
 30. Revealing another's personal information (addresses, phone numbers, etc.) is prohibited.
 31. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's system/network.
 32. The system/network may be unavailable at any time for maintenance or repair. Reasonable effort will be made to provide notice for unscheduled work. Twenty-four-hour notice will be made for scheduled work.
 33. The District will not reveal student, staff, or faculty names or images without written permission. A user who violates District or policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

Adopted by the Hadley School Committee: September 22, 2014
Rev. April 27, 2020

DANCES & PROM GUIDELINES

- I. Scheduling:
 - A. Dances may be held on request of a class or activity group and its advisors to the principal.
 - B. Dances will be held in the cafeteria, unless held elsewhere by special permission, from 7:30 pm to 10:30 pm for High School students and 7:00 pm to 9:30 pm for Middle School students.
 - C. After 9:00 pm the doors to the High School dance will be officially closed and no students will be admitted to the dance. (Exceptions may be made for students who sign up ahead of time with the principal.) The doors will be closed at 8:00 pm for the Middle School.
- II. Student attendance and guests:

- A. Senior High dances will be held for grades 9 – 12. Middle School students will not be admitted to these dances. Outside guests will only be permitted to attend the High School Semi-Formal and prom.
- B. Middle School dances will be held for students in grades 7 and 8. High School students will not be admitted to these dances.
- C. Any student bringing an outside guest (someone who is currently not attending Hopkins Academy) to the Semi-Formal or prom must have a signed permission slip, which will be approved by administration.
- D. The host student understands that they are responsible for the guest understanding and adhering to the Hopkins Academy rules, and the guest signs in at the dance.
- E. Students who leave the building after being admitted to the dance will not be allowed to re-enter the building.
- F. All school rules will be in effect. Any student who violates these rules will be removed, parents will be notified and the student may be denied attendance at future dances. Further disciplinary action will follow if deemed necessary.
- G. Students who were absent from school the day of the dance will not be allowed to attend. If the event is on a weekend, those who were absent the day before cannot attend the event. Exempted absences are excluded from this policy.

III. Logistics:

- A. Date to be approved by principal; building use form to be completed
- B. Advisors (2) of the class or activity responsible for each dance will chaperone their dance. Advisors will work with administration to access the appropriate number of chaperones.
- C. Refreshments may be served. Each sponsoring group will be expected to appoint a committee to be responsible for set-up and selling.
- D. A general clean-up committee will be appointed and will assist the custodian in cleaning the area.
- E. Admission should be collected by the advisors and given to the principal for deposit in the school safe.
- F. It is the responsibility of the class or group officers and advisors to see that all details are properly completed at least one week before the dance.

IV. Band/Disc Jockey if used:

- A. The class sponsoring the dance is responsible for obtaining a band/disc jockey for its dance, and is subject to the approval of the principal.
- B. The class advisors will provide a contract form to be filled out and completed by the class and the band/disc jockey.
- C. Payment will be made to the band/disc jockey in the form of an official school check and will be issued through the principal's office. This bill will be paid within five days after the dance from the class treasury. Bands/disc jockeys are not allowed any outside guests.

V. Prom Guidelines:

- A. The principal must approve guests prior to attending the prom. The principal has a right to refuse any guest.
- B. All dance rules, as previously listed in the Handbook, are in effect for the prom.
- C. Police will be on duty in the parking lot throughout the evening. Students may not return to cars during the prom.
- D. All students attending must be in grade 9 or above, no exceptions.



DRESS CODE

Hopkins Academy is a school dedicated to providing an environment for all students to learn and feel safe. Furthermore, we wish to respect student's desires for self-expression, and that style and fashion or one such place where students have the opportunity to present themselves as individuals. Through this self-expression students are able to exist within a comfortable learning environment and thus learn more. Therefore, we expect students

to dress in such a way that is expressive to themselves and creates and maintains a safe environment. We expect students to dress in a manner which promotes their personal integrity. Above all, we trust that students in collaboration with parents/guardians will select school appropriate attire. Any question about attire should be addressed to the building principal.

Illegal/Profane/Suggestive Content which is prohibited (text/images):

The following may create a disruption in learning or violation of another student's rights (MGL c. 71 section 82) and therefore is prohibited. Students may be asked to change their clothing, return home and/or receive disciplinary consequences.

- Clothing which advertises alcohol, drugs, drug paraphernalia, or tobacco.
- Clothing which is derogatory and/or discriminatory in nature (in texts and/or images) which intimidates or is threatening, whether toward: gender, race, religion, etc.; or that may violate students' civil rights.
- Clothing which promotes or condones (in text and/or images) acts of sexual assault.

Transgender and Gender Non-conforming

As suggested by the National Center for Transgender Equality, "Students shall have the right to dress in accordance with their gender identity and expression, including maintaining a gender neutral appearance within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against

transgender and gender nonconforming students than other students” (National Center for Transgender Equality, 2013).

Science Classes

Student’s personal dress and appearance must comply with all OSHA and safety regulations while attending a lab class. Science teachers will provide students with specifics based on their class and lab expectations.

Special Events

Students must dress in accordance with expectations set by staff for special events. For example, specifications will differ for Spirit Week, Graduation and Prom.

Physical Education and Athletics

Students should come to PE or sports ready to participate in physical activity. This means appropriate footwear and clothes for the sporting event (ie something that is easy to move in, breathable, etc). The PE teacher and coaches will provide students with suggested guidelines for athletic attire.

How to Handle Questions Regarding the Dress Code

Standard Protocol

1. If a faculty/staff member has a concern that a student is not meeting the student dress expectations, then the faculty/staff member will privately notify the student. The only concerns being addressed should be if:
 - A. The clothing has Illegal/Profane/Suggestive Content which is prohibited (text/images) [see above]
 - B. Does not match the expectations in the required class (i.e. science labs, PE, etc).
 - C. The student's attire is unsafe or is causing substantial disruption to the school environment.
2. If the student is in violation under point A or C, the student should be sent to the building principal for next steps.
3. If the student is in violation under point B, the student should have the expectations reviewed and will be unable to participate in the class activity.
4. All other concerns should be directly communicated to the building principal.

PUBLIC DISPLAYS OF AFFECTION

Public displays of affection between students beyond handholding are not appropriate for school, public or professional environments. We believe that it is our responsibility to help students learn appropriate conduct for appropriate environments. As a result, students who violate this expectation will be held to the student code of conduct.

ITEMS PROHIBITED FOR USE DURING SCHOOL HOURS

Students are prohibited from bringing the following items to school unless permission has been granted by the supervising staff member for educational reasons (the intent is to avoid unnecessary disruptions in a classroom environment); Tape recorders, TVs, radios, skate boards, roller blades, scooters, cameras, laser pens, false weapons, lighters, and handheld video games. Other items may be added to the list by the administration if they serve no useful purpose, and are disruptive during school hours. Taking pictures or videos of any student or faculty/staff member either by a camera, cell phone, or other recording devices at any time without administrative approval is STRICTLY prohibited.

LOCKERS

Lockers are the property of the school. Each student is assigned a locker for the storage of books and equipment. It is the student's responsibility to see that lockers are kept neat and clean. Food should not be left in lockers for extended periods of time. Locker doors should not be slammed as repeated slamming bends the catch. The District is not responsible for lost or stolen items stored in a student's locker.

Students in grades 7 and 8 may borrow a lock from the district by requesting it in the front office. Students will be charged \$5.00 at the end of the year if the lock is lost or not returned. Because all lockers must sometimes be opened under emergency conditions, only school locks, for which master keys are kept in the office, may be used. School staff members may search lockers without permission of the student (see pg. 28).

Locks are provided at no cost for all gym lockers, and it is recommended that students keep gym lockers locked at all times. Students are required to pay for lost locks.

STUDENT PHONE POLICY & GUIDELINES

Hopkins Academy is committed to fostering a learning environment which values **respect**, **equity**, **empathy**, **perseverance**, **integrity**, **collaboration**, **creativity**, **critical thinking** and **intellectual curiosity**. These align with Hadley Public School's values of: diversity, inclusivity, growth mindset, empathy and deeper learning. In order to assist students in living



these values and to have the opportunity to access a rigorous and challenging education, we will assist students in creating the conditions required to learn deeply and collaborate with peers through systems to provide them breaks from phones, airpods and smart watches.

Middle School Students Phone/Texting Capable Headphones/Smartwatch Policy

Phones must be turned off and stored at all times. Additionally, students may not use their phones at lunch or during passing time. Students may be permitted, with staff permission, to use their cell phone to communicate with family members. For example, if a student had an activity canceled and they needed to arrange a ride.

Students are also not allowed to use texting capable headphones or smartwatches during the school day. These devices should remain at home or in a student's locker or bag throughout the entire day.

High School Phone Students Policy

During class phones and texting capable headphones must be on silent or off and stored. During passing time, breakfast or lunch, a student may use their cell phone and/or texting capable headphones. Students may, with staff permission, use their cell phone to communicate with family members or take a picture of homework/classwork; and use their texting capable headphones with teacher permission to listen to music, a podcast etc. Once these activities are completed, the devices must be stored again. Whenever possible students should use their laptops rather than phones to listen to music.

Students are allowed to use texting capable headphones during the school day with staff permission. These devices should remain out of sight (e.g. in a bag or pocket) when not in use and should not remain in one's ears. Smartwatches may be worn as long as they are not being used for texting or music purposes without permission.

Violations of Policy

When a student violates the above policy, the device will be confiscated and brought to the main office for the day. This logical consequence ensures that the student will no longer be distracted by their device. The teacher will enter the confiscation into School Brains and the student may pick the device up at the end of the day.

Continued offenses will result in a letter sent home to parents/guardians requesting a meeting with the student and principal. The purpose of this meeting is to identify the challenge the student is having with the policy and develop a plan to support them in complying.

Refusal to follow the policy and turn over a device to a staff member will result in an immediate School Brains referral for refusal to follow an adult directive. Corrective actions will be in line with disciplinary consequences in the code of conduct.

PASS POLICY & HALL WANDERING

All students when leaving their classroom are expected to conduct themselves in an honest and accountable way. When traveling out of class to the nurse, to see another teacher, use the restroom, etc. a teacher must issue a student a pass which the student must carry and show if another staff member stops them. Passes will be for designated locations. **Students are expected to arrive at their destination in a timely fashion and to take the most expedient and direct way to arrive to that location and return to the classroom.** Additionally, students must sign-out of the classroom when moving through the corridors, except between classes. They must document their name, the date, destination, and time out and in. Cell phones may not be used in the hall unless during passing time for high school students. Should a cell phone be used during this time, it will be considered a misuse of the pass (refusal to follow adult directive). Any students who misuses the privilege of leaving the class and the pass system will be held to code of conduct consequences expectations and consequences.



PARKING LOT PROCEDURES

All drivers are expected to follow motor vehicle laws and drive slowly through the parking lot. Cars must stop for pedestrians and school buses when waiting to pick up a student. All cars must be parked in parking spots while

waiting to pick up students, regardless of time of day.

AUTOMOBILES AND PARKING REGULATIONS

Prior to being issued a parking permit, a student must complete an auto registration form, which must be approved by the principal. The following expectations must be followed to maintain a permit.

- When vehicles are on school property, a parking permit (hang tag) should be displayed at all times.
- Speed limit is not to exceed 10 mph in the school parking lot.
- Cars not registered with the school are subject to towing at owner's expense.
- Student vehicles are only allowed to park in areas specifically designated for student parking.

- No vehicles of any kind are permitted on school playing fields.
- Students are not allowed to sit in or on cars during the school day.
- All state laws governing the operation of a motor vehicle are to be followed—passing a school bus on either side while it is loading or unloading is illegal. This regulation applies to parking lots as well.
- Horseplay, burning rubber, etc., or any potentially life-endangering or property-damaging acts will result in permanent loss of automobile privileges as well as written police notification.
- All operators and passengers of a motor vehicle are required to fasten safety belts while on school property.
- Automobile privileges may be revoked for failure to abide by the automobile regulations as stated above or failure to comply with the attendance/tardy policy.
- Driving is a privilege.
- The Hopkins Academy parking lot is not a thruway. Please do not drive through the parking lot in order to avoid the light.
- “Car Chalking” and other actions taken against another person’s vehicle without permission are considered an act of vandalism and may also be considered harassment.

SEAT BELT/JUNIOR DRIVERS

Hopkins Academy Seat Belt Use Policy

All operators and passengers of motor vehicles are required to properly fasten their safety belts while on school property. Any operator of a vehicle in which the driver or any passenger is not wearing a safety belt or otherwise properly restrained in an infant or child seat will receive the following penalties:

STUDENTS:

- First time student offenders will receive a written warning and parents/guardians will be notified.
- Second time student offender will lose parking privileges at the high school for two weeks and parents/guardians will be notified.
- Third time student offenders will then have his/her parking privileges at the high school revoked for the remainder of the school year and the parents/guardian will be notified.



Any other operator who is not a student will receive a warning along with safety educational material.

Any school administrator, staff member or police officer may report a seat belt violation of this policy to the appropriate school administrator.

Junior licensed drivers must abide by the passenger limitations or the same consequences as listed in the Seat Belt policy will be enforced.

HOPKINS ACADEMY SENIOR RESPONSIBILITY POLICY



I. Philosophy

Our Senior Responsibility Policy is based on the premise that seniors, as mature, responsible citizens of our school community, should be allowed to decide how they will spend their "free" time during the school day. This policy is a revision of a 1982 agreement between the Student Advisory Committee, the School Administration, and the School

Committee.

II. Initial Eligibility

- A. All seniors qualify for Senior Privileges at the beginning of their senior year unless such privileges were revoked as a disciplinary measure in a prior year.
- B. While seniors qualify, they must obtain written consent from parents/guardians to obtain privileges even when a student is over 18.

III. Maintaining Eligibility

A. Senior Privileges may be revoked by the principal and/or head teacher at the end of the quarter based on the following:

- Quarter grades
- Tardies and absences

B. At any time, a student's conduct profile may lead to the revocation of privileges as determined by the principal.

C. If privileges are suspended, the length of the suspension will be determined by the principal and/or head teacher.

V. Privileges

Those seniors who meet the eligibility requirements may:

A. Sign out of the building during lunchtime.

- 1. Students may remain on campus and/or leave campus at this time.

B. Use of the senior hallway and courtyard for lunch and/or independent work.

C. Sign out of the period prior to lunch 5 minutes early unless a teacher has specifically requested the students stay for something such as a presentation or assessment.

VI. General Rules

A. If a student routinely returns late from lunch, it may impact maintaining privileges.

- B. Students may only drive their own vehicles and may not drive other students when they leave the building during use of senior privileges.
- C. Students may only bring food into class and consume it with teacher permission.
- D. Students may not bring food in for students who are not seniors (e.g. underclassmen, including family members).
- E. Students must sign out and sign in--even if remaining outside on campus--using the provided list in the front office.
- F. Students may not call ahead and/or use their cell phones to place food orders.
- G. Failure to comply with the above rules may result in withdrawal of privileges based on conduct.

VII. Procedures for Application

The following rules and procedures have been developed to implement the senior privilege responsibility.

- A. [Senior responsibility Application and Release form](#) must be reviewed, signed and submitted to the Head Teacher or Principal.
- B. All necessary forms to implement this policy, including application, parental permission slips, "sign out" and "sign in" registers, and written rules governing the use of cars, will be made available in the main office.
- C. The principal and head teacher will validate eligibility and to hear appeals based on extenuating circumstances will be established yearly and will consist of teachers and administrators. Any student who wishes to initiate an appeal of denial or revocation of privileges may do so by contacting the Principal. Appeals will be reviewed in a timely manner.

VALUABLES & VANDALISM

We expect that all students will respect one another's items, as well as school property. However, students are cautioned not to bring valuables or large amounts of money to school. The school cannot be held responsible for student valuables, which are lost or stolen. Deliberate destruction of property or destruction caused by inappropriate use of equipment or property cannot be tolerated. Any student so apprehended will be held financially responsible and will be subject to disciplinary action according to the code of conduct.

