

HADLEY ELEMENTARY SCHOOL

Hadley, Massachusetts



Student/Parent Handbook 2023-2024

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HADLEY ELEMENTARY SCHOOLS VISION STATEMENT

The Hadley Public Schools in partnership with the community will aim to provide a safe and supportive learning environment. We will strive for excellence by providing high quality educational opportunities for diverse learners to achieve their individual potentials. By engaging in meaningful activities our students will be able to access, question, apply, integrate, evaluate, and communicate essential knowledge. Furthermore, the schools will help prepare students to act with integrity and to assume a contributory role as productive members in our democratic society.

LIFELONG LEARNERS WORKING TOGETHER FOR THE BENEFIT OF ALL!

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.

MESSAGE FROM THE PRINCIPAL

Dear HES students and families,

At Hadley Elementary School we believe all students deserve an inclusive, supportive and enriching school environment. I continue to work with my staff to create a school culture in which individuals feel valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. My commitment as a building Principal is to lead by example and to fully commit my efforts to creating a positive safe space for all.

Hadley Elementary School is a special school with dedicated teachers, staff, families and students. We are proud of our school. I ask you to continue to work alongside me as partners as we grow together in our learning. May we continue to show our kindness towards one another with how we speak and treat others and be vigilant in helping others who struggle to do so. I thank you for being a part of this wonderful school.
Go Hawks!

Sincerely,

Principal Dowd



HADLEY ELEMENTARY SCHOOL COUNCIL

The Hadley Elementary School Council, organized in the fall of 1992, ideally consists of the principal, up to 3 parents elected by the PTO; 3 teachers, and 2 community members, appointed by the principal. Regular meetings are held at a minimum of five times during the school year, with additional meetings scheduled as needed. All council meetings are open to the public.

Under the Education Reform Act of 1993, school councils are charged with assessing the needs of the school, identifying goals to address those needs, reviewing the school budget, and providing input for a School Improvement Plan annually. The plan is submitted to the Superintendent of Hadley Public Schools for approval. Implementation of the plan is the responsibility of the whole school community.

HES IMPORTANT INFORMATION FOR PARENTS/GUARDIANS AND STUDENTS

Students **SHOULD NOT ARRIVE** at Hadley Elementary School **before 8:15 am.** No staff members are on duty until 8:15 am. The school is not responsible for students who are in school or on school property before 8:15 am unless they are involved in a school sponsored program/activity. Students are expected to be in the school by 8:25 am. Instruction begins promptly at 8:30 am, and students who arrive in their classrooms after 8:30 am are marked tardy. The school day ends with dismissal at 2:55 pm.

If a child is absent from school or tardy, please call the school office (584-5011) or email HES@hadleyschools.org no **later than 9:30 am** on the day of the absence or tardiness. **If the school office is not notified, a member of the administrative staff will contact the parents/guardians to confirm the child's absence.** .

A doctor's note is required for any child who is absent for three (3) or more consecutive school days and should be sent to the attention of the school nurse.

Parents/Guardians must provide notification when requesting that their child go on a different bus, walk to another child's home after school, or be picked up by someone other than the person who usually picks them up from school. **Phone calls and faxes cannot be used as a means of communicating a change in transportation arrangement home for the safety and protection of the child.** Once a child has left the school with parental permission, he/she is no longer under staff supervision.

No student is allowed to change their normal transportation arrangements or destination plans at dismissal without providing their teachers or office staff with a signed and dated note from their parents/guardians authorizing such a change.

Parents/Guardians need to drop off/pick up their children in the designated drop off area, not park or wait along the curb in any travel area, and **not drive or park in the school bus circle.** Parents/Guardians should not double park in the drop off area, nor drop their children off in between cars for the children's safety and protection. Children **should not cross between parked buses or cars.**

Parents/Guardians are reminded to report to the front door and call into the front office when they pick up their child during the school day, or drop them off late for school, or deliver notes, homework, lunch, etc. For safety and security reasons, no child should enter the building unsupervised or unescorted by an adult when school is not in session.

Students who need to access classrooms after school hours to retrieve books or papers they forgot to bring home must be accompanied into the classroom by a member of the school staff.

Recess - A doctor's letter, stating the reason and duration, is required for your child to stay in during recess for an extended period of time, or be excused from participating in physical education classes.

Early school dismissal days seldom occur. However, in case such a situation should occur because of bad weather or a building emergency, please plan with your child the procedure to be followed after getting off the bus and arriving at home.

Bicycles should be equipped with a good lock. Students must wear helmets, as required by Massachusetts state law.

Dress your child appropriately for the weather. It is important that children go outside for recess each day or whenever possible for fresh air and exercise.

A healthy snack for mid-morning classroom break may be brought to school based on the mandated guidelines of Hadley Public Schools Wellness Policy and your child's classroom teacher. For safety reasons: 1.) glass bottles and carbonated beverages such as soda are not allowed for snacks, lunches and field trips; 2.) hard candy and gum are not allowed; 3.) boots should not be worn all day in school. Instead, students should bring extra shoes to leave in school.

Invitations to home birthday parties will not be distributed in the classroom. Due to the Wellness Policy, classroom birthday celebrations will be limited to non-edible treats only for students (e.g. pencils, stickers, erasers, etc.). Student birthdays will be announced during morning announcements. Delivery of balloons, flowers, etc., or elaborate treats or celebrations that would disrupt the school day are not allowed. No food will be accepted from home for individual, classroom or school wide birthday celebrations.

VISITORS TO THE BUILDING MUST USE THE MAIN ENTRANCE:

All outside doors to the school and corridor entrances may be locked after 4:00 pm to limit passage in areas that are not supervised after staff members leave the building. Classrooms and offices will be locked after school to avoid any theft or vandalism.

SCHOOL VISITORS:

Our safe school policy requires that all parents/guardians register by signing a sign-in sheet in the main office upon entering the building. Visitors will be issued a visitor's name badge/pass that must be worn while they remain in the building. The office staff will call the classroom teacher to inform them of the visitor's arrival. Visitors are also required to sign out when leaving the building.

In the case of a parent/guardian arriving at the school at dismissal time and wishing to pick up their child rather than having to take the bus, the parent/guardian will have to show a picture ID if not familiar to the staff. A change in the dismissal plan should be made prior to 11:00 am on the day of the change. If it is after 11:00 am approval must be granted by the building principal. Parents/Guardians wishing to pick up students, who have already boarded the buses, need approval from the building principal and should go to the teacher or staff member on duty to board the bus and escort the child off the bus.

When a parent/guardian wishes to pick up their child prior to the end of the school day, the parent/guardian will be required to pick up the child in the main office and sign a dismissal log. The child will be released from the classroom and sent to meet the parent/guardian at the main office. Students on the playground will be called to the office first to be dismissed. No child will be dismissed directly from the playground.

In the case of an adult other than the parent/guardian wishing to pick up the child, the following procedures will be adhered to:

There must be a note or email from the parent/guardian requesting the dismissal.

The person must present a valid picture ID that matches the name provided to the office staff by the parent.

In the case of a visitor from the Department of Children and Families, or social services agency, a picture ID from the department will be required. A current list of Department of Children and Families caseworkers will be referenced and staff DCF will be verified prior to student interaction.

In the case of illness, telephone contact with the parent/guardian or emergency contact person will be obtained to authorize dismissal to another adult.

STUDENT ARRIVAL:

To ensure the physical safety and protection of our students, parents/guardians need to adhere to the following procedures when dropping off their child(ren) in the morning by vehicle for the start of school:

1. All vehicles must adhere to the **10-mph speed limit** as posted in the front and rear of the building.
2. Parents/Guardians who drop their child(ren) off need to pull up to the parent pick up line in **a single line only**, let their child(ren) out onto the basketball court, and then proceed to exit the parking lot. Staff will be there to supervise students entering the building.
3. Parents/Guardians must have their child(ren) get out of their vehicles on the **driver side only** to avoid any oncoming traffic.
4. Drivers must not park or wait along the parent pick up and drop off areas. Drivers must not exit their vehicles when dropping off or picking up.
5. Because our school does not have any parallel parking spots, anyone planning to park or wait in the vehicle must park in a lined parking space in the parking lot.
6. Parents/Guardians must never pass other vehicles in the drop off area.
7. If arriving late, once parked in a lined parking space in the parking lot, parents/guardians, or other authorized adults, must accompany their child(ren) after they have gotten out of their vehicles. They should carefully walk across the parking lot using the crosswalk.
8. Additional parking spots are available on the paved hardtop located behind the pre-school/kindergarten wing on the south side of the school building for parents/guardians who need to park their vehicles.
9. Parents/Guardians will not be allowed to drop off or park in the circle in front of the school at any time.
10. Tardy students must be accompanied into the building by an adult. If adults do not abide by this a meeting with the principal can be requested.

STUDENT DISMISSAL/EARLY DISMISSAL:

The dismissal bell is at 2:50 pm for classes and all students should be at dismissal locations by 2:55 pm. The school is not responsible for students who are in school or on school property after school hours (3:00 pm), when they are not involved in a school sponsored program or activity.

To ensure student safety and security, the following procedures need to be adhered to at dismissal:

1. All students will leave the building in an orderly manner through designated areas.
2. Bus riders and walkers will be dismissed first, accompanied by their homeroom teachers.
3. Walkers will leave the school premises before the buses leave.
4. Students being picked up will wait in a designated area inside the building, monitored by an assigned teacher until the buses have departed.
5. Parents/Guardians of students being picked up will enter the main entrance after the buses have departed the bus circle. Parents/Guardians will enter the gymnasium to locate and sign out their child(ren). Parents/Guardians will sign out their child(ren) and exit the main entrance with their child(ren). No parents are allowed in alternative/classroom spaces after dismissal without permission from the principal.
6. No vehicles are allowed in the circle during or after dismissal without permission from the principal.
7. Additional parking spots are available on the paved hardtop located behind the pre-school/kindergarten wing on the south side of the school building for parents/guardians to park their vehicles.

If your child is going to be dismissed early for any reason, you need to send a note to your child's homeroom teacher or email office no later than **11:00 am** on the date of dismissal. **Parents/Guardians must come to the school office to sign out your child and wait for the office staff to call your child to the office to meet you.**

If a child becomes ill or injured during the school day, parents/guardians may be called to pick up the child. Emergency forms will be sent home at the beginning of each school year. On these forms, parents/guardians must list the names and phone numbers of at least two (2) people who can be contacted to assume responsibility in case of a child's illness or injury, if the parents/guardians cannot be contacted. The person picking up the child must report to the school office before taking the child home.

Students must not expect to make last minute plans to go home with friends by making phone calls to parents/guardians. School phones should be used only for emergencies.

BUS TRANSPORTATION:

Students are entitled to transportation to and from school as follows: (a) students living at least two miles from school and (b) students with special needs for whom transportation must be provided.

Bus routes cannot be determined until just before the opening of school. Parents will be emailed this information yearly during the week before school starts. This information can also be accessed on the school district website: www.hadleyschools.org

RIDING THE BUS IS A PRIVILEGE. ANY INFRACTION OF BUS RULES MAY RESULT IN THE LOSS OF THIS PRIVILEGE.

The School Committee, through its school staff, shares with students and parents/guardians 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 bus privileges. Parents/Guardians of children whose behavior and misconduct on the 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.

Requirements for 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 are required.
4. Instructions and directions provided by bus drivers must be followed by riders when entering and leaving the bus.

Required conduct aboard the bus:

1. Riders must remain in seats 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. Eating is prohibited. Water Bottles are allowed.
6. Food, including snacks that cannot fit in student backpacks, cannot be taken on the bus.
7. The following behaviors 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 the windows;
 - e. climbing over seats;

- g. leaning out the windows;
 - h. littering the bus.
8. Rollerblades, inline skates, heelys, skateboards, trading cards, and electronic devices including phones, cameras, handheld gaming devices, etc. are not allowed. Cell phones are to be off and out of sight.
 9. Parents/Guardians will be held responsible for any defacing or damaging of the bus by their child.
 10. Riders will be assigned seats for the school year and can be changed at the discretion of the driver.

Procedures for drivers and parents/guardians:

1. Whenever there is misconduct on a school bus, the incident will be reported on the Bus Conduct Form to the school principal, who will document the incident and communicate that information to the parents/guardians.
2. In case of a second incident by the same student, the principal may, depending on the severity of the misconduct, suspend the student's bus transportation privileges for a temporary period (up to 5 school days), and notify parents/guardians by telephone and in writing of the applicable student's temporary suspension of bus privileges.
3. *If* the third incident of misconduct by the same student occurs, the student will be denied bus privileges for an extended period (including for the rest of the school year in the case of severe misconduct), and the student's parents/guardians will be notified of the student's extended loss of bus privileges by telephone and in writing. The Superintendent of Hadley Public Schools will also be informed of the third incident of bus misconduct and the denial of bus privileges for the student resulting from it. The student's parents/guardians will take responsibility for their child's transportation during the period that he/she is denied bus privileges
4. The administration reserves the right to impose any of the penalties cited above on the first offense, depending on the severity of the misconduct. A hearing will be held whenever this step is considered necessary, following notification of parents/guardian and the student involved.
5. Parents/Guardians need to send a note to the school with their child or email the office whenever there is a change in transportation arrangements, which the child's regular bus driver needs to be informed of. The note should provide the following information:
 - * The child's full name
 - * The address of the child's change of destination
 - * Date of the change in transportation arrangements
 - * Signature of parents/guardians and phone number
 - * Child's homeroom teacher
 - * Bus route color if different than regular transportation

6. A parent/guardian or older sibling must accompany kindergarten and 1st grade students at school bus stops for pick-up in the morning and drop off after school. If a kindergarten or 1st grade student has no one to meet him/her at the drop off, the bus drivers are instructed to bring the child back to the school for the safety and protection of the student. Kindergarten and 1st grade students will lose the privilege of riding the bus if their parent, or another authorized adult, is not present at the student's bus stop on three occasions during the school year.

7. In order for students on crutches to ride the regular school bus, they must be evaluated by the school nurse for safety purposes.

8. As required by Massachusetts state law, two bus evacuation drills are conducted each school year for all students, both regular riders, as well as for walkers and students dropped off by their parents/guardians.

Bus Arrival Rules:

1. Students should move away from the school bus as soon as they get off.
2. Students **should not cross between parked buses.**
3. Students should always walk. There should be no pushing, running or sliding.
4. Articles brought from home, such as balls and toys, should not be played with.
5. The school starting bell rings at 8:25am. Students arriving on buses should wait for the on-duty administrator or teacher to call for de-boarding instructions.
6. Teachers will monitor the hallways and locker areas to ensure proper student behavior.
7. Students are permitted to enter the building at 8:15am, but will be required to wait in the cafeteria (Cafe) where a staff member will supervise them until 8:25 am.

**NO SCHOOL/DELAYED OPENING/
EARLY DISMISSAL ANNOUNCEMENTS**

When extreme weather conditions endanger the health and safety of our school children, school may be canceled, or if conditions are forecast to improve, school opening may be delayed up to two (2) hours. In such instances, radio stations WHMP (1400 AM & 99 FM), WHYN (560 AM & 93 FM) will broadcast the "no school," "delayed opening" or "early dismissal" notices at frequent intervals. TV Channels 22 & 40 also carry cancellation or delay information. Parents/Guardians will receive a message through the school notification system (text, phone call, and email). Announcement will also be posted on the district website: www.hadleyschools.org

On stormy days, parents/guardians are urged to use their discretion in sending their child(ren) to school. If it is in the best interest of their child's health, they should keep him/her at home in bad weather.

DISTRICT NOTIFICATION SYSTEM

The Hadley Public Schools will use the district notification mass messaging phone and email system for families with children in the school district. This messaging system will be used to notify parents/guardians about emergencies, school cancellations, delayed openings, and information about events in the school and district.

STUDENT ATTENDANCE

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.”

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.

Students are subject to compulsory school attendance and truancy laws as required by the statutes of the Commonwealth of Massachusetts and regulations of the Massachusetts Department of Elementary and Secondary Education.