WORK PERMITS

Students 14-18 years of age must obtain work permits in order to accept employment. The law has certain requirements concerning the type of work students may do, the hours, and the working conditions. Applications and all necessary information may be [obtained from the school office](#).

OFF CAMPUS INTERNSHIPS AND WORK

Students participating in off campus work study, internships or teaching assistantships will be required to have parent/guardian [consent to leave](#) campus as well as keep [track of hours off campus](#). Hours will be submitted the following Monday to the school counselor. Students must also sign in and out at the main office. In the event that their internship/work time does not coordinate with the Hopkins' school day (e.g. the teaching assistantship starts an hour later due to schedule rotation), students are expected to report to Hopkins and work independently in the library. This could be preparing a lesson plan or activity to do if a TA. If the student does not have an assignment from their TA teacher, they are expected to do homework or assignments for other classes.

GCC AND VHS ENROLLMENT

In the event that a student who has enrolled in a VHS class completes that class before the end of the HA school year, that student will be required to report to the library during that block as usual, and work on assignments from other classes.

CONDUCT AND EXPECTATIONS

HOPKINS ACADEMY STUDENT CODE OF CONDUCT

Philosophy

1. The Code of Conduct provides a structure to ensure a safe and orderly learning environment, so that all students are able to gain the maximum possible educational benefits of our academic, civic and social programming.
2. The Code of Conduct is a teaching tool designed to provide clarity for the legal and quasi-legal parameters for student, community and faculty interactions and apprise students of their rights and responsibilities in a manner that best helps students develop qualities of character necessary to effectively conduct themselves in a variety of professional, civic, and family environments.
3. The Code of Conduct is designed to ensure that students understand the impact of their actions on peers, the faculty and staff, the school and the community and are provided with appropriate opportunities to rectify harm their actions may have caused.



RESPECT, RESPONSIBILITY & INTEGRITY

Three overarching values inform our Code of Conduct

Respect: Respectful students will...

- Conduct themselves with civility and dignity and behave politely in all interactions with their peers, faculty and with members of the Hopkins Academy school community
- Effectively and productively collaborate with faculty and a wide variety of their peers
- Demonstrate sensitivity and empathy for the cultural differences and uniquely challenging circumstances faced by each of their peers
- Recognize and provide support for their peers who may be facing a challenge
- Act in a manner that supports the protected civil rights of all students
- Follow classroom protocols and expectations for collaboration, responding to, or addressing the faculty and staff
- Carry themselves and interact with peers, faculty, their family and members of the school community in a manner that demonstrates a sense of self-respect and awareness of perceptions and impacts of their actions

- Repair interpersonal relationships that may have been harmed by their actions or communications
- Exhibit a balance between confidence and humility
- Provide honest and productive feedback on the quality of educational experiences to faculty

Responsibility: Responsible students will...

- Dedicate themselves to gaining a deep understanding of academic, civic, and social skills
- Make decisions and take actions that help support a safe learning environment
- Be aware of and follow school rules and expectations
- Interact with their peers inside and outside of school in a manner that supports the emotional security of their fellow students and the school environment
- Take actions to help support a clean and well-maintained learning environment that demonstrates pride in their school
- Resolve conflicts with peers in a manner that demonstrates appropriate public disagreement and expressions of displeasure, frustration or anger and is acceptable for such communications in a school or professional environment
- Seek out an adult and let them know when there is concern that a peer is being harmed or is in danger of being harmed
- Be on time and have excellent attendance to classes
- Develop a strong academic work ethic, seek staff assistance with learning and make productive contributions to the learning of others

Integrity: Students with integrity will...

- Complete their own assignments and avoid plagiarism, copying, and cheating to ensure that they are able to effectively learn from their own academic effort
- Follow through with obligations for meetings, practices, events and proactively communicate schedule conflicts
- Conduct themselves with dignity in representing Hopkins Academy in the public and the community
- Hold themselves accountable for their actions and fully cooperate in resolving concerns brought to them by faculty or school administration
- Support school expectations for student conduct through honesty and confidentially providing their accounts of student actions or incidents when requested
- Advocate for themselves by following civil and professional protocols with faculty, staff and administration when they have questions or wish to dispute a decision
- Recognize, acknowledge and seek to rectify and repair the impacts of poor decisions

CODE OF CONDUCT

INFRACTIONS, INTERVENTIONS & RESTORATIVE ACTIONS

In order for the Hopkins Academy Student Code of Conduct to be effectively used as a framework for learning strong behavioral and interaction skills, we have implemented research from restorative justice actions. While there are consequences for each infraction against our conduct expectations listed below, students will also be required to repair the harm they have caused to other students, staff, property or the school environment.

EXPECTATIONS FOR ACCOUNTABILITY

All students are expected to be honest and forthcoming when asked about their behaviors and their actions. Students who demonstrate this level of integrity and are willing to engage in an approved Restorative Action, may not incur an additional Behavioral Consequence/Intervention. Students found to be deceptive or dishonest by school administration are likely to face maximum penalties for infractions.

BEHAVIORAL STANDING

Students who abide by the Student Code of Conduct are considered to be in good behavioral standing. Students who do not complete assigned detentions, service time or fulfill restorative obligations are not considered to be in good behavioral standing. Students who are not in good behavioral standing may be removed or precluded from participation in extracurricular and other school activities, including but not limited to, athletics, clubs, field or class trips, dances and performances, until they have fulfilled or made acceptable arrangements to complete behavioral obligations. Removing students from privileges or participation in such activities for poor behavioral standing is action that may be taken at the discretion of the principal, athletic director, teachers, club advisors or other supervisors and coordinators of school activities.

BEHAVIORAL INTERVENTIONS & CONSEQUENCES

The following list provides a description of Interventions and Consequences for Infractions listed in the Code of Conduct:

Lunch Detention – Students will be assigned to eat lunch in a classroom or the office rather than with their peers

Teacher Detention – Students required by individual teacher to meet in their room after school for a designated period of time

Office Detention – Students assigned to 60 minute after school detention supervised by a staff member

Revocation of Privileges – Privileges, such as Senior Privileges, Driving Privileges, Dance, Prom, Activities or Club participation can be denied, or revoked by the principal for any length determined to be appropriate as a consequence for a variety of unacceptable behaviors

In-School Suspension- Students are assigned with a designated supervisor in a full day of school, but are prohibited from attending any afterschool activities or school events.

Out-of-School Suspension –Students are not allowed on school grounds on days they are suspended from school and are prohibited from attending any school functions or afterschool activities or school events.

Alternatives to Suspension – Hopkins Academy recognizes that in and out of school suspension are appropriate consequences for the most egregious infractions of the student code of conduct. When students confronted with a suspendable offense meet the expectations for accountability and are willing to engage in a Level 3 Restorative Action and repair harm they have done, every effort will be made to provide students with an alternative to suspension from school. (see Level 3 Restorative Actions)

SEARCHES

Lockers, desks, computers, books and other items issued to students by the School District for their temporary use remain the sole and exclusive property of the Hadley Public Schools. As such students should have no expectation of privacy as it relates to their use. The lockers, desks, computers, books, and other items are provided by the schools as a convenience to the students. Students shall not share lockers, unless assigned by administrators, and shall not allow others to store anything in their lockers. Students should not divulge their locker combinations to another student. If an item is found within a student's locker, that item will be presumed to belong to the student's whose locker the item was located in.

Students may not deny school officials access to the lockers/desks when officials have reasonable grounds to believe that prohibited and/or illegal substances or items are contained in a locker/desk. Consistent with the Hadley Public Schools' ownership of the lockers/desks, but recognizing the temporary interests of the students in name, under normal circumstances, a student will be notified prior to inspection of his or her locker/desk by school officials. Said notice need not be formal or written and may be given by school officials at any time prior to inspection. In the event the school officials determine, in their discretion, that prior notice would defeat or hinder the fulfillment of their obligations, notice need not be provided prior to inspection. In that case, students will be notified of the inspection and the discovery of any prohibited and/or illegal substances or items within a reasonable period of time after completion of the inspection consistent with established disciplinary practice whether or not disciplinary measures are taken.

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

Administration may confiscate any contraband found on or within school property. Confiscated contraband may be reported to local law enforcement who may further prosecute the matter.

The School Administration may conduct interviews with students as a part of the School's investigations. It is the general policy of the Hadley Public Schools to cooperate with law enforcement and social service agencies. When law enforcement officials (e.g., police, fire department) make a request to question students as part of an investigation

during the school day or periods of extracurricular activities, the school principal or his/her designee will be present when possible. School administration will attempt to contact the student's parent(s) and/or guardian so that the responsible individual may be notified of the situation. When a student is removed from the school by legal authority, school officials shall attempt to notify the student's parent(s) and/or guardian.

Honest <i>(Integrity, Critical Thinking, Intellectual Curiosity)</i>
Accountable <i>(Perseverance, Integrity, Collaboration)</i>
Welcoming <i>(Equity, Empathy, Collaboration, Creativity, Intellectual Curiosity)</i>
Kind <i>(Respect, Empathy)</i>
Supportive <i>(Respect, Equity, Perseverance, Collaboration, Creativity)</i>



RESTORATIVE APPROACH TO DISCIPLINE

The Restorative Approach to discipline is founded in a set of seven core assumptions about humans. Those assumptions are as follows: the true self in everyone is good, wise and powerful; the world is profoundly interconnected; all human beings have a deep desire to be in a good relationship; all humans have gifts and everyone is needed for what they bring; everything we need to make a positive change here is already here; human beings are holistic; we need practices to build habits of living from for the core self.

These assumptions greatly influence our decision making as we work to proactively mitigate violations of the code of conduct by

creating stronger relationships within our school community. If those relationships are harmed, the hope is that those who harmed it can find a way to repair those relationships and their relationship to the community.

Working to reflect on the people hurt and the damage done to relationships, a restorative approach may lead one to identifying the harm done, how to make it right, and seeking justice through dialogue and other reparations. For this to occur, people must take responsibility for their actions and ensure that the community's needs are met, including the needs of the one who did harm. Only then will the relationship and harm be healed which will create a stronger school community. Restorative actions may be assigned in place of, or in addition to, traditional consequences.

Restorative actions then may look like:

- a reflection letter acknowledging impact and apologizing for harm done
- a mediation, counseling with a set goal
- community service
- whole class or peer group circle facilitated or supervised by adult staff
- design and implement a project or campaign to promote positive social norms in the area of the infraction
- attend a seminar or presentation in school or the community and provide a summary of what was addressed

PROGRESSIVE DISCIPLINARY ACTION

The measures listed as Interventions below represent those measures that may be appropriate only for the First Infraction of particular areas of the Code of Conduct. For subsequent Infractions of the same type, consequences will be increased. **In all cases, administration has the discretion to award consequences as deemed appropriate based on the particulars of each offense.**

REPORTING AND RETALIATION

In order to ensure a positive, safe and welcoming environment in our school community, it is essential that members feel comfortable reporting infractions of the code of conduct by any member of the community. Reports can be made to any staff member, and whenever possible, the identity of the reporter will remain confidential. However, there are times when such confidentiality is not possible. When this occurs people sometimes become concerned about retaliation (by peers or staff). Staff and students may not retaliate against any reporting party. It is imperative that all community members remember that retaliation is a civil rights violation. This is identified in both the code of conduct and the law.

REFERRALS AND COMMUNICATIONS

Violations of the code of conduct will be documented in School Brains. Minor infractions may result in a verbal redirection, which if complied with, may not result in a formal referral or consequence. However some minor infractions, continued minor infractions and major infractions will result in formal referrals and disciplinary actions. These actions including the antecedent for the behavior will be communicated to the student and family in order to encourage positive relationships and family support.

CODE OF CONDUCT CHART

Infractions	Referral Codes	First Offense Intervention
Acts of arson	ABF	5-10 days Out of School Suspension and expulsion hearing, police referral
Bias Incidents*	BIAS	Office Detention and/or 1-3 days In or Out of School Suspension
Bullying	BULLYING	2-10 days Out of School Suspension
Misuse of cell phone or related device (e.g. smart watch, airpods)	CELL	Cell Confiscation and/or Parent Notification and Meeting
Violation of the Academic Integrity Expectations (Cheating, copying, plagiarism)	DH	See policy on page
Forgery or production of false or misleading documents	DH	Teacher and/or Office Detention
Mischievous or dishonest behavior	DH	Lunch, Teacher Detention and/or Office Detention
Knowingly making false statements or knowingly submitting false information during the grievance process of a Title IX investigation	DH	Office Detention and/or 1-3 days In or Out of School Suspension
Failure to serve assigned community service	FSC	Office Detention and/or 1-3 days In School Suspension
Failure to serve an assigned office detention	FSC	Saturday detention and/or 1-3 days in school suspension
Failure to serve an assigned lunch or teacher detention	FSC	Office Detention
Failure to serve assigned Saturday detention	FSC	1-3 days In School Suspension
Extensive or Excessive Tardiness to school or class	FTC	See Punctuality Expectations
Carrying over the counter medication without authorization	MED VIOLATION	Office Detention

Carrying prescription medication without authorization	MED VIOLATION	Office Detention
Distribution and/or intent to distribute over the counter medication	MED VIOLATION	Office Detention and/or 1-3 days In School Suspension
Use and/or possession of a tobacco product or nicotine delivery system (i.e. juul or vape device)	NIC	Office Detention and/or 1-3 days In School Suspension
Organizing or participating in hazing	OPH	2-5 days Out of School Suspension and MIAA mandatory sanctions where applicable
Behavior which may endanger a person and/or property or that disrupts the classroom or school environment; such as horseplay, rough-housing, throwing food and/or other objects	PA	Lunch, Teacher Detention and/or Office Detention
Physical attack, battery, fighting	PA	2-10 days In or Out of School Suspension & possible referral to police
Assault of a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events	PA	5-10 days Out of School Suspension and expulsion hearing, police referral
Ch. 71 sect. 37H of Massachusetts General Law Possession, consumption, use of or being under the influence of alcohol or other drugs/ paraphernalia on school property or at school sponsored events, wherever held.	PCI	5-10 days Out of School Suspension and expulsion hearing, police referral
Possession of fireworks, chemicals or other potentially dangerous materials	PODM	2-10 days In or Out of School Suspension and confiscation, possible referral to police
Possession of an incendiary device (lighter, matches, etc...)	POID	Lunch Detention
Disrespectful or profane language and/or gestures which may or may not be directed at a person	PROF	Lunch and/or Teacher detention and/or Office Detention

Possession of a dangerous weapon, including, but not limited to, a gun or a knife	PSK, PSG	5-10 days Out of School Suspension and expulsion hearing, police referral
Possession and/or use of items not allowed on school property (e.g. video games, false weapons, lighters, skateboard)	RFAD	Lunch, Teacher Detention and/or Office Detention
Public Displays of Affection more than hand holding	RFAD	Lunch and/or Teacher detention
Insubordination, refusal to follow a staff directive	RFAD	Teacher and/or Office Detention
Behavior which may disrupts the classroom or school environment	RFAD	Lunch, Teacher Detention and/or Office Detention
Inappropriate attire according to the dress code policy	RFAD	Lunch, Teacher Detention and/or Office Detention
Verbal and/or physical harassment including taunting and teasing	RUDBR	Office Detention and/or 1-3 days In or Out of School Suspension
Rude or discourteous behavior or remarks	RUDBR	Lunch, Teacher Detention and/or Office Detention
Ch. 71 sect. 37H of Massachusetts General Law Sale, distribution or intent to distribute drugs, alcohol, or prescription medication on school property or at school sponsored events, wherever held	SDI	5-10 days Out of School Suspension and expulsion hearing, police referral
Sexual harassment and/or assault	SHR	2-10 days Out of School Suspension and referral to police
Violation of the technology acceptable use policy; including hacking or unauthorized computer use	TECH	Depending on the nature of offense, penalty may range from prohibition of technology use at school and/or 1-3 day Out of School Suspension
Threats to school safety (e.g. bomb threats and false fire alarms)	THR	5-10 days Out of School Suspension and expulsion hearing, police referral
Threats (verbal, written, electronic, image, video and/or gestures) of physical harm – assault	THR	2-4 days In or Out of School Suspension

Misuse of Pass and/or wandering the halls; visiting an unauthorized room	UA	Teacher and/or Office Detention
Cutting class or truancy from the building or campus, student in unauthorized area, leaving building without proper authorization	UA	Teacher and/or Office Detention
Theft, vandalism or willful destruction of property (school or personal) including car chalking or placing any item on another's vehicle	PROPERTY	Office Detention and/or 2-5 day Out of School Suspension
Violation of the Hadley Public School's Civil Rights Policies	VCRP	2-10 days Out of School Suspension
Unsafe operation of a motor vehicle on school grounds or at school related activities	VEH	Suspension of driving privileges, 10 days to permanent suspension of driving privileges

*"A Bias Incident refers to behavior, speech or expression that reveals conscious or unconscious bias, which targets individuals or groups based on but not limited to their race, color, ethnicity, nationality, economic background, age, physical or mental health or ability, sexual orientation, sex, gender identity or expression, marital status, veteran status, or religious practice" (language from Pacific University Oregon).

ACADEMIC INTEGRITY EXPECTATIONS

Cheating and Copying

Each student is expected to do his/her own work.

Copying from another person's/website's responses

on an examination, from another person's/website's report, or another person's/website's homework is dishonest and unacceptable. If the other student is an accomplice in the act, that student is equally guilty of academic dishonesty. Individual student assignments require students to submit their own individual work even if they were allowed to work together during the process.



Plagiarism

Plagiarism is the appropriation of words or ideas of another and passing them off as one's own. Quoting from a published work without the use of quotation marks and identification of the author is plagiarism. Please note that this requires in text citations in addition to a final works cited, unless otherwise instructed.

The use of ideas and information in another person's work, even if that person's exact words are not copied, is also plagiarism, unless documented properly. If the task did not require outside ideas or sources, using those would constitute plagiarism, as the task's purpose was for you to analyze and use your own ideas, not another's. Should you need help getting started with your own ideas, use your class resources, or meet with your peer or a teacher. In the case where a teacher allows it, you may also wish to review peer reviewed journals for ideas. Please use best practices when identifying varied and credible sources as well as documenting them. Any questions about identifying and citing sources can be directed to your classroom teacher and/or the school librarian.

In the 21st century it has become even more important to clarify the use of ideas. Using one's ideas, which can come in the form of using another's analysis or identification of quotes or themes from a text, is plagiarism. Additionally, we know that technology continues to advance. Technology, while interesting, is one that we believe if misused is antithetical to our school values. Hadley Public Schools believes that deeper learning is essential to our students' success. And to participate in this deeper learning students must persevere, think critically and creatively, have integrity and have intellectual curiosity. While, under the right conditions some technology can be positive and time saving; for students learning to think critically, independently, and to wrestle with ideas--we believe it can hinder those goals. Therefore use of technology that is artificial intelligence (AI) such as google translate or other AI tools (e.g. Chat GPT) is considered to be academic dishonesty and will be a violation of the code of conduct.

The definition of academic dishonesty represented here is subject to change as the world around us evolves. Therefore the school district may identify something as academic dishonesty though it is not stated here, and consequences will be per the code of conduct.

Process for Addressing Academic Dishonesty: Should a teacher discover work that appears to be plagiarized or created by the use of artificial intelligence, the following steps will be taken.

1. The teacher will notify the student (in person when possible) of the findings.
2. The teacher will then notify the parent and offer a conference to review the work.
3. Consequences and remedies (if applicable) will then be shared with the student and parent. The parent(s) may provide input regarding the student, and the teacher will provide the expertise regarding curriculum and student work.
4. Should the student and parent disagree with the findings, they may appeal to the department chair. Please note that the school district has the final authority to determine work integrity and related consequences.

Consequences for Academic Dishonesty: These consequences are per course. The consequences are designed to help students understand the gravity of plagiarism while also teaching them how to avoid it in the future when consequences are far greater.

Middle School: Students will be required to attend a student/teacher conference, and redo the original or alternative assignment for 80% credit. On the second offense they will redo the original or alternative assignment and receive 50% credit. On any subsequent offenses they will receive no credit. Where the student does not redo the work they will receive a zero for the assignment. When the assignment is between two students and a determination cannot be made as to who plagiarized whom, both students will be held to the same consequences.

High School: Students will be required to redo the original or alternative assignment after school for 50% credit. On the second and subsequent offenses they will receive no credit. Where the student does not redo the work they will receive a zero for the assignment. When the assignment is between two students and a determination cannot be made as to who plagiarized whom, both students will be held to the same consequences.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:



- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the

principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

ALTERNATIVE REMEDIES TO RE-ENGAGE STUDENTS PER MGL c. 71 s. 37H3/4(b)

At a meeting or hearing to decide consequences for a student's behavior in direct response to a specific incident or incidents, the principal, superintendent, or other decision-maker, shall consider ways to reengage the student in the learning process. The district shall not suspend or expel a student until alternative remedies have been used and the results of the remedies documented.

Alternative remedies may include but are not limited to:

- (i) mediation;
- (ii) conflict resolution;
- (iii) restorative justice; and
- (iv) collaborative problem solving.

The principal, superintendent, or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to:

- (i) positive behavioral interventions and supports models and
- (ii) trauma sensitive learning models;

provided, however, that school- or district-wide supports shall not be considered a direct response to a specific incident.

The only exception to the requirement to use alternative remedies to suspension or expulsion before disciplining a student is in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. The specific reasons why alternative remedies are unsuitable or counter-productive must be documented.

GENERAL REQUIREMENTS PRIOR TO SUSPENSION UNDER M.G.L. CHAPTER 71, §37H¾

A student may not be suspended under M.G.L. Chapter 71, §37H¾, unless one or more of the following apply:

- A. Alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents.
- B. There are documented specific reasons why alternative remedies are unsuitable or counterproductive.

C. The situation is such that the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively exceed ten (10) days of suspension over the course of the school year shall be conducted in accordance with this section.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. 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.
- ii. The right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. 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; and
- iv. The right to cross-examine witnesses presented by the school district;
- v. The right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing, the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

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 grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to

by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal. Prior to removal, the principal will make sure adequate provisions have been made for the student's safety and transportation.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

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

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

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

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, possession of a controlled substance, or assault of staff

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with

the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at the hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the principal may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The superintendent has the authority to overturn or alter the decision of the principal. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his/her right to appeal the decision to the superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall notify the superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The superintendent has the authority to overturn or alter the decision of the principal. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Any

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

SPECIAL EDUCATION: DISCIPLINE OF SPECIAL NEEDS STUDENTS

All students are expected to meet the requirements for behavior as set forth in this handbook. Massachusetts Laws and Regulations require that additional provisions be made for students who have been found by an evaluation TEAM to have a disability and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to the discipline of these students.

1. Any modifications to the discipline code for a disabled student will be described in the student's IEP.
2. The principal (or designee) will notify the Student Services Office of the suspended offense of a student with disabilities, and a record will be kept of such notices.
3. When it is known that the suspension(s) of a student with disabilities will accumulate to ten (10) days in a school year, a review of the IEP 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 with parent/guardian approval will:
 - a. design a modified program for the student; or
 - b. write an amendment to provide for the delivery of special education services during the suspension or any needed modification of the IEP relative to discipline code expectations.

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

Copies of the Regulations and Parents' Rights brochure, which addresses the discipline of students with disabilities, are available in the Student Services Office.

4. If prior to the disciplinary action, the school had knowledge that the student may be a student with a disability, the school makes all protections available to the student until and unless the student is subsequently determined not to be eligible. Prior knowledge consists of:
 - a. The parent had expressed interest in writing.
 - b. The parent had requested an evaluation.
 - c. The school staff had expressed concern that the student has a disability.

5. If the student's parent requests an evaluation subsequent to the disciplinary action, the school will conduct an expedited evaluation to determine eligibility
6. Any principal, headmaster, superintendent or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

Approved by the School Committee 09-22-14

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

When a suspension of a student with an IEP or 504 plan exceeds 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days, the suspension constitutes a change in placement. The district will implement procedures outlined below.

Manifestation Determination

When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."

Behavior is NOT a Manifestation of the Disability

If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion

may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:

- services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
- as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

Behavior IS a Manifestation of the Disability

If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team

- completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior.
- the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement. The rare exception to this is if a student is placed in an Interim Alternative Education Setting as outlined below.

Interim Alternative Educational Setting.

Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days a

- on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
- on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.

In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

Notice of Procedural Safeguards

Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards.

If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Students Not Yet Determined to be Eligible for Special Education

If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible.

The district may be considered to have prior knowledge if

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if

- the parent has not consented to evaluation of the student or has refused special education services, or
- if an evaluation of the student has resulted in a determination of ineligibility.

If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility. 3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

SECTION 504: DISCIPLINE OF STUDENT ON 504 PLAN

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law that protects individuals with disabilities. A student “one who has had a physical or mental disability which substantially limits a major life activity or, has a record of such or is regarded as disabled by others” may be placed on a 504 plan. The 504 plan documents the presence of a disability which limits a major life activity, and includes the adjustments that will be made in order to allow the student to receive the necessary related services to make their education comparable to non-disabled students.

Discipline resulting in suspension of more than ten (10) days, or discipline of shorter periods which collectively demonstrate a pattern of exclusion, shall result in a manifestation determination to determine if the student’s behavior was caused by, or had direct and substantial relationship to, the child’s disability, and whether the misconduct was the direct result of the District’s failure to implement the 504 plan. If the behavior is not a manifestation of the student’s disability, the school will institute the disciplinary measure according to its code of conduct as it would apply to all non-disabled students.

If there is a determination that the behavior was a manifestation of the student's disability, the 504 plan must be amended to reflect a new program designed to meet the student's needs. If the behavior was not determined to be a manifestation of the student's disability, the student may not be removed from the current educational placement except in the case of weapons or drug possession or infliction of serious bodily injury to another person unless the parent and school agree upon a new placement.

If the team determines the behavior was not related to the student's disability, the student may be suspended or otherwise disciplined according to the school's code of student conduct. During the suspension, the student will continue to receive instruction and special programs.

Approved by the School Committee 09-22-14

FIREARMS

MGL Ch.269, Section 10

"Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded, in any building or on the grounds of any elementary or secondary school, college, or university without the written authorization of the board or officer in charge of such secondary school, college, or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this law, 'firearm' means any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means." Specific action taken may include suspension or expulsion of students from school. This policy applies when students are on school buses and/or participating in any school sponsored activity.

Allegations of Firearms possessions shall also be processed under M.G.L., Ch. 71, Section 37L which provides:

"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 under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and

representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.”

WEAPONS

Weapons and explosive devices of any type are not allowed and possession would result in suspension and possible expulsion from Hopkins Academy. (MGL Chapter 71, Sec. 37H).

ACADEMICS

BELL SCHEDULES



The following schedules will be used in the 2022-2023 school year. Schedules are designed to optimize learning and engagement for all students.

The regular start time for the day is 7:30 am, ending at 2:00pm. Half days are from 7:30am-11:00am.

Middle School Schedules

Regular MS Schedule			
7:20-7:30	10	Arrive to School (Bell one at 7:27 and late bell at 7:30)	
7:30-8:57	87	A	E
8:57-9:05 (warning bell 9:03)	8	Breakfast	
9:07-10:34	87	B	F
10:37-11:20	43	C	G
11:20-11:46	26	Lunch	
11:46-12:30	44	C	G
12:33-2:00	87	D	H

Advisory MS Schedule			
7:20-7:30	10	Arrive to School (Bell one at 7:27 and late bell at 7:30)	
7:30-8:27	57	Advisory	
8:30-9:42	72	A	E
9:42-9:50 (warning bell 9:48)	8	Breakfast	
9:52-11:04	72	B	F
11:07-11:43	36	C	G
11:43-12:09	26	Lunch	
12:09-12:45	36	C	G
12:48-2:00	72	D	H

1 Hr Delay MS Schedule			
8:20-8:30	10	Arrive to School (Bell one at 8:27 and late bell at 8:30)	
8:30-9:42	72	A	E
9:42-9:50 (warning bell 9:48)	8	Breakfast	
9:52-11:04	72	B	F
11:07-11:43	36	C	G
11:43-12:09	26	Lunch	
12:09-12:45	36	C	G
12:48-2:00	72	D	H

2 Hr Delay MS Schedule			
9:20-9:30	10	Arrive to School (Bell one at 7:27 and late bell at 7:30)	
9:30-10:30	60	A	E
10:33-11:33	60	B	F
11:36-12:06	30	C	G
12:06-12:28	22	Lunch	
12:30-12:58	28	C	G
1:00-2:00	60	D	H

High School Schedules

Regular HS Schedule			
7:20-7:30	10	Arrive to School (Bell one at 7:27 and late bell at 7:30)	
7:30-8:57	87	A	E
8:57-9:05 (warning bell 9:03)	8	Breakfast	
9:07-10:34	87	B	F
10:37-12:04	87	C	G
12:04-12:30	26	Lunch	
12:33-2:00	87	D	H

Advisory HS Schedule			
7:20-7:30	10	Arrive to School (Bell one at 7:27 and late bell at 7:30)	
7:30-8:27	57	Advisory	
8:30-9:42	72	A	E
9:42-9:50 (warning bell 9:48)	8	Breakfast	
9:52-11:04	72	B	F
11:07-12:19	72	C	G
12:19-12:45	26	Lunch	
12:48-2:00	72	D	H

1 Hr Delay HS Schedule			
8:20-8:30	10	Arrive to School (Bell one at 8:27 and late bell at 8:30)	
8:30-9:42	72	A	E
9:42-9:50 (warning bell 9:48)	8	Breakfast	
9:52-11:04	72	B	F
11:07-12:19	72	C	G
12:19-12:45	26	Lunch	
12:48-2:00	72	D	H

2 Hr Delay HS Schedule			
9:20-9:30	10	Arrive to School (Bell one at 7:27 and late bell at 7:30)	
9:30-10:30	60	A	E
10:33-11:33	60	B	F
11:36-12:36	60	C	G
12:36-12:58	22	Lunch	
1:00-2:00	60	D	H

Half Day Schedule

Half Day MS/HS Schedule			
7:20-7:30	10	Arrive to School (Bell one at 7:27 and late bell at 7:30)	
7:30-8:20	50	A	E
8:20-8:28 (warning bell 8:26)	8	Breakfast	
8:28-9:17	49	B	F
9:19-10:08	49	C	G
10:10-11:00	50	D	H

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are available to students who have successfully completed prerequisite courses. All students need to follow prerequisite guidelines, which are listed in the annual Program of Studies. Students have the option to take the national Advanced Placement exam at the end of the year. The exam cost is approximately \$94.00 per test. Hopkins Academy will pay for one exam per school year. The principal may approve additional exam costs at their discretion based on extenuating circumstances.

Students taking AP exams will be required to pay a deposit (if more than one test) of \$30.00 per exam by a due date established by the AP Coordinator. Students taking AP exams for classes they are taking that do not have the AP designation will be required to pay the full cost of the exam prior to an exam being ordered from the College Board per exam. Those students needing financial assistance should see the Guidance Counselor. If students have not paid for AP Exams in full by the deadlines communicated by the AP Coordinator; they will not have an exam ordered for them.

EXTRA HELP AND TUTORING

Teachers are available by arrangement on school days to help students from 2:00 to 2:40 p.m. Teachers may be available by appointment before school as well. Seeking extra help from the instructor is the first step a student should take when in danger of or failing a course. Students are encouraged to seek and expected to report for extra help before attending any after school activities, including athletics. All coaches and other advisors support this policy. While a formal student tutor program does not exist, the guidance counselor will attempt to find student tutors upon request.