Here at Hadley Elementary School - All absences will be counted and parent notification is required indicating the reason for each student's absence. A doctor's note is required for three (3) or more consecutive school days and should be sent to the attention of the school nurse.

Each child who has reached the age of six (6) years, or is under the age of sixteen (16) years and who has not finished four (4) years of high school work must be enrolled in school. If parents/guardians elect to enroll a child in kindergarten, they are subject to this policy.

In the event of a student's unexcused absence, the absence will be considered accruing toward truancy as defined in Massachusetts statutes. It is the responsibility of the parents/guardians to notify the school when a student is absent. Notes from parents/guardians will be kept on file at the school, as they may be needed for documentation purposes.

Each student is responsible for making arrangements with teachers to complete assignments missed during any absence approved by the school administration.

In the event the parent/guardian has not informed the school of the absence, the school will notify the student's parent/guardian of the student's absence.

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

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.

Requirements: Hadley Elementary School students are expected to maintain good attendance - 90% or higher for the school year. **Students must not exceed 18 (10%) non-exempted or unexcused absences for the school year.** For students with more than 10% absences or tardies, parents/guardians will receive a quarterly attendance letter informing them of their child's attendance to date. Retention may be a consideration for students with more than 18 non-exempted or unexcused absences.

Definitions: Exempted, Excused, Unexcused absences and truancy are defined as following reasons:

Exempted Absences: Students may be exempted from school attendance for the following reasons:

- * Illness as documented by a physician's note.
- * Bereavement or serious family illness.
- * Observance of religious holidays.
- * Field trips or school-sponsored activities that require students to miss school.
- * A student may also be exempted from school for other exceptional or extenuating circumstances with prior approval of the school administration.

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 exempt absences. If the student needs 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.

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

Tardiness: Students arriving at school after 8:30 am will be considered tardy, unless an entire bus is late. Students must sign in at the school office before proceeding to class.

VACATION ASSIGNMENT MAKE-UP POLICY

The school administration strongly discourages students missing school for family vacations. Clearly, missed teacher presentations, lectures, classroom discussions, laboratory experiments and such cannot be made up as homework. However, the reality is that parents/guardians do take their children out of school for such trips and these absences will count against the attendance policy. When this occurs, the following procedures will be used:

1. The parents/guardians will contact the administration in advance of the planned vacation.
2. The parents/guardians will discuss with the administration and the teacher(s) the duration of the student's absence, the procedure for students to follow for completion of their work upon their return, and the date such work is due to the teacher(s).
3. The student will be held responsible for making specific arrangements with their teacher(s) for completion of assignments. Work will be offered to students upon their return to school from absence. **Parents/Guardians should not ask teachers to prepare student assignments in advance of their child's vacation trip.** All work will be offered to the student for full value credit upon return of the student to class.
4. The student will be given one day for each day that he/she is out to make up work that was missed during their absence.

STUDENT ENROLLMENT REQUIREMENTS

Students are admitted/enrolled to the Hadley Public Schools in two ways: (1) By reaching the entrance age, five (5) years old by August 31st; (2) By transferring from another public school, or from a private school, or from a homeschool education program.

Proof of age and official immunization records are required for all students new to Hadley Public Schools. A physical examination verified by a physician within one year prior to entrance into the Hadley Public School system must be turned in to the school nurse.

Immunization Requirements:

The School Immunization Law, Chapter 76, Section 15 of the General Laws (as amended by C.121, Acts of 1972) states: (No child shall be admitted to school, except as hereinafter provided."

1. The child must be immunized against tetanus, pertussis, diphtheria (D.P.T.), polio, measles, mumps, German measles (MMR), Hepatitis B, and Chicken Pox (Varicella).
2. A lead test **must** be done before entering kindergarten; screening for tuberculosis testing is recommended.
3. A physician's certificate listing immunizations given and/or the disease the child has had.
4. A physician's certificate stating that immunization is not recommended for health reasons.
5. A parents/guardian's statement that immunization conflicts with religious beliefs.

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.

Please consult your School Nurse for further information on exemptions.

NON-CUSTODIAL PARENT'S ACCESS TO SCHOOL RECORDS

As required by M.G.L. c. 71, 34H, a non-custodial parent is eligible to obtain access to school information concerning his/her child(ren), including, but not limited to, reports cards and progress reports, the results of testing, notification of a referral for special needs assessment, notification of enrollment in a transitional bilingual program, absences, illnesses, detentions, suspensions, expulsions, or withdrawal from school unless:

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

The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the school principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07(5)(a).

The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

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

Regulatory Authority:

603 CMR 23.00: M.G.L. c. 71, 34D, 34E.

PRIVACY

The Hadley Public Schools, upon request by a Charter School under M.G.L. c. 71 § 89(g), will release the names and addresses of students in the School System, unless a parent or eligible student objects to such release. If as a parent or eligible student, you would like to reject such a release of this information, please inform the School System within the first 15 days of the school year by providing a letter to this effect to the Administrative Assistant to the Superintendent of the Hadley Public Schools. If the School System is not contacted regarding the withholding of this information, the Hadley Public Schools will release such information upon a valid request.

Hadley Public Schools may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent. If you do not wish for your child's directory information to be released, for any reason, please inform the Principal at the individual school your child is attending, in writing using the form provided at the end of this handbook, prior to September 15th of the school year.

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 multitude of student complaints, 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 based on their sincere religious beliefs or a note from a healthcare provider. The waiver must be requested annually 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 including height and weight. 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 Hadley Elementary School 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 at Hopkins not Hadley Elementary who use inhalers, 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.

E. A physician's written authorization is required for all prescription medications (except antibiotics) 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

Hadley Elementary School:

Parents may give written permission for the school nurse to administer acetaminophen (Tylenol) to a student up to three times a month at Hadley Elementary School 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 a prescription medication 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.

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.

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 (105 CMR 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. Information is also available on the DPH Immunization Program website at <https://www.mass.gov/files/documents/2018/03/12/guidelines-ma-school-requirements.pdf>

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.

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 unless a legal exemption applies.

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 100.0 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 returning to school. If a student is diagnosed with conjunctivitis (pink eye), the student must stay home for 24 hours after taking the first dose of medication.

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 medication.

G. All communicable diseases (i.e. COVID-19, chicken pox, scarlet fever, measles, whooping cough, TB, 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 for return to school, prior to entering the classroom.

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. Student athletes with a concussion diagnosis must have a medical clearance and follow return-to-play guidelines post-concussion (105 CMR 201.000)

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.

DRESS CODE

Hadley Elementary School 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 are 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. It should be noted that clothing promoting alcohol, drugs, drug paraphernalia, or tobacco as well as clothing which is derogatory and/or discriminatory in nature (in texts and/or images) which intimidates or is threatening, whether toward: gender, race, religion, or any other protected category and clothing or that may violate another person's civil rights are not appropriate for the school environment. 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).

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 (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.

CAFETERIA (Cafe)

A before-school breakfast program is offered to all Hadley Elementary School students. Important features of this program are as follows:

1. Breakfast program consists of a bagged "Grab N Go" style breakfast which the students may pick up and eat in the cafe or take to their classrooms. This breakfast complies with all regulations from USDA, contains juice, fruit & servings from the bread/grain food group - the student then chooses their milk.
2. The free and reduced qualifying lunch standards apply for the breakfast program:
 - A. Breakfast will be free for students who qualify for free lunch.
 - B. Breakfast costs \$.30 for students who qualify for reduced price lunch.
 - C. Breakfast costs \$1.85 for all other students.
3. The breakfast program will start daily in the Café at 8:15 a.m. Students who arrive after 8:30 a.m. will be unable to participate in the breakfast program unless their bus has been delayed.
4. Food service staff will be present in the Cafe to receive students, and school staff will be present to monitor the students.
5. Breakfast will be available every day of the school year; including bad weather delayed opening days.

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 are presently free for all students from the start of the school year until the USDA funding runs out - if that is before the end of the school year prices will then be \$3.10 for students. Extra milk is \$.45 and snack prices vary from \$.50-\$1.50. Reduced or free lunches are available for students who qualify. Students qualifying for reduced lunch will pay \$.40 for their lunch, and \$.30 for breakfast. 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.