FIELD TRIPS/FIELD TRIP ASSISTANCE FUND

At various times during the school year, teachers may plan field trips for their classes. All students who go on field trips are responsible for the work missed and work to be prepared for the following day's classes. Students are expected to adhere to all rules for school and bus conduct as described in this Handbook. Students conduct standing will be taken into consideration in relation to attending a field trip. Current Public Health Laws require that specific medication forms be completed for extended or overnight field trips. Any student who may require medication on a field trip must follow the medication administration policy. Financial assistance is available if you apply. Please contact the advisor for more information.

The Hopkins Academy Field Trip Assistance Fund has been established to defray the cost of educational field trips for students. Individual students will be given scholarships, as needed, to defray the cost of the field trip. Scholarships will not be given for high school non-educational class trips. Students should contact their advisor/teacher for more information and are encouraged to perform some type of community service to the school. Each year each grade will be asked to donate \$25 to the fund by the end of September to help keep the fund solvent.

INCOMPLETE POLICY

At the conclusion of a marking period, special circumstances (such as extended health issues) may result in consideration to issue an Incomplete for a report card grade.

1. In order to obtain an incomplete, students must meet one of the following requirements:
 - a. Student must have exempted or excused absences during the final days of the marking period (see attendance policy), with appropriate documentation.
 - b. Students who have a 504 or IEP plan will be given an incomplete only if it is needed to fulfill the specific accommodations in his/her plan.
2. Incompletes must be made up based on the number of days exempted, however the teacher of record may grant extra time at their discretion.
3. Incompletes will only be granted upon completion of the Incomplete Grade Request Form.
4. If the incomplete work is not done within the allotted time, the student will receive zeroes for missing work and the final grade will be recorded.

- Adopted by School Committee 01-30-17

HOMEWORK PHILOSOPHY

Homework is an accepted part of the educational program for students attending the public schools. The assigning of homework is a practice supported by the School Committee and one, which the Committee expects the administration to uphold.

There are four general types of homework: preparation, practice, extension, and creativity. Each type has its own purpose. Teachers assign their homework with one of those purposes in mind. Homework that is not completed on time will receive a zero that will be averaged into the student's quarterly grade. Examples of these follow.

Preparation homework (getting ready before) helps students inform themselves about the next day's lesson. For example, a section of pages may be assigned prior to a social studies discussion. Then, students may be asked to:

- Write their own class discussion questions based on their reading
- Share materials brought from home that relate to the class lesson
- Complete a take-home open-book pretest that covers material from the

Practice homework (doing again after) provides students with the needed review and reinforcement about material presented in a previous lesson. For example:

- After studying a specific period of recent history, students ask their parents about their experiences, reactions to that time period
- After studying nutrition, students read the labels on a variety of foods at home and report their findings with regard to the fat content, salt, calories, etc.

Extension homework (going beyond) guides students so they expand on concepts that were taught in class. Various approaches to extension homework include:

- After studying a historical period, students write want ads for the newspaper of that time
- After reading a story written during a past period of time, students rewrite the story using modern English and a modern telling of the story's themes
- After studying a topic, students read an article or book about that topic and report findings to the class.

Creative homework (putting together) includes analysis, synthesis, and evaluation. This type of homework is inventive and resourceful. Students come up with their own ideas related to a class topic and then share those ideas with the class. Several suggested creative homework ideas include the following. Students:

- Create a new invention that they would like to see made
- Create a comic strip that incorporates the lesson topic
- Make miniature buildings that reflect the architecture of specific time periods
- Formulate a new product that fills a human need and develop an advertising campaign for the product.

Students in grades 7 and 8 will develop self-discipline, organization and good study habits, both in and out of school. They will be able to apply study skills that have been introduced, such as outlining, following directions, using research materials, scanning, finding main ideas, and completing assignments satisfactorily.

At the discretion of the teacher, those middle school students who do not complete homework assignments on time may be kept after school on that day to complete the homework assignment. A late bus pass will be issued.

For senior high students, the type of homework and the time necessary to complete an assignment will vary from grade nine to grade twelve and according to the needs of the subject and level.

The classroom teacher will establish individual goals and priorities, and students will make a commitment to preparation outside the classroom.

MAKE-UP WORK

Make-up work is the responsibility of the student. As a general rule, students will be allowed one day for each day of excused absence in which to make up work that is missed. Vacations do not count as excused absences, regardless of parent notification. In the case of a long-term absence, arrangements will be made between the student and individual teachers. Long term assignments will be due at 7:39 a.m. on the first day of a student's return to school after an absence unless individual teachers have disseminated written policies stating otherwise. Tests and quizzes must be made up during the same time frame. All missed work is

averaged in as a “0”. Parents may request to pick-up make-up work if their child is absent 2 or more days.

HONOR ROLL

The honor roll will be compiled each quarter based upon quarter grades only. Students in grades 9-12 must be enrolled in the equivalent of 30 credits for each quarter to qualify for the honor roll. A grade of P will not be considered toward the 30-credit requirement.

Highest Honors (Grades 7-12):

Students must receive a grade of A- (90) or above in all courses, including quarter courses and alternate day courses, regardless of level of course or credits awarded for a course.

High Honors (Grades 9-12):

Students' grades must average A- (90) or above in all courses, including quarter courses and alternate day courses, regardless of level of course or credits awarded for a course. No grade below a B- will qualify.



High Honors (Grades 7-8): Students must have a B+ or higher in all courses (grades not averaged). No grade below a B- will qualify.

Honors (Grades 7-12): Students must receive a grade of B- or above in all courses, including quarter courses and alternate day courses, regardless of level of course or credits awarded for a course. No grade below a B- will qualify.

Note: Students, grades 7-12, exempted from physical education requirement by written notice of a physician, would be eligible for the honor roll.

LIBRARY

The library is open each day from 7:30-2:45. If for any reason the library will be closed during these hours, an announcement will be made over the intercom.

Students may visit the library with classes, small groups or individually. Library passes are issued to students to enable them to do research, check out books, or to catch up on work or reading in a quiet atmosphere conducive to learning. During class hours, students need to obtain a library pass from the teacher whose class they are leaving. Those students with senior privileges need only to sign in. No passes are required after school. Details on library procedures are posted in the library.

Students are not permitted to play any type of computer game anywhere in the school, especially in the library. Students caught playing computer games will lose their computer privileges for a minimum of two weeks (for the first offense).

MCAS

Students in grade ten will take a competency test as mandated by state education regulations. The passing of this test is a prerequisite for graduation from high school. Students must meet expectations in ELA and Mathematics, and score at least partially meeting in Science/Technology. Students scoring under the requirements Language Arts or Math will be provided with an Educational Proficiency Plan, which details coursework, strengths and weaknesses and types of assessments to monitor progress towards proficiency (see program of studies for more information).

For more information about graduation requirements as well as specialized programming such as Early College High School, Innovation Pathways, Internships, and Work Study, please review our [Program of Studies](#).

EXTRACURRICULAR ACTIVITIES



ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

For extra-curricular activities during the first quarter of 2023-2024, a student must secure during the last school year a passing grade in all courses. Beginning with the second quarter of 2023-2024, a student must secure during the last marking period preceding the contest a passing grade in all courses.

A student cannot at any time represent a school unless that student is taking courses which would provide Carnegie Units equivalent to four traditional yearlong major English courses.

Academic eligibility of all students shall be considered as official and determined only on the published date when the report cards for that ranking period are to be issued to the parents of all students within a particular class.

Note: The MIAA academic eligibility standards are designed to ensure that a student is fully enrolled in school and actively engaged in his/her academic life on a consistent basis throughout the school year.

The questions you must ask in determining equivalency are:

How many credits toward graduation as approved in advance by school committee policy will be offered for this course? Is this equivalent to past academic requirements?

(If further clarification is necessary, principals and athletic directors are encouraged to contact a member of the MIAA executive staff).

Incomplete grades may not be counted toward eligibility.

A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility.

A student cannot count for eligibility for any subject taken during the summer, unless that subject has been previously pursued and failed.

ACTIVITIES AND SPORTS

Students are urged to participate in clubs and activities offered at Hopkins Academy. We believe in the benefits derived from participation and encourage our students to join. School clubs are only for Hopkins Academy students. Meetings and practices are held during and after school hours depending upon the activity. Each club has a school-sponsored advisor who makes all arrangements with the principal for meetings and use of facilities. Students interested in starting a new activity or team should see Ms. Camuso and/or our Athletic Director, Fred Ciaglo, for guidelines and assistance.

Many of our clubs and activities promote fundraising projects such as magazine drives, bake sales, and selling of special items. The principal must approve these fund-raising activities at least one week in advance to assure notification of staff and administration.

Athletics:

Hopkins Academy is a school with a rich tradition in athletics. We offer participation in interscholastic sports at the varsity, junior varsity, and middle school levels. Further information on athletics may be obtained by reviewing the Interscholastic Athletic Manual.

Varsity:	JV:	Middle School:
Soccer	Soccer	Soccer
Basketball	Basketball	Basketball
Baseball	Baseball	Baseball
Softball	Softball	Softball
Golf		
Cheerleading	Cheerleading	Cheerleading
Football (Co-Op w/ Amherst; Northampton for those previously on the team)		
Hockey (Co-Op w/Amherst)		
Cross Country		
Swim (Co-Op w/Amherst)		
Field Hockey (Co-Op w/ Hatfield)		

Athletic Participation/School Cancellation

On days when school is canceled due to weather all middle school athletic activities will be canceled. High school athletic activities may take place under the following conditions:

- The athletic director, principal, and superintendent of schools have determined it will be safe for the events to take place.
- The facilities director is able to sufficiently prepare the school for student drop off and pick up, and that students will be able to safely access the building.

- If an event is at another school, the host school is willing and prepared to host the event.

The cut-off date for students joining a team will be determined by the Director of Athletics. Should there be openings after the start of the season, due to a lack of players; any new players joining will be expected to practice for the number of days equivalent to the pre-season prior to participating in a game. A sport physical will be required prior to attending the first practice session.

In order for a student-athlete to participate in an activity (game, practice, or team event), a student must be in attendance for that school day. For weekend events, the student must be in attendance on the school day prior to the event. **Students must arrive to school prior to 10:30 AM, and may not be dismissed prior to 11:00 AM to be considered as present and eligible for participation; students must be in for half of the school day (3.5 hours).** Students who require a documented, exempted absence for extenuating circumstances (ex: medical/dental appointment, court appearance, family bereavement or health crisis) may be granted a waiver by the Principal and Athletic Director.

Extra-Curricular Clubs & Activities

Please note that some clubs may not be offered in the 2023-2024 school year.

Name of Club	Applicable Grade(s)
Art Workshop	7-12
As Schools Match Wits	9-12
Genders and Sexualities Alliance (GSA)	7-12
Diversity Club	7-12
Drama	7-12
Equestrian Team	7-12
Garden Club	7-12
Group Dialogue	7-12
Jazz Band	7-12
Key Club	7-12
Majorettes	7-12

Math Team	9-12
Mock Trial	9-12
National Honor Society	10-12
Newspaper/Literary Magazine	7-12
Peer Mentors	9-12
Pep Band	7-12
Robotics	7-12
School Council	9-12
Ski Club	7-12
Student Council	7-12
Trained Active Bystanders	10-11
Yearbook	7-12

NATIONAL HONOR SOCIETY

Qualifications for Acceptance to the National Honors Society and application process

Students must have a minimum of a 3.5 GPA in all their academic classes prior to acceptance in the National Honors Society.

1. In the fall of each year the advisor of NHS will review the Spring GPA's for all sophomores, juniors and seniors and send letters of invitation to all students who meet the GPA requirements.
2. Students will be asked to submit their application by a deadline to be determined annually.
3. The applications will be reviewed by the admissions/review committee.
4. Applicants who meet all of the requirements will be notified of their acceptance by letter and inducted into the National Honors Society at the annual induction ceremony, usually held in early November.

Membership maintenance policy

1. Students must maintain a 3.5 GPA.
2. Pay annual dues in the amount of \$20.
3. Students must complete a minimum of 10 hours of community service per year, after their induction. This includes the fall in which they are inducted.
4. Participate in a group service project planned by the advisors.
5. Student records of community service must be submitted to the advisor no later than the last day of each semester. With the exception of seniors whose spring hours will be due 3 weeks prior to their last day of school.
 - a. When records of community service are submitted, they must include (See attached form):
 - i. A description of the community service performed.
 - ii. The location and times of the service.
 - iii. The name, contact information, and signature of the person who supervised the community service.
 - iv. An explanation of how the community service performed has shaped the volunteer.

Failure to maintain the requirements for membership

If students' GPA falls below a 3.5, if they neglect to complete the required hours, turn in their documentation in a timely manner, do not complete acceptable service (as determined by the advisors), or neglect to pay their dues, they will be placed on probation for the following semester.

Students on probation will have one semester to correct the issue which resulted in their probation in addition to completing their regular annual requirements. Students who are unable to correct the issue will lose their membership in the National Honors Society and will not be permitted to reapply.

Community Service Requirements

Community service is defined as actions performed for the benefit of the local or wider community. It needs to go beyond family obligations and beyond the school community as the purpose is for you to engage with people you don't see all the time, share your abilities with them, and gain knowledge of the community in which you live.

Acceptable community service

- Tutoring younger students in an academic subject
- Volunteering at:
 - Mothers' Club or PTO events
 - Parks and Recreation events

- Hospitals
- Local libraries
- Historical Societies
- Animal shelters
- Soup kitchens
- The Western Mass Food Bank
- Clean up brush and/or leaves at a local cemetery (get permission)
- Volunteer or participate in a charity event (no more than 5 hours per event)
 - Relay for Life
 - Meals on Wheels Walk-a-thon
 - Out of the Darkness Walk

This list is not exhaustive; if you have other ideas please ask the advisors. All final decisions on the acceptability of community service hours falls to the review committee.

Unacceptable service

- Babysitting, unless you are providing childcare at a community event
- Keeping score or stats at a school sporting event, running the lines at soccer
- Attending or participating in events being hosted by a school organization
- Officially coached or advised activities
- Pep band

SCHOOL COUNCIL

At each public school in the Commonwealth, there shall be an elected school council consisting of the principal, parents, teachers, student representation from grades 9-12 and community representatives. The school council will meet regularly and will help to identify the educational needs of the students, make recommendations to the principal, assist in reviewing the annual budget and help to formulate and implement the school improvement plan.

PHYSICAL AND MENTAL HEALTH



GUIDANCE

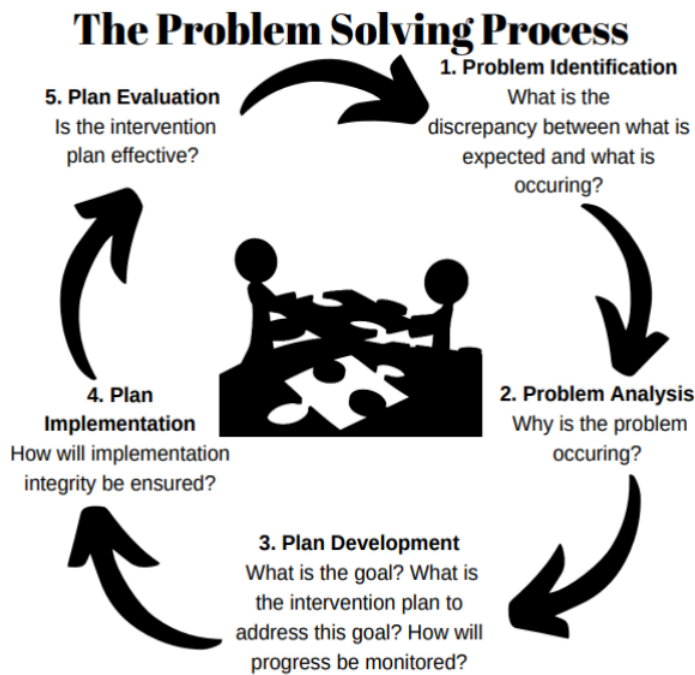
All of our students are entitled to guidance services on a regular and consistent basis. Many of the guidance functions can be carried out very effectively with a group of students in a classroom setting, and teachers are always glad to cooperate and assist. All high school students meet individually with the guidance counselor at

least once a year. Students may sign up for additional guidance appointments in the main office. Appointments should not be scheduled during tests or labs. Only through hard work, planned sessions, systematic methods of providing information, and an understanding of the needs of a small school can the services be effective. More information about guidance services can be found on the [school website](#). Questions concerning guidance functions should be addressed to the guidance counselor. Functions of guidance include but are not limited to:

SUPPORT SERVICES

Some students require additional support beyond tier one or core instruction, which is intended for all students, in order to help them thrive. There are many forms of support to meet students' individual needs, as well as provide family support, within the school. All students have access to all support services such as counseling, academic interventions, social-emotional supports, behavioral interventions, and more. Our school nurse, school counselor, adjustment counselor and psychologist are available for any student or parent in need. If your student is ever in need please [contact us](#).

Several building based teams meet regularly to address the needs of individual students. There are grade level teams which meet monthly and consist of teachers, counselors, the school nurse, the school psychologist, special education support and administration. These teams collaborate to systematically identify and define challenges hindering students' success using data, allowing us to then tailor relevant evidence-based interventions. Data are utilized to monitor progress, and tweaks to intervention plans are made as needed. Using this collaborative problem solving approach, staff can implement [tier 2 or 3 interventions](#) to support struggling learners in addition to ongoing tier 1 supports and the core curriculum.



One result of these meetings can be the establishment of a [District Curriculum Accommodation Plan](#) (or DCAP). This is an in district plan that targets student's needs and is updated annually by the building based team.

Additionally, some students may need and qualify for accommodations through [section 504](#). At Hopkins Academy the section 504 coordinator is the building principal. If you are concerned that your student is in need of a 504 plan, please contact April Camuso at acamuso@hadleyschools.org

Our English Language Learners also may need specialized support which is provided through the district. New students are assessed for language proficiency and interventions are provided and progress is annually assessed. For more information, policies and the home language survey, please check the [website](#).

[Special Education services](#) are also provided through the district. To find out more about whether your student requires these services and steps to take, please check our website or contact our Director of Special Education, Celia Snow, at csnow@hadleyschools.org.

Student Support Services monitors the implementation of both federal and state laws as well as regulations concerning Civil Rights, English Language Learners, and Special Education to assist students who have academic, medical, physical, and/or emotional needs. The Office of Student Support Services also oversees Psychological, Speech/Language Pathology, Occupational Therapy, Physical Therapy, Adaptive Physical

Education, Early Childhood Education/Integrated Preschool, Kindergarten Screenings, Homebound/Hospital, and Homeless Services.

If your child is experiencing difficulty in one or more of the following areas: academics, speech/language, fine motor, gross motor, behavior or social/emotional, please contact our Student Services department at (413) 584-2419 or the building principal (acamuso@hadleyschools.org) to discuss the concerns and to develop an action plan. You can also find more information on our [website](#).

HEALTH EDUCATION

In compliance with M.G.L.C. 71, S.32A, parents will be notified that they may exempt their child from portions of the Health Curriculum dealing with sex education or human sexuality. Students exempted will receive all other portions of the required course with accommodations made for the topics in question.

HEALTH INFORMATION

1. Nursing Services:

The Hadley Public Schools provide a full-time registered nurse with a minimum of a bachelor's degree and DOE licensure (or licensure eligibility) at the schools. Our school nurses perform a vast range of services that include the assessment and treatment of illnesses and injuries, the administration of first aid and emergency responses, the dispensation of medication, and the management of diseases. The nurses also complete health screenings, identify at-risk students and provide referrals for support services, connect children and families with health insurers, and respond to mental health crises.

The school physician and representatives of the Massachusetts Department of Public Health are available to the health services staff members for consultation.

2. Hours:

The school nurses are on duty at all times during school hours.

3. Screenings

In addition, the assessments conducted by our school nurses daily in response to a students' health needs, the nurses conduct population-based screenings to allow for early intervention that may limit disability, healthcare costs, and negative academic impact. Massachusetts law mandates that, in the absence of an exemption, every public school child be screened as follows:

Vision and Hearing – upon school entry, kindergarten through grade 6, plus grades 7 and 10.

Height and weight with BMI calculations – grades 1, 4, 7, and 10.

Posture – grades 5 through 9.

If a parent/guardian wishes to apply for a waiver for any of the above screenings, they may provide a note stating that the screening(s) have been done by a healthcare provider in the past year, and submit the documentation from the HCP to the school nurse. The waiver must be requested annually, preferably at the beginning of the school year.

Parents/guardians are notified of irregular findings in hearing, vision, and posture screenings. In addition, parents/guardians are welcome to contact the school nurse for any screening results. If the school nurses detect anything of concern, it is the responsibility of the parent or guardian to follow up with the child's doctor or specialist and provide follow-up information to the school nurse in writing.

In addition, Massachusetts law mandates that two grades of students participate in a confidential Screening, Brief Intervention and Referral to Treatment (SBIRT) program related to substance use. HPS screens all students in grades 7 and 9 annually. Notification and an opportunity to opt out are provided to all parents/guardians and to students prior to screening. Unless there is deemed to be an immediate danger, all SBIRT results are confidential.

4. Medication Administration

A. If a student requires prescription or over-the-counter medication during the school day, the student's parents or another responsible adult must bring the medication to the school nurse for safekeeping. The student will come to the nurse's office to take the medication.

Following this protocol is essential for the safety of all our students. Students acting in violation of this policy at Hopkins Academy will be subject to disciplinary action and parents will be notified.

B. Students are not allowed to carry or take prescribed or over-the-counter medications themselves during school hours. The only exceptions are for:

- diabetes related medication and treatments as per the student's diabetes medical management plan.
- students who use inhalers, or have severe/ life threatening allergies. Those students may carry their own inhalers or epi-pens if they follow a detailed protocol that the school nurse will provide.

C. The medication brought to the school nurse must bear the original pharmacy label and instructions.

D. The medication must be accompanied by a consent form signed by the parent/guardian that includes the name of the medication, the reason for the medication, the dosage, and times the medication is to be administered. Psychotropic/controlled medications must be brought to the school by the parent/guardian, and a maximum of a 30 day supply may be kept at school.

E. A physician's written authorization is required for all prescription medications to be administered by the school nurse during school hours. Antibiotics needed for ten days or less may be given without a physician's written authorization, as long as the medication is in the original prescription labeled container with only the doses needed during school hours.

F. A physician's written authorization and parental permission are required for all over-the-counter medications including but not limited to eye drops, nasal sprays, and skin creams to be administered by the school nurse during school hours.

G. A responsible adult must pick up all medication when the medication expires or within 24 hours after the students are dismissed for the summer. In accordance with Department of Public Health guidelines the school nurse will destroy any medication that has not been retrieved.

H. Acetaminophen and Ibuprofen

Hopkins Academy:

Parents may give written permission for the school nurse to administer acetaminophen (Tylenol) or ibuprofen (Advil, Motrin) to a student up to three times a month at Hopkins Academy in accordance with the school physician's medical directive.

I. It is recommended that the school nurse be informed of any medications or changes in medication that the student is taking at home for acute or chronic conditions. This information will be kept confidential and is important to enable the nurse to provide appropriate and individualized care.

J. If a parent or guardian would like his/her child to receive medication during school hours without oversight from a licensed prescriber in accordance with the aforementioned guidelines, he or she has the option of coming to school to administer the medication to his/her child at a predetermined time.

5. Field Trips

In the instance of a field trip if the school nurse is not available, the nurse may delegate the administration of certain prescription medications to an unlicensed staff member in accordance with Department of Public Health Regulations 210.005 (E) (1) (0).

Unlicensed school staff will not administer any PRN medications (taken as-needed as opposed to being taken at specific administration times.) Parents/guardians also have the option of accompanying their child on the field trip to attend to their child's health needs.

6. Insurance Information

All children in the state of Massachusetts have access to health insurance. If your child is not covered by health insurance, please contact the school nurse for information regarding Mass Health or other options.

7. Health Education

In compliance with M.G.L. c. 71, S.32A, parents/guardians will be notified that they may exempt their child from portions of the Health Curriculum dealing with sex education or human sexuality. Students exempted will receive all other portions of the required course with accommodations made for the topics in question.

HEALTH REQUIREMENTS:

1. Health Records:

Each fall, parents/guardians will receive a Student Health Information form to be completed and returned to the school nurse.

It is vital to all concerned that the parent/guardian completes these forms and returns them promptly to the school. The forms have space for the emergency contact information and names of alternate persons to be called in case a parent/guardian cannot be reached. Please be sure that the person designated as an alternate is willing and able to serve in this capacity and that the person lives in the area. It is essential that the information on the form is accurate and that parents/guardians notify the school nurse of changes. Please know that you will be expected to have arrangements in place for your child to be picked up within one hour of being notified of the need for dismissal due to health reasons. This is especially critical due to the current COVID-19 pandemic.

2. Physical Examinations:

All students are required to receive a physical examination from a healthcare provider within twelve months of the start of school prior to entering kindergarten and grades 4, 7, and 10. It is also required of all transfer students regardless of grade. If you do not have access to medical care, please notify the school nurse so access to medical care can be facilitated.

3. Sports Physicals

The MIAA mandates that students participating in athletics have a physical exam within 13 months of the first day of practice. An athlete is required to have only one sports physical exam each year. Any student that intends to play a sport during the following school year is strongly encouraged to have his/her physical in late spring or summer.

4. Immunizations

A. Requirements

All students must be fully immunized in accordance with Massachusetts state law in order to attend school. Minimum immunization requirements for enrollment in and attendance at school

(105CMR 220.00) are revised regularly. To obtain a schedule of required immunizations please see the HPS website for 2022-2023 updated Immunization Requirements. Contact your child's primary care provider, or the school nurse with any questions.

B. Exemptions from Immunizations

Those students with documented medical contraindications or documented religious beliefs are the only ones exempt from the immunization regulation. However, any student who is not properly immunized will be excluded from school if there is a vaccine-preventable disease outbreak (105cmr300.000, MGL. c 111, 5,3,6,7,109, 110,111,112). The length of exclusion is determined by Department of Public Health guidelines and may vary according to disease. Un-immunized or partially immunized children whose private physicians certify they are in the process of receiving the required immunizations shall be regarded as being in compliance with the law.

Our Superintendent is responsible for refusing admittance to children who have not had the required immunizations or who are not otherwise exempted as explained above. Please consult your School Nurse for further information on exemptions.

C. Immunization Updates

Parents/guardians are encouraged to send a copy of any and all updated immunizations to the school nurse as soon as the vaccine is administered. This information is essential to keep health records current.

5. New Students

Any student entering the school must provide an up to date and complete immunization record, a physical exam that has been completed within the last year, and completed emergency and health history forms signed by the parent/guardian. No student will be allowed entrance into school without, at the minimum, a complete and up to date immunization record.

6. Health Issues

Parents/guardians are required to inform the nurse of any health condition that may impact their child while at school. It is the responsibility of the school nurse, working with parents/guardians, teachers, and other staff members to develop an individualized health care plan for any student who has a significant health care need.

In case of illness or accident, the nurse is authorized to dismiss students to the custody of parents/guardians or designated alternates if necessary. If the nurse determines that it is

not safe for the student to be at school and the student is not picked up, the nurse is required to call 9-1-1 and have the student transported to a hospital emergency room.

7. Other

School health policy is regulated by recommendations and requirements of the Massachusetts Department of Public Health. There may be situations that are not explicitly stated above, including guidelines specific to health requirements for homeless students. The school nurses are always available for questions or clarification.

HEALTH POLICY

The school nurses are available for guidance, support and consultation if you have any questions or concerns regarding your child's health.

Students should only be in school when they can fully participate in their academic program. Therefore, the following minimum guidelines are enforced. Please note that the nurses may impose stricter guidelines on a group or individual basis that must be followed if they deem it necessary for the health and safety of the school community.

A. If a student has a fever over 100 degrees, parents/guardians must keep the student home until the temperature has remained normal without the aid of medication for 24 hours.

B. If a student vomits or has diarrhea accompanied by other signs/symptoms of illness (elevated temperature, fatigue, achiness, rash, etc.) parents/guardians must keep the student home for 24 hours after the condition ends.

C. If a student has chicken pox or impetigo, the student must be on medication for 24 hours and all open lesions must be covered prior to the return to school.

D. Parents/guardians will be notified if head lice are found to be present on their child's hair. All parents/guardians are encouraged to check their child's head on a regular basis. School nurses are available to support parents/guardians regarding recommended treatments for infestation and suggested measures to avoid re-infestation.

E. If the school nurse suspects that a student may have conjunctivitis (pink eye) as indicated by a severely red eye with or without discharge the student must be evaluated by a healthcare provider and obtain documentation clearing the student prior to their return to school.

F. If the school nurse suspects that a student has strep throat the student may be sent home for evaluation by a healthcare provider. If a student is positive for strep throat, the student must stay home for 12 hours after taking the first dose of prescribed medication.

G. All communicable diseases (i.e. chicken pox, scarlet fever, measles, whooping cough, TB, COVID-19, etc.) must be reported to the school nurse, who is required by law to report to the local Board of Health. Any student diagnosed with a communicable disease should provide the school nurse with a note from their Healthcare Provider clearing the student to return to school, prior to entering the classroom. As of this writing the MA Department of Public Health has not mandated the seasonal influenza vaccine, or the COVID-19 vaccine for school attendance, however, these vaccines are strongly recommended for all eligible children by state and federal public health experts including the American Academy of Pediatrics.

H. Following head injury or concussion, students may not participate in extra-curricular or athletic activities until there has been a full return to academics, and a signed clearance from a healthcare provider certified in concussion management.

By following the above policy, we hope to provide a healthy environment for everyone in the school community. If your student has a specific chronic condition, the school will make every effort possible to work with you. Please feel free to contact the school nurse if you have any questions or concerns.

TOBACCO, ALCOHOL, AND DRUGS

Using tobacco or nicotine in any form, at **any** time, is prohibited. *This includes the possession of smoking materials, including vaping devices.* The "Educational Reform Act of 1993," which was passed by the legislature of the Commonwealth of Massachusetts in June 1993, states that "the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by **any individual**, including school personnel" is prohibited

Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, is prohibited in school, on school buses, on school grounds, or off school grounds during school supervised functions. This policy is in effect during regular school hours, (7:30 a.m. to 2:45 p.m.) and at other times that supervised activities takes place. "Use" of drugs or alcohol includes being under the influence of, buying, selling, or possessing them on school property.

The Federal Government requires that all schools have a drug-free policy. The policy for the Hadley Public Schools is:

DRUG-FREE SCHOOLS CERTIFICATION POLICY

Section 5145 of the Drug-Free Schools and Communities Act Amendments of 1989

Students

The use of illegal drugs and unlawful possession of alcohol is wrong and harmful. The Hadley Public Schools prohibits the unlawful possession, use and/or distribution of illegal drugs and/or alcohol on school premises or as a part of any of its activities.

PARENTS AND POLICIES

NON-CUSTODIAL PARENTS

1. It is the responsibility of the custodial parent to provide the necessary documentation to the office that would ensure that a non-custodial parent does not receive any information pertaining to a student.
2. Any parent who does not have physical custody of a child shall be eligible for the receipt of information unless:
“(1) The parent’s access to the child is currently prohibited by a temporary protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section”; or (2) the parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation. All such documents limiting or restricting parental access to a student’s records or information which have been provided to the school or school district shall be placed in the student’s records.” (Ch71sec.34H MGL)



PARENT CONFERENCES

Formal Parent/Teacher Conferences are held in the fall. Conferences and teacher meetings may be scheduled at any time by calling the school office, at 584-1106.

PRIVACY

The federal Every Student Succeeds Act (ESSA) requires schools to provide names, addresses and phone numbers for all members of the junior and senior classes to military recruiters unless the student or parent request that this information not be provided. A letter offering this option will be distributed at the beginning of each school year.