POLICY: Prices for lunch, milk, and frozen treats are subject to change upon action of the School Committee. Students may prepay for their lunches weekly, monthly, or pay by the day. ALL students will turn in lunch and milk monies in the morning in their classrooms. This money must be in an envelope, or sealed baggie with a written explanation of what the money is for - breakfast & lunch money, milk money, Friday treat money along with the student's full name.

Families wishing to receive free or reduced breakfasts/lunches must complete an application and return it to the school to get these meals for their children. If parents/guardians receive food stamps or TAFDC for their child, the child can get free school meals. If the child has received a Meal Benefit certificate from the Department of Transitional Assistance, the parents/guardians do not have to complete the application. They need only sign the certificate and return it to the school. The child will then receive a free breakfast and lunch. The applications for free/reduced meals are available from the school office. Applications may be filled out at any time during the year if your family's financial situations change. If your student received free/reduced meals last year you **MUST** reapply this year within the first 30 days to continue benefits.

The State of Massachusetts will continue to provide students free lunches for the 2023-2024 academic school year.

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 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 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. 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 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. 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 Manager 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 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.

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.

No food should be brought to the Cafe at lunchtime for groups of students. Parents/Guardians who wish to supply food for their own child(ren) must deliver it to the school office if the child(ren) did not bring it to school with them. All students are to report to the Cafe during their scheduled lunch period.

WELLNESS POLICY

The Hadley Public Schools in compliance with the state and federal regulations adopted a Wellness Policy in 2022 which supports and promotes proper dietary habits contributing to students' health status and academic performance. The [HPS District Wellness Policy](#) is reviewed by the Wellness Committee. Adjustments, recommendations and wellness initiatives are reviewed by the committee throughout the school year.

Classroom Special Events

Parents/Guardians and staff are encouraged to provide party snacks that are consistent with the goals of the Wellness Policy. Each party is encouraged to include nutrient-dense food choices and beverages that are 100% fruit or vegetable juice, non-fat or low-fat milk or water. Foods brought to the school should be communicated to the building principal and the school nurse. Food will not be allowed for birthday parties.

CARE OF SCHOOL MATERIALS

Textbooks, workbooks, and other study materials 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 at the end of the school year. **Students will be expected to pay for lost, stolen, or damaged books and materials.**

Desks, chairs 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 a locker or desk may contain stolen property, weapons, drugs, or other contraband of any kind.

LOCKERS

Lockers are the property of the school. Each student is assigned a locker for the storage of schoolbooks and related items. 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. Students should not share access to their lockers with other students, as items found in a locker are presumed to belong to the student assigned to that locker.

VALUABLES

Students are cautioned not to bring valuables or large amounts of money to school. The school cannot be held responsible for student valuables that are lost or stolen.

VANDALISM

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.

STUDENT SEARCHES

The right of inspection of students' school lockers and desks is inherent in the authority granted school committees and administrators. This authority may be exercised at the discretion of school officials. Searches by school officials will be conducted in a manner which does not violate the rights of students. Police may be notified.

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 system/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 after an hour's 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.
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 appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
28. Pretending to be someone else when using the system/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.

**USER AGREEMENT FOR PARTICIPATION
IN AN ELECTRONIC COMMUNICATIONS SYSTEM
Students and Parents**

PLEASE READ CAREFULLY BEFORE SIGNING

I, _____, I have read the District's Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions.

I realize that the use of the Internet is a privilege, not a right. I understand that violation of the terms of this agreement may lead to penalties, including loss of access privilege, disciplinary action, and/or legal action.

I agree not to participate in the transfer of illegal materials through Hadley Educational Network or any other Internet Service provider. I understand the transfer of such material may result in legal action against me. If I am given an account on the system, I

agree not to allow other individuals to use or access my account, and I agree not to give anyone my password or telephone access number.

I release the Hadley School Department, and its officials and employees, from any liability or damages that may result from my use of Hadley Educational Network or any other Internet service provider. I accept full responsibility and liability for my willful and deliberate actions in using the system.

Signature of Student _____ **Date** _____

The following section needs to be signed if the applicant is under eighteen (18) years of age.

I, _____, **the parent/guardian of the above-named student**, have also read the District's Acceptable Use Policy and Administrative Procedures. In consideration for the privilege of using the District's system/network, and in consideration for having access to the public networks, I hereby release the District, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the District's policy and administrative procedures

Signature of Parent/Guardian _____ **Date** _____

CLASSROOM/STUDENT PLACEMENT

Every year the faculty and administration use their best professional judgment in assigning students to classes for the coming school year. It is the teachers' and principal's responsibility to place students in the most appropriate educational setting for them. The school administration and faculty believe that every teacher at Hadley Elementary School can provide students with a sound, challenging, and enriching educational program.

The administration and faculty recognize the need to balance each class grouping based on student's gender, discipline issues, student compatibility, and matching the special needs of students with teacher strengths.

In placing children, a specific number of friends that the student will have in next year's class is not considered. Children are adaptable and will make friends wherever they are placed. We know that parents/guardians sometimes have preferences for teachers, but we cannot place children in classes based on parent/guardian requests for specific teachers. However, unique situations may require a parent/guardian to communicate with the principal personally concerning their child's particular needs or situation. If parents/guardians wish to do so, they should put their concerns **(which should not include a request for a specific teacher)** in

writing - **addressed to the principal, not to the classroom teacher, by May 15 of each school year. Parents/Guardians should put their child's current year teacher in the difficult position of having to discuss his or her placement for next year.** It is uncomfortable for individual teachers to be put in a position of seeming to judge other teacher colleagues, or making recommendations that in the end may not be honored. Students in Grades K-6 will be notified of their next year's class placement and teacher prior to the start of school.

We will not consider switching children from classes until after October 1st. The teaching staff and school administration at Hadley Elementary School do not generally recommend transferring a student from one homeroom class to another during the school year. It is often difficult for a student to adjust to new classroom routines and teacher expectations partway through the school year. However, if a parent/guardian still feels that it is necessary to consider transferring their child to another classroom, they are required to take the following steps:

Step 1: Notify the child's teacher.

Please inform your child's teacher in writing of the nature of the parent's/guardian's concerns and any steps the parent/guardian may have taken to resolve them. The letter should be dated.

Step 2: Meet with the teacher.

Contact your child's teacher and schedule a conference.

Step 3: Contact the principal.

If not able to resolve their concerns with the child's teacher, the parent/guardian should make an appointment to meet with the principal. If after meeting with the principal, the parents/guardian still wishes to have their child transferred to another class, they need to put their request in writing to the principal.

VISITING SCHOOL AND CLASSROOMS

The School Committee encourages parents/guardians and community members to visit the school and classrooms in order to learn about the instructional programs offered in our school. Such visits can prove most beneficial in promoting greater school-home cooperation and better understanding of how the school system functions. It is expected that a conference may precede or follow such visits and either the parent/guardian or teacher may request this.

Under ordinary circumstances, classroom visits will not be scheduled during the first three weeks in September or during the month of June.

Visits to several classrooms in a given grade for the purpose of comparing and contrasting teaching styles are not allowed. Experience indicates that this kind of visitation is disruptive to the educational process. At all grade levels, parents/guardians are asked to focus on the program of studies their child is enrolled in for the year.

The following are guidelines for classroom and school visits:

1. The school principal must be contacted regarding a parent/guardian or community member's visit.
2. The principal will contact the teacher and they will arrange a date/time for the visit.
3. **Forty-eight (48) hour notice is required for all classroom/school visits.**

All parents/guardians and other visitors **must** report to the school office upon entering the building, sign in, pick up an identification tag, and make their presence known to the school administration. Upon arrival, the school secretary will call the classroom to notify the teacher. Class visitations should be limited to a 40-minute period.