SCHOOL INSURANCE AND ACCIDENT FORMS

Student insurance is available at a nominal cost. When a student insured under this plan is injured, he/she will be given a claim form from the school nurse or secretary. This form must be completed by his/her parent and presented to the doctor or hospital. It is then returned to the school for processing. The school merely acts as an intermediary in supplying the insurance and assumes no liability.

All athletes participating in the interscholastic athletic program are covered by an athletic school insurance policy if (a) they do not have personal coverage or (b) as a secondary insurance where personal insurance does not cover. All injuries must be reported to the coach who will fill out an accident report.

SECURITY OF THE BUILDING

All visitors to Hopkins Academy are required to sign in when they enter the school. Visitor nametags will be supplied to identify and legitimize the visitor's presence. Staff and students should immediately report any strangers to the office.

Some outside doors to the school and corridor entrances may be locked after 3:00 p.m. to limit passage in areas that are not supervised after staff members leave the building. The school is not responsible for students who are in school or on school property before school buses arrive (approximately 7:20 a.m.) or after school hours, when they are not involved in a school-sponsored activity.

- Students are not allowed in the building after school (2:00) unless attending a school activity or working with a teacher.
- All outside doors are locked during the day. The only entrance is by the main office. The rear doors to the gym lobby may be open for outdoor physical education or to allow athletes and spectators to have access to the lavatories after school; teachers, coaches, etc. will monitor this.
- The inside hallway doors by the Music Room, Computer Lab, and Room 211 will be
- locked at 3:10 daily following office detention.
- After 3:30, teachers, advisors and coaches will make sure that any students who have been working with them leave the building when they leave.
- Locker rooms and classrooms will be locked after school to avoid any theft or
- vandalism.

VISITORS

Visitors are always welcome, especially parents. Permission must be obtained before bringing a guest to school. Visitors must register in the office. Non-Hopkins Academy students are allowed to visit during school hours only with prior permission of the principal and for a distinct purpose such as potential enrollment, comparison to another culture, etc. Alumni are welcome after 2 pm in

order to avoid classroom disruption. All visitors coming into the school as volunteers must be CORI checked.

STUDENT RECORDS

Student records are maintained and kept in the school office. Parents may request the opportunity to review these at any time. Non-custodial parents may request and receive access to all student records unless there is a court order in the student's file prohibiting this. Eighteen-year-old students can sign an order that parents may not see their records without permission from the students. Records will be given to all graduating seniors. There is no cost for a transcript.

AGE OF MAJORITY

603 CMR 23.01

Students who are eighteen years old or older have the legal rights of an adult. When the rights or responsibilities of a parent or guardian are referred to in this handbook, it is understood that they include students who are eighteen years old or older. A student who is eighteen years and older may act with the same rights and responsibilities of a parent or guardian in such areas as:

- a. Decisions concerning academic issues
- b. Decisions about guidance and special education services
- c. Decisions about withdrawal from school
- d. Absence and tardy (excused) dismissal notes and permission slips

Upon reaching the age of 18, a student has the right to take over from his/her parents' full responsibility for his/her school life. Students wishing to exercise this right must fill out a form and present it to the principal who will maintain a copy of it in the student's record. Unless the school is informed in writing of the student's decision to exercise his/her right, the school will continue to involve the parents in these matters.

Even if the student chooses to exercise his/her rights and responsibilities in these matters, the principal reserves the right to send copies of all school communications (letters, report cards, disciplinary notes, etc.) to the student's parents or guardians. The administration will continue to contact parents regarding discipline issues. The school will provide parents with access to student's records pursuant to Mass. Gen. Laws. C, 71, S34E. *Students who are 18 and do not have senior privileges cannot sign out at lunch.

EMERGENCY PROCEDURES:

Emergency procedures and codes are posted and reviewed with students and staff on a regular basis.

TELEPHONE

Students may use the office telephone to contact parents in an emergency. Students are not encouraged to bring cell phones to school. (See also Cell Phones in “Items Prohibited for Use”.)

TTY USE

Individuals using TTY may access Hopkins Academy by dialing 584-1106

FOOD SERVICE



CAFETERIA

The cafeteria operates on a two-period lunch schedule. The first lunch period accommodates Grades 7 and 8. The second lunch period is reserved for students in grades 9-12. All students are to report to the cafeteria during their scheduled lunch period.

A hot lunch is available for all students or they may eat food brought from home. The Café serves well-balanced

meals including milk that are in compliance with the federal and state guidelines. School lunch prices will be shared with families annually. Reduced or free lunches are available for students who qualify. Families wishing to receive free or reduced lunch must complete an application and return it to the school within 30 days. Please see the School Committee policy for more information on account charges. No food should be brought to the cafeteria at lunchtime for groups of students without advance clearance with the principal and cafeteria director.

1. Each student will return his/her tray, papers, etc., to the proper containers and ensure that the immediate area is picked up – floor and table.
2. Students will not leave the cafeteria with open food or drink.
3. Proper student behavior is required at all times. Shouting, running, food throwing, other unacceptable behavior is not permitted and will result in disciplinary consequences.
4. Students should not bring lunches that need to be reheated or refrigerated in school.
5. Breakfast is offered every day for purchase. This breakfast complies with all regulations from USDA, contains juice, fruit & servings from the bread/grain food group - the student then chooses the milk they wish. Breakfast is provided as a full meal only, after the first period, for all students, in the kitchen on full days of school.

File: **EFDA**

HADLEY PUBLIC SCHOOLS FOOD SERVICE ACCOUNT MANAGEMENT

Hadley Public Schools Food Service Department strives to provide students with healthy meals each day. However, unpaid charges place a financial burden on the district. In order to maintain compliance with federal reporting requirements for the USDA Child Nutrition Program, and to provide oversight and accountability for the collection of outstanding student meal balances, the Hadley School Committee hereby establishes uniform meal account procedures. The provisions of this policy pertain to regular priced school lunch meals only. While the USDA Child Nutrition Program does not require that a student who pays for regular priced meals be served a meal without payment, Hadley Public Schools provides this service as a courtesy to its students.

Full-Pay Students

Students at all grade levels will pay for meals at the district's published standard rate. A student will be allowed to charge a maximum of five (5) meals to their account after the balance reaches zero. A student will not be allowed to charge any a la carte items once they have a negative balance on their account.

Free Meal Benefit

Students eligible for free lunch will be allowed to receive a lunch & breakfast each day. A student will not be allowed to charge a la carte items once they have a negative balance on their account.

Reduced Meal Benefit

Students eligible for reduced lunch will be allowed to receive a lunch for \$.40 each day., and a breakfast for \$.30 each day. A student will be allowed to charge a maximum of ten (10) meals to their account after the balance reaches zero. A student will not be allowed to charge any a la carte items once they have a negative balance on their account.

Outstanding Balance Notification Procedures

Parents/guardians are responsible for meal payment to the food service program. Notices of low or deficit balances will be sent to parents/guardians on a weekly basis during the school year. If a student's account becomes deficient by thirty dollars (\$30) or more, then notices will be sent by the Food Service Director. All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student, and said records are available by setting up an account online or by speaking with the Director of Food Services.

Students/parents/guardians may pay for meals in advance online, with a check payable to Hadley Public Schools Food Service or with cash at a register. Further details are available on our webpage at <http://www.hadleyschools.org>. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any

given day. Any remaining funds for a particular student will be carried over to the next school year. Refunds are granted for graduating students; a written request for a refund of any money remaining in their account must be submitted. An email request for refund is also acceptable for non-seniors. Students who are graduating at the end of the year will be given the option to transfer to a sibling's account with a written request. Unclaimed funds must be requested within one school year. Unclaimed funds will then become the property of the Hadley Public Schools Food Service Program. If a student is without meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced-price lunches for their child.

The Collection Process

Step 1: When the charge exceeds the amounts set above, the Food and Nutrition Services Director or designee will send a letter or email to the parent(s)/ guardian(s) requesting immediate payment.

Step 2: If a student's account balance exceeds \$50.00, the administration may prohibit participation by the student in any future fee-based program (field trips, user-fee based programs, etc.) and/ or privileges (parking, senior privileges) until the deficit balance is paid in full.

Additional Steps: If a student's account is not in good standing at the end of the school year, the administration may take one or more of the following actions, unless prohibited by state law or regulation:

- Delay the issuance of class assignments until or unless the negative or delinquent balance is paid in full.
- Prohibit the student's participation or other students in the student's household from participating in any future fee or charge-based program until or unless the negative or delinquent balance is paid in full.
- If a senior's account is not in good standing as of May 1st, the administration may prohibit the student from participation in senior activities and/ or graduation exercises.

Debt Forgiveness

Nothing in this policy should preclude representatives of the District from pursuing and implementing compassionate debt forgiveness avenues for legitimate unforeseen circumstances which have contributed to the debt.

Adopted by the School Committee on 08-29-16 Rev. 7-24-17

TRANSPORTATION

BUSES

The School Committee, through its school staff, shares with students and parents the responsibility for student safety during transportation to and



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

A. Loading and unloading at bus stop:

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

B. Required conduct aboard the bus:

1. Riders must remain in seats or in place when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Profanity and obscene language are forbidden.
4. Smoking is prohibited.
5. The following disturbances are prohibited:
 - a. pushing or wrestling
 - b. annoying other passengers or disturbing their possessions
 - c. talking to the driver
 - d. throwing objects within the bus or out of windows
 - e. climbing over seats
 - f. opening or closing windows
 - g. leaning out of windows
 - h. littering the bus
6. Parents will be held responsible for any defacing or damaging of the bus
7. There is no eating on the bus.

C. Procedures for drivers and parents:

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school principal. The principal will report the incident in writing to the parent concerned.
2. In case of a repetition by the same student, the principal will suspend the student's transportation privileges with written notice to the parent.
3. If a third incident occurs, bus privileges will be denied the student and the responsibility for transportation will then rest with the parent.
4. The administration reserves the right to impose any of these penalties on the first offense, dependent on its severity. A hearing will be held whenever this step is considered necessary, following notification of parents and the student involved.

LATE BUS PASSES

Riding the late bus is a privilege. Middle school students who stay after school for extra help, teacher detention, or school activities may ride the elementary bus, which leaves Hopkins Academy at approximately 2:45 p.m. Students must obtain a late bus pass from a teacher in order to ride the late bus in advance. Since space is limited, students must sign up with the middle school team before 2 PM. Students riding the late bus are not permitted to leave school grounds; doing so will result in revoked privileges. Only one name is allowed on a pass. The bus driver will collect these passes. High School students are not permitted to ride the late bus but exceptions may be made in extenuating circumstances with administrative approval. Any profanity, inappropriateness, or public displays of affection will not be tolerated and will result in not being allowed to ride the late bus anymore. It is expected that middle schoolers be positive role models to younger students and represent Hopkins Academy in a positive manner.

STUDENT RIGHTS

AMERICANS WITH DISABILITIES ACT

Public Notice

It is the policy of the Hadley Public Schools to fully abide by all state and federal statutes and the regulations promulgated there under, which prohibit discriminatory acts.

The Hadley Public Schools do not discriminate on the basis of disability. Program applicants, participants, members of the general public, students and others are



entitled to access to all agency programs, activities, and services without regard to disability.

HAZING

Every school in the Commonwealth of Massachusetts must include in its discipline policy a copy of An Act Prohibiting the Practice of Hazing as found below, in Chapter 260 sections.

Students or groups at Hopkins Academy will abide by the law as outlined in sections 17 and 18. Students or groups in violation of this law are subject to disciplinary action. Specific action taken may include detention, suspension, or expulsion of students. In addition, students or groups are also subject to disciplinary action imposed by the Commonwealth of Massachusetts.

Due to the importance and seriousness of this section, any student or group who has questions regarding the meaning and intent of sections 17 and 18 should seek clarification from the principal.

S2540

Chapter 269

THE COMMONWEALTH OF MASSACHUSETTS: AN ACT PROHIBITING THE PRACTICE OF HAZING.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen (19), shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conducts shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person, to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this section.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen (17) and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practical. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen (17) and eighteen (18); provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen (17) and eighteen (18) to unaffiliated student groups, teams or organizations shall not constitute evidence of the institutions recognition or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen (17) and eighteen (18) to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen (17) and eighteen (18), that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen (17) and eighteen (18), and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen (17) and eighteen (18).

Each institution of secondary education and each public or private institution of post-secondary education shall deliver, at least annually, before or at the start of enrollment, to each person who enrolls as a full-time student in such institutions, a copy of this section and sections seventeen (17) and eighteen (18).

Each institution of secondary education and each public or private institution of post-secondary shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the Board of Education, certifying that such institution has complied with its responsibility to inform student groups, teams, organization and to notify each full time student enrolled by it of the provisions of this section and sections seventeen (17) and eighteen (18) and also certifying that said institutions has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report.

BULLYING

HOPKINS ACADEMY ANTI-BULLYING STATEMENT:

Hopkins Academy provides a safe and supportive environment, one which is conducive to learning and working, for everyone. Any behavior which interferes with this is unacceptable. Our expectation is for every student to succeed academically, physically, emotionally and socially.

Types of Bullying:

1. **Physical: inflicting** physical harm (pushing, hitting, kicking, punching, biting, scratching, spitting, tripping, etc.)
2. **Verbal:** threats, taunts, extortion of food or money, racist remarks, teasing, sexually suggestive language, name calling, cruel remarks, intimidation, spreading of malicious rumors
3. **Social Aggression:** intentional exclusion from a group (gesturing, whispering, facial gestures, body language, posturing, isolation, shunning, excluding, encouraging other students to dislike someone)
4. **Cyber bullying:** any threats, gossip, or rumors spread through the internet, email, online social networking sites (MySpace, Facebook, YouTube, etc.), text messaging, etc. Parents should be aware that most social networking sites require participants to be at least 18 years old.

Incidents that Occur in School, at the Bus Stop or at School Sponsored Activities:

Incidents that occur in school, at the bus stop or at school sponsored activities need to be referred to an adult immediately, either by the target or by a witness. The adult, whether it be a parent, teacher or staff member need to report the incident to the administration immediately. A Bullying Incident Report Form will be completed. The administration will thoroughly investigate every incident, provide supports, issue any disciplinary consequences when necessary, and notify parents/guardians when appropriate.

Disciplinary Consequences: Consequences may include, but are not limited to, one or more of the following:

1. a written warning
2. a lunch, teacher or principal detention
3. parent conferences
4. classroom transfer
5. limiting or denying student access to a part or area of the school
6. adult supervision on school premises

7. exclusion from participation in school sponsored functions or extra-curricular activities
8. short or long term suspension
9. exclusion, expulsion, or discharge from school
- 10 an apology to the victim
11. awareness training (to help students understand the impact of their behavior)
12. participation in empathy development, cultural diversity, anti-bullying or anti-harassment or intergroup relations programs
13. mandatory counseling
14. any other action authorized by and consistent with the disciplinary code

Incidents That Occur Outside of School: Incidents that occur outside of school should be referred to the Hadley Police Department. Administration should also be made aware of any incidents in order to be able to provide a safe environment and offer any necessary supports to the student. Incidents that occur outside of school but continue at school or incidents that disrupt the school environment will be subject to disciplinary consequences.

Student Responsibilities: Each student is responsible for:

1. complying with the district's Civil Rights Policy and Hopkins Academy Code of Conduct
2. ensuring that (s)he does not harass or discriminate against another person
3. ensuring that (s)he does not bully another person
4. ensuring that (s)he does not retaliate against another person for reporting or filing a complaint, encouraging or aiding of the filing of such complaint, or for cooperating in an investigation of bullying or harassment.
5. co-operating in the investigation of a report or claim of bullying or harassment
6. encouraging bystanders to either tell an adult about the situation or walk away from the situation
7. maintaining a safe and positive environment in the school community.

Hadley Public Schools Bullying Prevention and Intervention Plan

I. Policy Statement

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

The Plan was developed in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school. The Principal will also serve as the school official responsible for receiving all bullying reports.

II. Training and Professional Development

- A. The professional development of staff and training for students is a critical part of this policy. All staff and students will receive annual trainings on this policy.
- B. Ongoing professional development to build the skills of all members, including educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors, and paraprofessionals, will be offered annually.
- C. The content of professional development for this policy shall include, but not 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 particularly at risk in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying.
- D. Each school shall provide age-appropriate instruction at each grade level on bullying prevention annually.