In the fall, parent/teacher conferences are scheduled. In addition, other parent/teacher conferences may be arranged by calling the school office at 584-5011. A 24-hour notice for a conference is required; however, a mutually convenient time may be set at the discretion of the teacher. Parent/Teacher conferences provide a valuable means for teachers to discuss student progress with parents/guardians. It is important, therefore, for parents/guardians to keep their parent/teacher conference appointments. However, if unable to do so, a 24-hour notice of cancellation should be provided to the teacher whenever possible, and the conference rescheduled for a mutually agreed upon day and time.

OPEN HOUSE - Is held one evening a year in September/October. Also, throughout the year, students will participate in concerts, programs and special classroom activities. Parents/Guardians will be notified of these events and invited to attend.

PROHIBITED ITEMS

Students are prohibited from bringing articles to school that are hazardous to the safety of others or interfere in some way with school procedures. Any item which students would not be allowed to use in school may not be brought to school. These include, radios, iPods, MP3 players, TV's, handheld game systems, skateboards, scooters, etc. Students are discouraged from bringing cellphones to school. Cell phones and smartwatches are to be kept turned off and out of sight. Not only are these items distracting, but students risk having them lost, stolen or broken. 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. Such articles, if seen or heard by a staff member, may be taken and only returned to a parent/guardian. Tape recording devices are not allowed unless specifically requested by a teacher.

POLICY RE: ANIMALS IN SCHOOL

The Hadley Public Schools School Committee recognizes that there are medical and physical dangers associated with animals in the classroom and on school property. The School Committee also recognizes that under proper conditions, animals can be an effective teaching aid, or a reasonable accommodation for a disability. The following guidelines are adopted by Hadley Public Schools regarding all animals in school.

The Massachusetts Department of Public Health discourages the practice of having animals in school because of potential allergens, bites, and spread of disease. Any animals present in Hadley Public School buildings must have prior approval from the respective principals and health office. An exemption will be provided to allow service animals in the schools when accompanying individuals with disabilities.

Hadley Public Schools will not permit wild animals (e.g. turtles, raccoons, bats, farm animals or wildlife, etc.) into the schools unless under the control of an individual trained in the care and management of the animal in compliance with Massachusetts law.

All requests to have animals in the classroom or on school property must be submitted in advance to the principal, in writing. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a written plan of care for the animal. For non-service animals, the principal has the discretion to permit or deny the presence of animals. The principal shall take into consideration any known allergies among the students or staff and the possible side effects of the planned exposure to animals. Students and teachers with allergies must receive special consideration before animals are brought into the schools.

All animals must have current documentation of licenses and vaccinations accompanied by a veterinarian's signature. Students will not be allowed to handle any domesticated mammal that is too young to be immunized.

Careful planning and preparation should occur before bringing any animal into the classroom environment. Preplanning will help assure a more meaningful experience for the children and better care for the animal. Pupils should be instructed in the proper manner of care and handling of animals, and should be instructed to wash their hands thoroughly with hot water and soap after handling the animal. Animal waste must be handled and disposed of properly by a responsible well-trained person to avoid the possibility of infections. Students will not be permitted to have direct contact with animal waste. The most common causative organisms of infection from animals are streptococcus and salmonella.

For student safety reasons, dogs and other animals are not allowed on school grounds during school hours, including during arrival and dismissal.

STUDENT COUNCIL

Hadley elementary School holds elections each fall for Student Council representatives from grades 4-6. They elect their officers from the fifth and sixth grade representatives. Faculty members supervise the council, which in the past has organized food and coat drives, special activity days, and other school spirit programs.

HOMEWORK POLICY

Purpose and Philosophy:

Homework assignments are given to reinforce student learning that took place during the school day; impart to students a sense of responsibility and accomplishment; improve their academic skills; and develop independent study habits. Appropriate homework assignments also give students frequent opportunities to follow directions, organize materials, and manage their time - all of which are important skills required for student success.

At Hadley Elementary School, homework assignments are respectful of student ability and development levels; related to the work of the classroom, and where possible, to the interest of the individual student; and reasonable in quantity and degree of difficulty.

General Practice and Requirements:

Each teacher sends information home with the students about their expectations for homework at the start of the school year. Occasionally, homework assignments are started in class during supervised time and completed at home. Homework subjects and length of assignments will vary by grade level.

Every student is expected to read, or be read to, daily, including weekends. Time spent on daily reading should range from 10-20 minutes in lower grades (K-3) to 20-30 minutes in the higher elementary grades (4-6). Also, every student is expected to review and practice, daily, basic math facts for the applicable math operations (addition, subtraction, multiplication, division) and tables that they are expected to master by the end of each grade level.

It is expected that all homework assignments will be completed accurately, neatly, and on time. If a student fails to complete a reasonable number of assignments, the teacher will either call the parents/guardians or send a note home.

If a child is absent for an extended period, homework assignments will need to be completed within a reasonable time period after their return, as determined by the individual teacher.

Incomplete homework may affect student grades.

If your child is spending an excessive amount of time on homework, please contact the classroom teacher.

Homework will not be assigned for disciplinary reasons.

Grade Level Practices and Requirements:

Kindergarten:

Weekly, students participate in a "letter of the week" activity, which involves their learning a new letter of the alphabet. Parents/Guardians are urged to review this "letter of the week" activity with their child. Parents/Guardians should also read to their child 10-15 minutes daily, including weekends. They should also go through their child's backpack to review the child's papers and the day's learning activities. Frequent newsletters inform parents/guardians of learning activities to be reinforced at home.

First Grade:

Students are encouraged to read, to be read to, 15 minutes at home each day, including weekends.

Daily work not completed by a student in school may need to be completed at home and returned to the teacher, when requested in writing by the teacher.

The teacher sends occasional special projects and other homework assignments home accompanied by a letter of explanation. Family members may assist the student with special projects, which need to be completed and returned to school at the designated time.

Second Grade:

Students are required to read 15-20 minutes at home each day, including weekends. In addition, students are expected to complete nightly assignments that reinforce skills taught during the day. These nightly assignments should take an average of 15-20 minutes to complete.

Work not completed by a student in school may need to be completed at home and returned to the teacher, when requested in writing by the teacher.

Third Grade:

Homework usually begins the first week of October and continues until the end of May. Folders with all assignments for the week are distributed on the first day of the school week (usually Monday). The work is to be completed at home and returned to school three days later (usually Thursday). It should take between 20-30 minutes per night to complete. Parents/Guardians will be required to sign an enclosed sheet to indicate that they have checked the homework. Parents/Guardians are strongly encouraged to review their child's homework assignments and completion thereof. In addition to regular homework, students are expected to read 15-20 minutes, daily.

Fourth Grade:

Students are required to read 20-30 minutes each night. In addition, nightly homework includes reinforcement and practice of work covered in class, as well as, unfinished class work. Occasionally, research assignments with extended due dates are given, which require use of reference materials or data gathering. Students may also need to spend time at home studying and preparing for tests.

Time spent nightly on homework should average 45-60 minutes, not including nightly reading.

Fifth/Sixth Grade:

Students will have a maximum of 90 minutes of homework Monday through Thursday, including 20-30 minutes of daily reading. The daily reading requirement includes weekends. Homework subjects and length of assignments will vary daily.

On occasion, students will be assigned long-term projects, which require them to plan and allocate time each night until the task is completed. All homework assignments, including projects, are to be turned in on the designated date given by the teacher. If a student is absent for an extended period of time, he/she will be given two days to complete homework assignments for each day of absenteeism. Incomplete assignments, or assignments not turned in on time, will affect the student's grades.

Weekend homework may consist of daily reading, journal writing, studying for quizzes and tests, and any late make-up work. Assignments during school vacations may include a journal writing assignment along with daily reading.

Summer Learning/Homework:

We strongly urge parents/guardians to continue their role of active learning partners with their children during the summer months when students are not in school.

To assist and support parents in this all-important role as summer learning partners with their children, Grade 1-6 students will receive lists of grade-level appropriate books from which they will need to select a minimum number to read during the summer. The summer math recommendation is for students to spend 60-90 minutes per week during the 10-week break doing web-based computer math games, word problems, and activities. A list of websites with grade appropriate math games, problems and activities that students can access and use to fulfill their summer math assignment will be provided before they leave school for the start of the summer break. Kindergarten students receive a separate packet from their current kindergarten teacher during the last week of school, which includes suggested books for reading aloud and engaging math and literacy activities.

The Goodwin Memorial Library in Hadley has computers available for use by Hadley Elementary School students who do not have regular access to a computer at home.

These summer reading and math assignments/activities will help limit the regression in student understanding of math concepts/skills and in reading comprehension and vocabulary that typically occurs during the summer break, and minimize the amount of time that the following year's teacher will have to spend reviewing concepts and skills taught in previous grades.

It is also important that parents/guardians continue to review and practice basic math facts with their children during the summer months.

Homework Tips:

- * Have a consistent, quiet, well-lighted place to do homework.
- * Set aside a specific time to do homework.
- * See that the home student area is equipped with pens, pencils, ruler, markers, glue, and a dictionary.
- * Encourage your child to work independently, but be available to assist your child during homework time.

ART, MUSIC, PHYSICAL EDUCATION

Classes in Art, Music and Physical Education are provided to all kindergarten through grade six students each week.

Students in grades 4-6 may take band instrumental lessons. An information sign-up meeting is held in September.

Elementary Band meets once a week.

Sneakers, slacks or shorts are proper apparel for Physical Education classes.

If a student must be excused from Physical Education activities because of injury or illness, parents/guardians need to provide a written doctor's note stating the reason and duration.

LIBRARY SERVICES

The Hadley Elementary School Library contains books, magazines, newspapers, non-print media items, and audio-visual equipment for use by students and staff. The library also houses a computer lab. The library is open to all students, parents/guardians and staff during the school day. Students are encouraged to use the library's resources for a variety of purposes, including research, special projects, book reports, and leisure reading.

Library materials that are lost or damaged must be paid for or replaced. If materials are returned in good condition, payment will be refunded.

SPECIAL EDUCATION

At Hadley Elementary School, the special and general educators work collaboratively to ensure that eligible students receive the special education services to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

A student may be referred for a special education evaluation by a parent/guardian, teacher or other professional who is concerned with the student's progress and suspect a disability is impeding progress. Parents/Guardians are encouraged to speak with the student's teacher(s)

prior to a special education referral. Special education referral forms are available from the Director of Student Services' office, 584-2419.

The Massachusetts special education law, Chapter 71B of the Massachusetts General Laws, requires a school district to establish a PAC, and assigns both an advisory and a participatory function. SEPAC meetings are held throughout the school year and include at least one workshop for parents. For more information about the Hadley SEPAC or how you can get involved, please contact the Director of Special Education.

ENGLISH LANGUAGE LEARNERS (ELL)

Per the Massachusetts Department of Elementary and Secondary Education regulations for the education of English language learners, upon enrollment at the Hadley Elementary School, parents/guardians are required to complete a Home Language Survey. If, based on the survey, there is indication that languages other than English are spoken, the student is evaluated to determine his/her English proficiency level and if the student qualifies for English language instruction from the ESL teacher.

Students who, based on assessments, are considered ELL receive direct instruction from the ESL teacher. The amount of instruction is based on the student's proficiency in English. In addition, when the student is in the classroom, the teachers implement the principles and practices of sheltered English immersion, which assist the student in achieving the grade level learning objectives. To measure the progress of ELL students, assessments are completed annually. The information is used to determine each student's programmatic needs.

Upon enrollment and annually thereafter, parents/guardians receive a letter in their primary home language that informs them of their child's level of English proficiency, the recommended programming and their right to apply for a waiver.

TITLE 1 PROGRAM

The Title 1 Program is a partially federally funded supplemental reading program providing reading support to students in grades 1-6.

To qualify for this program, students must achieve below minimum standards on the determined assessment tests. (It is our policy to receive parent/guardian permission before any testing, beyond regular classroom assessments, is done.) This score, along with the classroom teacher's input, determines eligibility.

Title 1 reading support consists of the students receiving supplemental, targeted, evidence-based reading instruction. This instruction is provided in a small group for up to 30 minutes, five days a week. During that time, the children are instructed in their area(s) of weakness while reinforcing their strengths.

In the spring of each year, the students are given another form of assessment to determine their reading progress. The student's reading progress will still be monitored in the classroom. Students who do not show adequate progress required for dismissal, will continue in the program. This entire process is conducted with parent/guardian knowledge and permission.

REPORTING STUDENT PROGRESS

Student evaluation reports (i.e. report cards) are sent home during trimesters. The reports card is one the ways the school assists parents/guardians in gaining a greater understanding of their child's academic and social growth.

CODE OF CONDUCT

Hadley Elementary School has a commitment to implementing Positive Behavioral Interventions and Supports (PBIS) which is an evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It is a way to create positive, predictable, equitable and safe learning environments. Every day, all day long, throughout the building, students are encouraged to show their **HAWKS** behavior. Demonstrating **H.A.W.K.S.** behavior, or being **H**onest, **A**lways trying my best, **W**illing to help, being **K**ind, and staying **S**afe is a school wide expectation.

1. Good citizenship in school is based on respect and consideration for the rights of others. Tolerance, compassion, and kindness are qualities that students should cultivate.
2. Students are expected to conduct themselves in a way that does not violate the rights and privileges of others. They are required to follow school rules and to those provisions of law that apply to the conduct of minors.
3. Harassment/Bullying is not tolerated in school, on school buses, on school grounds, or off school grounds during school supervised functions. Instances of harassment or bullying should be reported verbally or in written form to a faculty or staff member or the administration. Harassment is defined as any unwelcome verbal or physical contact. Verbal harassment includes discriminatory comments, referring to race, color, gender, national origin, religion, sexual orientation, gender identity, or disability. The first step in dealing with reports of harassment will be mediation. Any repeated instances will result in appropriate disciplinary measures, which will not preclude legal action. This policy is in effect during the regular school hours and at other times that school supervised activities take place (e.g. on the school bus, field trips, evening and after school programs).

HALLWAY RULES:

1. All school hallways are considered "Learning Zones." As such, students will walk

quietly; in single file, in line order and on the right-hand side whenever possible proceeding through school hallways.

2. Students will not push, step on, or touch other people around them.
3. Students will show respect for hallway displays by not touching or harming them.

RESTROOM/BATHROOM RULES:

1. All students' privacy will be respected while in restrooms/bathrooms.
2. Conduct will be quiet and orderly.
3. Behavior is expected to be appropriate.
4. Hands should be thoroughly washed and dried before leaving the restroom/bathroom.
5. Parents/Guardians will be held responsible for any damage to the restrooms/bathrooms caused by their child.

RECESS RULES:

1. There will be no fighting, pushing, hitting, kicking, biting, or pulling on each other's clothes.
2. There will be no foul or unkind language.
3. There will be no throwing of objects, including snowballs, ice, sand, mud, sticks, stones/pebbles, or mulch/wood chips.
4. Students should not go beyond the edges of the grass field, which is where the playground ends.
5. If a ball leaves the playground area, students should inform a teacher on duty.
6. No food may be taken outdoors from the Cafe during recess.
7. The slides are used for sliding down, not walking up. Only one person should slide at a time.
8. Tag games are not allowed on or around the play structure.
9. No hard balls or baseball bats are allowed. Only "Nerf" type footballs are allowed.
10. No cleats may be worn at school or at recess.
11. There will be **No** skateboards or heelys, trading cards, and no electronic devices including hand held devices, music players, tape recorders, cellular phones, cameras, etc.
12. If a student takes out any playground equipment, he/she is responsible for returning to its proper place.
13. Students will not re-enter the building without permission from the teachers on duty.
14. If any problems arise during recess, students should inform a teacher on duty.
15. In case of an injury, the injured student will be sent to the nurse's office accompanied by another student or by the teacher on duty; or a child will be sent to the office to summon help.
16. When the bell rings ending recess, all students will immediately line up quietly in their classrooms line order behind their designated classroom white line on the blacktop.
17. All classes will be escorted into the building by recess staff.
18. When students re-enter the building after recess, they should wash their hands and line up to go to lunch.
19. All students must wear boots and snow pants to be in the snow.