Each school shall update their bullying prevention and intervention plans annually, in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

III. Access to Resources and Services

The Hadley Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students and employees and appropriate family members of the involved students or employees, both targets and perpetrators, affected by bullying, as necessary. Administration and Student Services will work in conjunction with local police.

Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's ability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (See M.G.L. c. 71B, §3, as amended by chapter 92 of the Acts of 2010.)

IV. Academic and Non-academic Activities

E. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role-plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students' in a safe, supportive school environment that is respectful of diversity and difference.

F. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and employees and establishing school and classroom routines;
- creating safe school and classroom environments for all students and employees, including for students and employees with disabilities, lesbian, gay, bisexual, transgender, and homeless students;

- use appropriate and positive responses and reinforcement, even when students/employees require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students and each other;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely;
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. Procedures for Reporting and Responding to Bullying and Retaliation

Reporting

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

Each school shall have a means for anonymous reporting by students and employees of incidents of bullying. Reporting forms are readily available on the district's website and in each school's main office. Students, parents or employees that witness or become aware of a bullying incident of any kind are strongly encouraged to either report the incident directly to a school official or anonymously through completing the required form by downloading and mailing the bullying reporting form on the district website to the respective school principal or verbally contacting an Administrator regarding the alleged bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

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

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

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

Hadley Public Schools Bullying Incident Complaint Reporting Form

(This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.)

Directions: Bullying is a serious offense and will not be tolerated. If you are a student, the parent/guardian of a student, a volunteer or visitor, and wish to report an incident of alleged bullying, complete this form and return it to the Principal or Administrative Designee at the student's school. All school employees are required to report alleged violations. Contact the school administration for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name and returning to the school principal.

Every reported act of bullying will be investigated, and parents/guardians will be informed.

Name of Target: _____		Grade/School: _____	
Name(s) of Alleged Aggressors	Grade	School	Is she/he a student?
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Incident Date: ____/____/____			

Where did the incident occur? (Check all that apply)	What happened during the incident? (Check all that apply)	Did a physical injury result from this incident? (Check one)
<input type="checkbox"/> School Bus/ Bus Stop	<input type="checkbox"/> Taunting <input type="checkbox"/> Retaliation	<input type="checkbox"/> No
<input type="checkbox"/> To/From School	<input type="checkbox"/> Threat <input type="checkbox"/> Humiliation	<input type="checkbox"/> Yes, medical attention required
<input type="checkbox"/> Text/Phone/Internet/ Social Media	<input type="checkbox"/> Intimidation <input type="checkbox"/> Exclusion	<input type="checkbox"/> Yes, medical attention NOT required
<input type="checkbox"/> School sponsored activity	<input type="checkbox"/> Stalking <input type="checkbox"/> Physical Contact	Student absent from school as a result of the incident?
<input type="checkbox"/> Event off school property	<input type="checkbox"/> Theft <input type="checkbox"/> Cyber-bullying	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> School Grounds <input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	Number of days absent: _____

Describe the incident: (use the back of this sheet for additional space) _____

Witnesses: (List people who witnessed the incident or have information regarding it):

Name: _____ ☐ Student ☐ Faculty/Staff ☐ Other: _____

Name: _____ ☐ Student ☐ Faculty/Staff ☐ Other: _____

Are you: <input type="checkbox"/> Student <input type="checkbox"/> Faculty/Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other: _____
Leave blank if reporting anonymously.
Person reporting incident: (Please Print) _____
Telephone/Cell Information: _____
Signature: _____ Date: _____

INVESTIGATION PROCEDURES

The principal or designee, upon receipt of a viable report of bullying or retaliation whether verbally or in written form, shall promptly contact the parents or guardians of a student/employee who has been the alleged target and the parents of the alleged aggressor, if a student is involved. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report form, which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

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

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

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

The investigation shall be completed within fourteen days from the date of the report. The involved employee or parents or guardians shall be contacted upon completion of the investigation and informed of the results, as applicable, including whether a violation of this policy was found, and whether disciplinary action has or shall be taken. Furthermore, the employee or parents or guardians, when a student is involved, will also be apprised of the actions taken to prevent any further acts of bullying or retaliation. At a minimum the Principal or his/her designee shall contact the employee or parents or guardians as to the status of the investigation on a weekly basis, if a student was involved.

Disciplinary actions for the student(s) or employee(s) who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and the principal or designee shall maintain a file. A monthly report shall be provided to the superintendent.

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

Retaliation

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

VI. Collaboration with Families

Parents share the responsibility to (i) reinforce the curriculum at home and support the district plan; (ii) learn the dynamics of bullying; and (iii) reinforce proper online safety and cyber-bullying.

Parents will be informed about the district's Bullying Prevention and Intervention Plan, anti-bullying curricula and trainings. The district will offer annual parental

presentations pertaining to anti-bullying in collaboration with Hadley PTO and School Councils.

VII. Prohibition Against Bullying and Retaliation

The district is committed to providing all students and employees with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

Acts of bullying, which include cyber-bullying, are prohibited:

- (i) on the grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether 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; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. Definitions

Aggressor is a student or adult who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G. L. c. 71, § 370, is the repeated use by one or more students or adults of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at the 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 or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school;
- v. materially and substantially disrupts the education process or the orderly operation of a school.

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

1. Cyber-bullying may occur 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.
2. As used in this Section, “electronic communication” also means any communication through an electronic device including, but not limited to a telephone, cellular phone, computer or pager.

Hostile Environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule and/or insult that is sufficiently severe or pervasive to alter the condition of a student’s education.

Hazing is 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 persons.

Such conduct shall include, but is not limited to, whipping, beating, forced calisthenics, exposure to the weather, forced consumption of food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of

any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep, rest, or extended isolation.

Involvement: If an incident of bullying or retaliation involves students or staff from more than one school district, charter school, non-public school, approved private day, residential school, or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the local school district, charter school, non-public school, approved private day, residential school, or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement officials consistent with the provisions of state law.

Retaliation is any form of intimidation, reprisal, or harassment, directed against a person(s) who reports bullying, provides information during an investigation of bullying, or witnesses or provides reliable information about bullying.

Staff: Includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff or paraprofessionals.

Target is a person(s) against whom bullying, cyber-bullying, or retaliation has been perpetrated.

IX. Related Laws

G. REFERENCES:

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

H. LEGAL REFERENCES:

Title VII, Section 703, Civil Rights Act of 1964 as Federal
Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
Board of Education 603 CMR 26.00
MGL 71:370
MGL 265:43,43A
MGL 268:13B
MGL 269:14A

I. CROSS REFERENCES:

AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JK, Student Discipline Regulations

Publications & Notice

The bullying prevention and intervention plan shall be posted on the Hadley Public Schools Website.

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

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

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

SEXUAL HARASSMENT AND TITLE IX NONDISCRIMINATION ON THE BASIS OF SEX

Title IX – Non-discrimination

a. Non-discrimination Statement

1. Pursuant to the intent of Federal Legislation, i.e., Title IX of the Educational Amendments of 1972, the Hadley School Committee hereby adopts a formal statement addressed to the matter of sex discrimination:

“The Hadley School System will not discriminate on the basis of sex in all matters related to the operation of its educational programs and activities and its employment practices.”

2. Pursuant to Section 86.8 of the rules and regulations governing the implementation of Title IX, the following employees are designated the responsible employees for administering Title IX.

Anne McKenzie, Superintendent of Schools
Hadley School Department
125 Russell Street
Hadley, MA 01035 Phone: (413) 586-0822

TITLE IX COORDINATORS

Celia Snow, Director of Special Education
Hadley Elementary School
25 River Drive
Hadley, MA 01035
Phone: (413) 584-5011
Email: phaywood@hadleyschools.org

Erik Sudnick, Physical Education Teacher
131 Russell Street
Hadley, MA 01035
Phone: (413)
584-1106
Email: esudnick@hadleyschools.org

Revised by The Hadley School Committee: May 1, 2017

GENERAL STATEMENT:

All persons have the right to be free from sexual harassment; therefore, sexual harassment in any form is strictly forbidden in school, on school grounds, or at school related activities.

DEFINITION:

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment"); Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Sexual harassment is not, by definition, limited to prohibited conduct by a male toward a female. A male, as well as a female, may be the victim of sexual harassment, and a female, as well as a male, may be the harasser. Further, the victim does not have to be of the opposite sex from the harasser. The victim does not have to be the person whom the unwelcome sexual conduct is directed. Finally, any adult may be the victim of sexual harassment by a student.

EXAMPLES:

Examples of sexual harassment include but are not limited to: demanding sexual favors accompanied by threats; engaging in reprisals as a result of an individual's refusing to engage in sexual behavior; contact with any sexual part of another's body (e.g., touching, patting or pinching); touching any nonsexual part of the body (e.g., shoulder, etc.) after that person has indicated that such touching is unwanted; displaying sexually suggestive pictures or objects; calling a person a demeaning, sexualized term, or making a reference to a person's physical characteristic when that person has indicated he/she does not wish to be addressed or referred to in that manner; leering (i.e., prolonged staring) at a person's body; sexual language or conduct in another's presence, even if not directed to said individual, once it is known that he/she objects.

REPORTING:

Any student who believes he/she is a victim of sexual harassment should talk to the Title IX Coordinator as soon as possible. Students should avoid trying to solve the problem of sexual harassment alone.

All persons shall promptly report knowledge of actual knowledge of sexual harassment to the Title IX Coordinator.

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

FORMAL COMPLAINT:

The Title IX Coordinator must then contact the complainant upon receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint

Formal complaint means *a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the District investigate the allegation of sexual harassment.*

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences.

This decision may be appropriate when safety or similar concerns lead the district to conclude it must investigate and potentially sanction a respondent.

A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary.

An informal resolution may be found if a formal complaint is not filed. The Title IX Coordinator can consider offering mediation. The parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent.

INVESTIGATION:

Prior to Investigating

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include: identities of the parties involved in the incident, if known, conduct allegedly constituting sexual harassment, date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.

The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Investigating

The Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report.

The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. During the investigation, each party must be provided an equal opportunity to present both fact and expert witnesses. The parties will have the opportunity to provide relevant written questions to each other before the decision maker reaches a determination. In the event the decision maker decides not to allow a particular question, the decision maker must explain to the parties why the question is not relevant to the determination. * Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The investigation shall consist of personal interviews with the complaint, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods deemed pertinent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

In addition, the Title IX Coordinator may take immediate steps, at his/her discretion, to protect the complainant, students and employees pending completion of the investigation of alleged sexual harassment.

DECISION MAKING AND DISCIPLINARY ACTION:

The decision-maker must not be biased against any of the parties at the outset of this process. The decision-maker will offer both the complainant and respondent the opportunity to offer additional limited follow-up.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

The written determination must be issued to both parties simultaneously and must include:

- Identification of the allegations potentially constituting sexual harassment;

- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

- Findings of fact supporting the determination;

- Conclusions regarding the application of the recipient's code of conduct to the facts;

- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and

- The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred.

The decision-maker shall further recommend what action, if any, is required.

The report, once finalized, must be submitted to the parties in electronic form, or a hard copy. The parties then have another 10 days to provide additional information before a determination is made.

If there is a finding that sexual harassment occurred, the school district will provide remedies to the complainant designed to restore or preserve equal access to the school district's education program or activity. Such remedies may include supportive measures.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

School district cannot take discipline in the absence of following this formal process. It does not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

APPEALS

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

- Procedural irregularity that affected the outcome of the matter;

- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

RECORDS:

Records must be kept for seven years.

REPRISAL:

Reprisal, threats, or intimidation of the victim or a person who provides information regarding a claim of sexual harassment will be treated as a most serious offense, which may result in a recommendation of permanent separation from the school community through expulsion from school.

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.

REPORT TO POLICE:

Depending upon the seriousness and frequency of incidents, the Hadley or Massachusetts State Police may be contacted by the school administration.

Hadley School District

SEXUAL HARASSMENT/DISCRIMINATION COMPLAINT FORM

Name of Complainant: _____

Position of Complainant: _____

Date of Complaint: _____

Name of alleged harasser: _____

Date and Place of Incident or Incidents: _____

Description of Misconduct: _____

Name of Witnesses: _____

Evidence of Harassment, i.e., letters, photos: _____

Any other information: _____

I agree that all information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

(Civil Rights – Policies)

HATE CRIMES AND BIAS INCIDENTS

GENERAL STATEMENT:

The Hadley Public Schools are committed to providing a safe environment in which all students have an equal opportunity to learn, regardless of their race, ethnicity, national origin, sexual preference, gender, religion, or disability. Hate crimes and bias incidents, by their nature, are confrontational; they create tension and promote social hostility. Such incidents will not be tolerated in the Hadley Public Schools because they interfere with every student's right to an education. In addition to jeopardizing academic achievement, hate crimes and bias-related harassment can undermine a student's physical and emotional well-being, provoke retaliatory violence, damage the school's reputation, and create or exacerbate tensions in the wider community.

The Hadley Public Schools will comply with all applicable federal and state laws governing hate crimes. Massachusetts law defines hate crimes as "any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted, or completed overt act motivated at least in part by racial, religious, ethnic, handicap, gender or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seeks to interfere with or disrupt a person's exercise of constitutional rights through harassment or intimidation." M.G.L. c.22C, sec. 33; M.G.L.c. 12, sec. 11H, 11I.

In addition, federal regulations prohibit the intentional use of force or threat of force against a person because of race, religion, ethnicity, handicap, gender or sexual orientation for the purpose of interfering with a student's enrollment or attendance in any public school or college. 18 U.S.C. sec.245. Both federal and state statutes and regulations contain serious criminal penalties for persons convicted of hate crimes and the resulting civil rights violations.

This policy applies to hate crimes, bias incidents, civil rights violations, and bias-related harassment, which occurs in school buildings or on school grounds, or during the course of any and all school, sponsored activities, including those which take place outside of school or in any situation where there is a detrimental effect on the school or the educational climate.

DEFINITIONS:

A hate crime occurs when a student or group of students is targeted for physical assault, threat of bodily harm, intimidation, verbal abuse, and/or damage to personal property because he or she is a member of a different race, religion, ethnic background, gender, or has a handicapping condition or different sexual orientation, or gender identity.

Bias incidents are less serious acts that are also motivated by race, religion, ethnic background, gender, handicap(s), or sexual orientation issues, or gender identity.

EXAMPLES:

Examples of hate crimes and bias incidents include, but are not limited to, the following:

Hate crimes:

- Together with name-calling of a bigoted nature a student who has committed a hate crime may also be subject criminal prosecution for that crime.

Bias incidents:

- Insults, jokes, mimicking, and name calling based upon a student's race, religion, ethnicity, handicapping condition, or sexual orientation, or gender identity
- Use of racial, ethnic, religious, sexual, or anti-gay slurs
- Negative comments on a student's manner of speaking or racial characteristics and ethnic customs, surname, religious traditions
- Unwelcome verbal, written, or physical conduct directed at a student because of their race or skin color, such as nicknames which emphasize stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs
- Conduct directed at the characteristics of a student's national origin, such as negative comments regarding surnames, manner of speaking, customs, language
- Conduct directed at the characteristics of a student's sexual orientations, whether actual, perceived, or asserted – such as negative name-calling and imitating mannerisms
- Conduct directed at the characteristics of a student's disabling condition, such imitating their manner of speech or movement, or interfering with that student's necessary equipment
- Unwelcome verbal, written or physical conduct, directed at the characteristics of a student's religion, such as derogatory comments regarding surnames, religious traditions, religious jewelry or clothing

When a student has been subject to behaviors such as those described above, and is reasonably fearful of his or her own safety, a hostile environment has been created for that student. It may be created by a series of minor incidents, or by one serious incident. The existence of a hostile environment is a violation of the student's civil rights, as it prohibits him or her from obtaining an education.