20. Pushing students in the snow is not allowed at any time.
21. Trays or other sliding objects are not allowed to be used.
22. Students should slide down snow banks onto snow, not on the blacktop - one at a time.
23. Students should leave other students' snow projects/forts alone.
24. Snow is not to be picked up or thrown at any time.
25. Students in Grades 1-3 must wear hats and gloves during cold winter weather.
26. Students must follow directions from all recess staff including volunteers.
27. Recess games may never involve throwing objects at other students.
28. If any violations of these rules occur, the consequences will be up to the teachers on duty and be consistent with the HES Code of Conduct (p) 43. Students will have indoor recess on days when the temperature outdoors, with the wind chill, is **below 20 degrees**.

CAFETERIA (Cafe) RULES:

1. Students from each classroom will enter the Cafe quietly in their assigned line order.
2. Students buying lunch will go by class to their designated lunch door line.
3. Students will initially sit in assigned order by class, but are given the opportunity to earn the privilege of sitting with their friends after demonstrating, for a predetermined number of days, appropriate Cafe behavior consistent with the **HAWKS** criteria posted

 HAWKS Behavior in the CAFE means . . .	
H Honest	Stay in line. Eat your own food.
A Always try your best	Eat. Clean up.
W Willing to help	Talk quietly. Signs Up = Voices Off
K Kind	Use manners and kind words.
S Safe	Walk. Respect personal space.

4. There will be no cutting in line or saving seats.

5. There will be no running, pushing or shoving.
6. Students must stay in the first seat they select, and after cleaning up trays, must return to the same seat until dismissal.
7. Students will be reminded of behavior by the on duty staff member.
8. Proper student behavior is required at all times in the Cafe during meals.
9. Voices are to be conversational as if students were eating at their dining room table at home or in a restaurant. Conversations are to be directed to students at their own table and not between tables or across the Cafe.
10. Glass bottles and carbonated beverages are not permitted.
11. Students should not bring toys to the Cafe during meals.
12. Students should raise their hand for permission to get out of their seats, including to empty their trays. The teachers on duty will monitor for "pile-ups" at the cleanup window before giving permission to empty trays.
13. Teachers on duty may use a raised hand and/or verbal warning to quiet the noise level, if necessary.
14. Students will remain quietly seated until the teachers on duty dismiss them to their homeroom teacher.
15. When students are dismissed, they will walk in line order in an orderly and quiet manner from the Cafe to the playground or classroom, using the right side of the hallways.
16. Students will not leave the Cafe with food or drink, including milk cartons.
17. Each student will return his/her tray, papers, etc. to the proper area and/or containers and ensure that the immediate area is picked up --- floor, seat, table.
18. If a student repeatedly refuses to eat, the parents/guardians will be notified to help work out a solution.

If any parent/guardian has any questions involving the food service department or regarding filling out the free/reduced application, please contact the Food Service Director, at 413-582-6444.

WALKING ON SIDEWALK RULES:

1. Students may walk with parents/guardians, if directed by the teacher.
2. Students must stay right behind the students in front of them.
3. Students must not push, step on, or touch other people.
4. Students must stay on the sidewalk and use the appropriate crosswalks.

ASSEMBLY PROGRAM RULES:

1. Students will sit in an orderly fashion, with lower grades closer to the front, working back to upper grades. Parents/Guardians and guests will be seated behind the students.
2. The audience will be attentive, quiet and respectful during the programs.
3. No food, drink, or chewing gum will be allowed.
4. Students will be dismissed one grade level at a time.
5. No one is allowed to leave until directed to do so by his/her teacher.

6. Teachers are responsible for their class before, during, and after the assembly. Parents/Guardians are asked not to take students from assemblies without notifying the homeroom teacher.
7. Teachers will take appropriate measures if a student fails to comply with above rules.

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 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

CIVILITY POLICY

Civility/Conduct of Parent/Guardians, Other Visitors, and District Employees:

The Hadley School District does not tolerate discrimination or harassment based on race, color, national origin, sex, gender identity, religion, disability, pregnancy, pregnancy related condition, or sexual orientation.

It is the intent of the Hadley Public Schools to promote respect, civility, and orderly conduct among District employees, parents/guardians, and the public. It is not the District's intent to deprive any person of his/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/guardians, and other members of the community. The District encourages positive communication and discourages volatile, hostile, or aggressive communications or actions.

Expected Level of Behavior:

1. District personnel will treat parents/guardians and other member of the public with courtesy and respect.
2. Parents/Guardians and other visitors will treat teachers, administrators, and other District employees with courtesy and respect.

Unacceptable and Disruptive Behavior:

1. Using loud or offensive language, swearing, cursing, or displays of temper.
2. Threatening to do physical harm to a teacher, school administrator, school employee, or student.
3. Abusive, threatening, or obscene letters, email, voice mail messages, or text messages.
4. Any other behavior that disrupts the orderly operation of the school, classroom, and/or administrative functions.

Parent/Guardian Recourse:

Any parent/guardian who believes he/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.

Authority of School Personnel:

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

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

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

In the event that there is a serious threat of harm to students 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:

1. 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 in a civil manner.
2. If the verbal abuse continues, the employee may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation.
3. If the meeting or conference is on school premises, any employee may request that an administrator or other authorized person direct the speaker to promptly leave the premises.
4. 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/she may contact law enforcement.

DISCIPLINE POLICY

SCHOOL HAWKS BEHAVIOR:

Every day, all day long, throughout the building, students are encouraged to show their **HAWKS** behavior. Demonstrating **H.A.W.K.S.** behavior, or being **H**onest, **A**lways trying my best, **W**illing to help, being **K**ind, and staying **S**afe is a school wide expectation.

It is expected that students and adults/staff will consistently treat each other with respect, and that students will respect themselves and school property.

- * Teachers, staff, and students at Hadley Elementary School work together in a proactive way to promote appropriate behavior in order to make our school a safe, secure, and happy place in which to learn. We help each other understand and reflect on our behavior.
- * Developing social skills is a priority in our school. Students need time and guidance in practicing cooperation, negotiation, problem solving, communication, caring, empathy, and self-control in various school settings.
- * A major goal for establishing rules is that students develop mechanisms for self-control such as the ability to behave, use appropriate words rather than force, and to make appropriate choices.
- * At the beginning of each school year, teachers and students together establish rules for each classroom, which support and reinforce the school-wide rules. Establishing rules together helps build a foundation upon which the classroom community develops.

There are also school-wide rules.

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 37H1/2 or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parents/guardians 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 parents/guardians to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parents/guardians to interpreter services at the hearing if needed to participate.

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

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

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 over the course of the school year exceed ten (10) days of suspension, shall be conducted in accordance with this section.

Principal Hearing - 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, providing 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 base for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

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 their determination in the form of an update to the student and parents/guardians, and provide reasons for the determination. If the student is suspended, the principal shall inform the parents/ guardians 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 Gr. 3, the principal shall send their 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 parents/guardians for school communications (or other method agreed to by the principal and parents/guardians) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

GENERAL REQUIREMENTS PRIOR TO SUSPENSION UNDER M.G.L. CHAPTER 71, §37H^{3/4}

A student may not be suspended under M.G.L. Chapter 71, §37H^{3/4}, 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.

LONG-TERM SUSPENSIONS - HEARING AND PRINCIPAL DETERMINATION:

A long-term suspension is the removal of a student from 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:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not.
2. The right to be represented by counsel or a lay person of the student's choice, at the student's and parents/guardians' expense.
3. The right to produce witnesses on his/her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so.
4. The right to cross-examine witnesses presented by the school district.
5. The right to request that the hearing be recorded by the principal. 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 parents/guardians 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:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing.
2. Set out key facts and conclusions reached by the principal.
3. Identify the length and effective date of the suspension, as well as a date of return.

4. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during the removal, and the contact information of a school member who can provide more detailed information.
5. 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 parents/guardians' request in writing an additional seven (7) calendar days.

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 PreK - Gr. 3, the principal shall send his 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 parents/guardians for school communications (or other method agreed to by the principal and parents/guardians) 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 parents/guardians at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parents/guardians request an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parents/guardians 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 her decision which meets the criteria 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.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parents/guardians 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 parents/guardians.