A hate crime or bias incident will be deemed to have occurred even where the harasser is mistaken about the victim's race, ethnicity, or other targeted characteristics. In addition, targeting students simply because they associate with another student or students who are members of a particular racial, ethnic, religious, or other targeted group may also be the basis of a hate crime or bias incident.

Civil Rights Compliance Notice

All programs, activities, employment, and services provided by the Hadley Public School District shall be conducted without unlawful discrimination based on race, color, age, gender, ethnicity, sexual orientation, gender identity or expression, religion, creed, ancestry, national origin, disability, or background. Equal opportunity and diversity shall be protected and affirmatively promoted in all its programs, activities, and services.

The District appoints the Director of Student Services as the District's Compliance Officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries and complaints are dealt with promptly in accordance with law. Any person believing that the any part of the school organization has violated the laws or regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Director of Student Services

Celia Snow

21 River Dr.

Hadley, MA 01035.

Phone 413-584-2419

Email: csnow@hadleyschools.org

REPORTING:

The designated Civil Rights Administrator for the Hadley Public Schools is:

Celia Snow, Director of Student Services

Hopkins Academy

21 River Drive

Hadley, MA 01035

(413) 584-5419

Students, staff, or any interested third party may report incidents. Students should report any incidents to an adult with whom they feel most comfortable – a teacher, guidance counselor, or other staff member. Staff members should report incidents to the Building Principal of the school district's Civil Rights Administrator for investigation and handling. Confidentiality will be maintained to the extent possible, but it should be understood that where a serious crime is involved, the police, and other governmental agencies such as the Office of the Attorney General, will be alerted. When a student has complained of a bias incident but does not wish to file a written complaint, school officials or the designated administrator will conduct an inquiry into the circumstances of the incident, and will keep a written record of the inquiry, in the event that further incidents involving the complaining student and the alleged harasser take place.

INVESTIGATION:

Upon receiving notice that a hate crime or bias incident is alleged to have taken place either verbally or in written form, the Building Principal and/or his/her designee will immediately take steps to ensure that the victim or victims are safe and secure, and will notify the Civil Rights Administrator of the allegation. All victims and witnesses will be interviewed within five (5) days following the incident, followed by interviews with any other individuals who may have knowledge pertaining to the incident and the persons involved in it. Physical evidence, if any, will be gathered. The investigator will then make a determination as to whether a hate crime or bias incident has occurred, taking into consideration the definitions contained above, the surrounding circumstances, the relationships of the parties involved, and the context in which the incident(s) took place. In addition, the investigator will determine whether there are, or have been, any related incidents of harassment, and will evaluate the kinds of damage that may have been caused, both to the victim (s) and to the school environment. The investigator will issue his/her report within five (5) days.

NOTIFICATION TO/BY PARENTS/LEGAL GUARDIANS:

After investigation, if there are reasonable grounds to believe that a hate crime or bias incident has occurred, the Building Principal and/or his/her designee shall notify a student's parent(s)/legal guardian(s) if the student is a victim of, or is accused of, a hate crime or bias incident. Parent(s)/legal guardian(s) are strongly encouraged to report hate crimes or bias incidents to their child's Building Principal or to the Superintendent of Schools.

INFORMAL RESOLUTION PROCEDURE:

It may be possible to resolve a complaint through a voluntary conversation between the complaining student and the alleged harasser, which is facilitated by a school employee or by the designated Civil Rights Administrator. A person of their choice for support and guidance may accompany both the complainant and the alleged harasser. If the complainant and the alleged harasser feel that a resolution has been achieved, the conversation then will remain confidential and no further action will be taken.

The results of the informal resolution will be reported, in writing, to the building Principal and the Superintendent of Schools. If either party feels that the informal conversation process is inadequate, or has not been successful, they may proceed to the formal complaint procedure. Either party may also choose to forego the informal process and proceed directly to the formal complaint procedure.

FORMAL COMPLAINT PROCEDURE:

The designated administrator will fill out a harassment complaint form based on a student's written or oral allegations that incidents have taken place. The complaint form will be kept in a secure location, and will describe in detail the facts and circumstances of the incident(s).

If an involved student is under the age of 18, his or her parents or legal guardian will be notified immediately after consultation with the student, unless such notification is determined not to be in the best interests of the student.

An investigation will take place within five (5) school days of the date of the complaint or report. The investigator may determine that immediate steps need to be taken to protect the complaining student, the alleged harasser, and any potential witnesses, and will notify school administrators of such a determination.

The investigation will be completed as soon as possible, but no later than five (5) school days after the date of the complaint, and a written report made to the building Principal and the Superintendent of Schools. The report will contain a determination as to whether the allegations have been substantiated as factual, and whether they constitute a violation of this policy. The investigators will also recommend to the building Principal and the Superintendent what action, if any, is required. The complainant and the alleged harasser will be informed of the results of the investigation, and whether disciplinary action will be taken.

All written reports of investigations will be kept by both the building Principal and the Superintendent of Schools. The Hadley Public Schools recognizes that both the complainant and the alleged harasser have strong interests in maintaining the confidentiality as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations which may be necessary due to the severity of the incident(s), the potential involvement of the policy department, the District Attorney's Office, the Office of the Attorney General, and potential involvement of a civil and/or criminal trial.

DISCIPLINARY ACTION:

Disciplinary and/or corrective action will be taken as soon as possible following completion of the investigation of an incident of hate crime or a bias-related incident, and reoccurrences, and the re-establishment of a healthy school environment, especially for the victim(s). Such action will take into account the severity of the incident and the age identity of the victim and harasser, and the effect upon the victim. Disciplinary and/or corrective action may include one or more of the following:

- Participation in an educational program about hate crimes and bias incidents for the perpetrator;
- An apology to the victim(s);
- Mandatory counseling;
- Community service;
- Placement in an alternative educational setting;
- Detention;
- Short-term or long-term suspension; and/or
- Recommendation for expulsion

In addition, perpetrators of hate crimes which rise to the level of criminal activity may be subject to criminal punishment as mandated by state and federal laws pertaining to such crimes. Consistent with the Memorandum of Understanding between the Hadley Public Schools and Hadley Police Department, police will be notified when a probable hate crime has taken place, and in particular will be notified in an emergency situation.

RETALIATION:

The Hadley Public Schools will deal seriously with any and all threats or acts of retaliation against an individual who reports a hate crime or bias incident. School staff will maintain constant contact with victims and persons who report incidents in order to ensure that no threats or acts of retaliation take place. Any person found to have threatened to retaliate and/or actually retaliated would be subject to severe disciplinary action, including potential exclusion from school. Should the retaliation rise to the level of criminal activity, school staff is required to report it to the local law enforcement agency.

In addition to the above described policies directed toward students, it is also helpful for schools to maintain a civility policy directed toward adults. Such a policy contributes to the positive functioning of the school community and encourages adults to set examples of positive behavior for students in their supervision and care.

CIVILITY POLICY

Civility/Conduct of Parents, visitors, and district employees:

It is the intent of the Hadley 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(s) 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:

- Disrupts or threatens to disrupt school or school districts 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;
- 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 restrict the methods of communication, which may be used by said

individual. Said 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, directs 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.

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PHYSICAL RESTRAINT

Physical Restraint is defined as the use of bodily force to limit a student's freedom of movement (Physical escort is defined as the touching or holding a student without the use of force for the purpose of directing the student. Physical escort is not physical restraint and is not covered by this policy/procedure). Physical restraint shall only be used as a behavior management tool when other less intrusive alternatives fail or are inappropriate. In the event that physical restraint is required for the protection of school community members, the Hadley Public Schools has adopted the following policy and procedures (see JKAA-R-1) to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint. These procedures will be reviewed annually, provided to school staff, and made available to parents of enrolled students. None of the policy/procedures, precludes any teacher, employee or agent of the Hadley Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious harm.

PHYSICAL RESTRAINT PROCEDURES

1. Staff Training

A. All staff/faculty will receive training regarding the Hadley Public Schools' restraint policy within the first month of each school year, and employees hired after the school year begins will receive training as soon as it can be reasonably scheduled.

B. Required training for all staff will include review of the following:

- (1) The Hadley Public Schools' restraint policy;
- (2) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors;
- (3) Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
- (4) Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
- (5) Identification of program staff who have received in-depth training (as set forth below in section C) in the use of physical restraint.

C. Designated staff members shall participate in at least sixteen hours of in-depth training in the use of physical restraint.

(1) At the beginning of the school year, the Principal will identify those staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.

In-depth training will include:

(a) Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;

(b) A description and identification of dangerous behaviors on the part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

(c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

(d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and

(e) Demonstration by participants of proficiency in administering physical restraint.

D. Staff/faculty will review any behavior plans pertaining to special techniques for identified students.

2. Administration of physical restraint

A. Physical restraint may only be used in the following circumstances:

(1) When non-physical interventions would be ineffective; and

(2) The student's behavior poses a threat of imminent, serious, harm to self and/or others.

B. Physical restraint is prohibited in the following circumstances:

- (1) As a means of punishment; or
- (2) As a response to property destruction, 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. However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.

C. Only school personnel who have received in-depth training pursuant to this policy shall administer physical restraint on students with, one adult witness who does not participate in the restraint. The training requirements, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

D. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.

E. A person administering physical restraint shall use the safest method available and appropriate to the situation. Floor or prone restraints may only be administered by a staff member who has received in-depth training as specified in this policy and, when in the judgment of the trained staff member, such method is required to provide safety for the student or others.

F. Physical restraint shall be discontinued when it is determined that the student is no longer at risk of causing imminent physical harm to self or others.

G. Additional safety requirements:

- (1) A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
- (2) If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- (3) Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

H. At an appropriate time after release of a student from physical restraint, a school administrator or other appropriate school staff shall:

- (1) review the incident with the student to address the behavior that precipitated the restraint;
- (2) review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and
- (3) consider whether any follow-up is appropriate for students who witnessed the incident.

3. Methods of Physical Restraint:

A. Children's Control Position

This position is designed to be used with children. You should consider using this position only with individuals considerably smaller than yourself. Gain control of the child's arms from behind and cross the arms in front of the child. The arms should be positioned high on the child's upper chest and secured by locking one arm under the other. This will prevent the child from slipping through and will minimize any pressure on the child's chest or abdomen. Position yourself behind the child while maintaining close body contact and standing to one side. This position allows you to maintain a balanced stance while managing the child. The auxiliary team members will monitor safety and assist, if needed.

B. Team Control Position

This position is used to manage individuals who have become dangerous to themselves or others. Two staff members hold the individual as the auxiliary team members continually assess the safety of all involved and assist, if needed. During the intervention, staff members who are holding the individual should:

- Face the same direction as the Acting Out Person while adjusting, as necessary, to maintain close body contact with the individual.
- Keep their inside legs in front of the individual.
- Bring the individual's arms across their bodies, securing them to their hip areas.
- Place the hands closest to the individual's shoulders in "C-shape" position to direct the shoulders forward.

C. Transport Position

This position will assist you in safely moving an individual who is beginning to regain control. Prior to moving an individual, assist the person into a more upright position and remove your hand from the individual's shoulder. Reach under the individual's arm to grab your

own wrist. This "cross grain grip" better secures the individual between staff during transport. Remove your leg from directly in front of the individual prior to transport while maintaining close body contact. It is not recommended to transport an individual who is struggling. If necessary, return to the CPI Team Control Position if the individual's and/or staff's safety is at risk.

D. Interim Control Position

This temporary control position allows you to maintain control of both of the individual's arms, if necessary for a short term.

Starting from the CPI Transport Position, maintain control of the individual's arm, but release the "cross-grain grip." Use free arm to reach across and gain control of the opposite arm. If the individual attempts to strike, use your free arm to block, and safely move away.

4. Chemical/Mechanical/Seclusion restraints prohibited

A. Chemical restraint – the administration of medication for the purpose of restraint – is prohibited unless explicitly authorized by a physician and approved in writing by the parent(s)/guardian(s).

B. Mechanical restraint – the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his/her body – is prohibited unless explicitly authorized by a physician and approved in writing by the parent(s)/guardian(s).

(1) A protective or stabilizing device, such as a harness, lap or other belts for securing a child in a chair, ordered by a physician or a therapist shall not be considered mechanical restraint

C. Seclusion restraint – physically confining a student alone in a room or limited space without access to school staff – is prohibited.

(1) The use of “time out” procedures during which a staff member remains accessible to the student, although not necessarily present, shall not be considered “seclusion restraint.”

5. Reporting requirements - Staff shall report the use of physical restraint after administration of a physical restraint.

A. The staff member who administered such a restraint shall verbally inform the Principal of the restraint as soon as possible, and by written report no later than the next school working day.

(1) The written report shall be provided to the Principal or his/her designee, except the Principal shall prepare the report if the Principal administered the restraint;

(2) The Principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.

B. The Principal or his/her designee shall verbally inform the student’s parent(s)/guardian(s) of such restraint as soon as possible, and by written report postmarked no later than three school working days following the use of such restraint.

(1) If the school customarily provides school related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.

C. The written report required by both sections A and B above shall include:

(1) Names and job title of the staff who administered the restraint, and observers, if any;

(2) Date of restraint and time restraint began and ended;

(3) Name of administrator who was verbally informed following the restraint;

(4) Description of the activity the student, other students, and staff in the area were engaged in immediately preceding the use of physical restraint;

(5) Student’s behavior that prompted the restraint;

(6) Efforts made to de-escalate the situation and alternatives to restraint that were attempted;

(7) Justification for initiating physical restraint;

(8) Description of administration of restraint including:

(a) the holds used and reasons such holds were necessary

(b) the student's behavior and reactions during the restraint

(c) how the restraint ended and

(d) documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided;

(9) For extended restraints (restraints lasting more than twenty minutes), description of the alternatives to extended restraint that were attempted, the outcome of those efforts, and the justification for administering the extended restraint;

(10) Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student; and

(11) Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions, and/or other related matters.

D. The school will, within five school working days of the reported restraint, provide to the Department of Education a copy of the written report as described above 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 reported restraint when:

(1) a restraint has resulted in a serious injury to a student or program staff member; or

(2) when an extended restraint has been administered.

E. 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 a program staff member and do not constitute extended restraint.

(1) The Hadley Public Schools may seek such individual waiver for students who present a high risk of frequent, dangerous behavior that may require the frequent use of restraint.

(2) The Hadley Public Schools shall not require parental consent to such a waiver as a condition of admission or provision of services.

(3) Parent(s)/guardian(s) may withdraw consent to such waiver at any time without penalty.

(4) Extended restraints and restraints that result in serious injury to a student or program staff member must be reported as described above regardless of any individual waiver.

(5) The following documentation regarding individual waiver of reporting requirements will be maintained on-site in the student's file and will be made available for inspection to the Department of Education upon request:

a. Informed written consent of parent(s)/guardian(s) to the waiver, which shall specify those reporting requirements listed above that the parent(s)/guardian(s) agrees to waive; and

b. Specific information regarding when and how the parent(s)/guardian(s) will be informed regarding the administration of all restraints to the individual student.

6. Students with Disabilities

A. Restraints may be administered to a student with a disability pursuant to the student's Individualized Education Plan or other written and agreed upon plan developed in accordance with state and federal law, subject to the following exceptions:

(1) The limitations on chemical, mechanical, and seclusion restraint as stated above shall apply; and

(2) The training and reporting requirements described in this policy shall apply.

Video/Audio Surveillance

Electronic video [not audio] surveillance is used in school buildings and on school grounds to deter crime and enforce the district's rules and policies, as well as the laws of Massachusetts and the United States. A video recording may be subject to the provisions of the Family Education Rights and Privacy Act (FERPA) and Massachusetts student record law.

Access to the video surveillance system is limited to building Principals, Assistant Principals, and other district personnel as approved by the Superintendent or his designee.

On School Buses:

The transportation contractor for Hadley Public Schools operates a surveillance system on all of its buses for the safety of its students and monitoring of all driver and student activity while the bus is in operation. Recordings may be subject to the provisions of the Family Education Rights and Privacy Act (FERPA) and Massachusetts student record law.