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

The principal shall send written notice to the student and parents/guardians about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parents/guardians 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 parents/guardians for school communications, or by other method of delivery agreed to by the principal and the parents/guardians.

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 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 of 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, the IEP TEAM will meet to conduct a manifestation determination.

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.

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.

BULLYING PREVENTION AND INTERVENTION PLAN:

Policy Statement

Hadley Public Schools are committed to providing a safe, positive and productive educational environment where students and employees can achieve the highest academic standards. No students or employees 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/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 the school. The Principal will also serve as the school official responsible for receiving all bullying reports.

Training and Professional Development

The professional development of staff and training is a critical part of this policy. All staff and students will receive annual training on this policy.

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.

The content of professional development for this policy shall include, but not limited to, (1) developmentally appropriate strategies to prevent bullying incidents; (2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (3) information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying; (4) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk in the school environment; (5) information on the incidence and nature of cyber-bullying; and (6) internet safety issues as they relate to cyber-bullying.

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/guardians.

Access to Resources and Services

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 engaging 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.

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 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.

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 either verbally or in written form 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/guardians 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. 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/Guardians or members of the community are encouraged to report an incident of bullying as soon as possible.

[Bullying Report Form](#)

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

Investigation Procedures

The principal or designee, upon receipt of a viable report of bullying or retaliation, shall promptly contact the parents/guardians of a student/employee who has been the alleged target and the parents/guardians 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 whether made verbally or in written form, 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/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/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 designee shall contact the employees or parents/guardians as to the status of the investigation on a weekly basis, if a student was involved.

Disciplinary actions for the students or employees 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.

Collaboration with Families

Parents/Guardians share the responsibility to (1) reinforce the curriculum at home and support the district plan; (2) learn the dynamics of bullying; and (3) reinforce proper online safety and cyber-bullying.

Parents/Guardians will be informed about the district's Bullying Prevention and Intervention Plan, anti-bullying curricula and training. The district may offer annual parental presentations pertaining to anti-bullying in collaboration with the Hadley PTO and School Council.

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:

1. On grounds and property immediately adjacent to school grounds, at a school-sponsored or related activity, function, or program whether or on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, or leased 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
2. 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, 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 (Bullying Law), nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

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 act or gesture or any combination thereof, directed at the target that:

1. causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to himself or herself or of damage to his/her property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school;
5. 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 not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence not limited to, electronic mail, internet communications, instant messages or facsimile communication. Cyber-bullying shall include: (1) The creation of a web page or blog in which the creator assumes the identity of another person, or (2) 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 (1) to (4), 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 of any nature transmitted to whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but persons, if the distribution or posting creates any of the conditions enumerated in the clauses (1) or (5) 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.

Related Laws

References:

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

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 265:45,43A
- * MGL 268:13B
- * MGL 269:14A

Cross References (District Policies):

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

Publication & Notice:

The bullying prevention and intervention plan shall be posted on the Hadley Public School Website. Annual written notice of the relevant sections on the bullying prevention and intervention plan shall be provided to students and their parents/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 are included in the school employee handbook.

SEXUAL HARASSMENT

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:

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when 1) submission to that conduct or communication is made a condition of obtaining services; 2) used as a factor in decisions effecting one's education; or 3) that conduct or communication has the purpose or effect of substantially interfering with an individual's education, or creating an intimidating, hostile, humiliating, or sexually offensive educational environment.

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 to whom the unwelcome sexual conduct is directed. Finally, any adult may be the victim of sexual harassment by a student.

Sexual Harassment under Title IX is defined as conduct on the basis of sex that satisfies one or more of the following:

- i. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or
- ii. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- iii. Sexual assault (as defined in the Clery Act as: any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) Fear for the person's individual safety or the safety of others; or (2) Suffer substantial emotional distress.).

Examples:

Sexual harassment whether committed by management, staff, or students is prohibited and may include, but is not limited to:

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 his/her building principal or another adult in a position of authority in the school as soon as possible. Students should avoid trying to solve the problem of sexual harassment alone.

All persons shall promptly report knowledge of actual or reasonable sexual harassment to the building principal or his/her designee

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.

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: _____

FORMAL COMPLAINT:

The Title IX Coordinator must contact the complainant upon receiving a formal 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 ten (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 ten (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.

Notification to/by Legal Parents/Guardians:

After investigation, if there are reasonable grounds to believe that sexual harassment has occurred, the building principal or designee shall notify a student's legal parent(s)/guardian(s) if the student is the victim of, or is accused of, sexual harassment.

Parent(s)/Guardian(s) are strongly encouraged to report incidents of sexual harassment to their child's building principal or to the Superintendent of Schools.

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:

REPORT TO POLICE:

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

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

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.

CODE OF CONDUCT CHART (Note: Most common infractions listed)

Infractions	Referral Codes	First Offense Intervention
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
Forgery or production of false or misleading documents	DH	Teacher and/or Office Detention
Mischievous or dishonest behavior	DH	Meeting with Principal, loss of privilege, phone call home
Failure to serve an assigned office detention	FSC	Saturday detention and/or 1-3 days in school suspension
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	Meeting with Principal, loss of privilege, phone call home
Physical attack, battery, fighting	PA	2-10 days In or Out of School Suspension & possible referral to police
Disrespectful or profane language and/or gestures which may or may not be directed at a person	PROF	Meeting with Principal, loss of privilege, phone call home, parent meeting
Possession and/or use of items not allowed on school property (e.g. video games, false weapons, lighters, skateboard)	RFAD	Meeting with Principal, loss of privilege, phone call home

Insubordination, refusal to follow a staff directive	RFAD	Meeting with Principal, loss of privilege, phone call home
Behavior which may disrupts the classroom or school environment	RFAD	Meeting with Principal, loss of privilege, phone call home
Verbal and/or physical harassment including taunting and teasing	RUDBR	Meeting with Principal, loss of privilege, phone call home
Rude or discourteous behavior or remarks	RUDBR	Meeting with Principal, loss of privilege, phone call home
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
Violation of the Hadley Public School's Civil Rights Policies	VCRP	2-10 days Out of School Suspension

When students do not follow school rules, they receive appropriate consequences that are respectful of the student, related to the violation, and reasonable in nature and degree. If necessary, parents/guardians will be informed of student violation of school rules.

The teacher has the authority and responsibility to maintain discipline in the classroom consistent with school policy. When a problem occurs, the teacher should:

1. Have a conference with the student(s).
2. Apply classroom disciplinary action.
3. Have a conference with the parents/guardians (and students, if warranted).

If the problems go beyond the control of the teacher, the student(s) should be referred to the principal. The teacher should call the office to notify the principal of the nature of the student violation, and that the student is being sent to the office. The principal will review the situation and take appropriate disciplinary action. A Disciplinary Referral Form should be completed by the teacher and placed in the principal's mailbox by the end of the same day.

A number of the violations of our student code of conduct listed below may constitute bullying behavior if the violation meets the definition of and criteria for bullying and cyber-bullying as previously outlined. If after the 3rd offense and the behavior is determined to be bullying, the applicable student may be suspended. As much as the school can, coaching and counseling will be offered to students who commit egregious and/or repeated violations of our student code of conduct.

VIOLATIONS/CONSEQUENCES

Administration maintains discretion to proceed with more or less discipline based on the particulars of each circumstance:

VIOLATION 1: Physical contact such as fighting, tripping, spitting, punching, kicking, throwing objects (snowballs, rocks, pencils, etc.).

CONSEQUENCE:

1ST OFFENSE	Classroom disciplinary procedure followed.
2ND OFFENSE	Removal from the classroom, loss of recess, written reflection, parent/guardian notified.
3RD OFFENSE	Any subsequent offenses may result in in-school suspension or out-of-school suspension (length & type of suspension, as well as whether or not suspension is imposed will be determined by administration and will take into consideration severity & frequency of infractions).

If the physical action of the student is intentional and severe, and the student puts himself/herself or the school community in danger, this student may be given an out-of-school suspension for a number of days, at the discretion of the principal, irrespective of whether the student committed previous offenses of Violation 1.

VIOLATION 2: Taking or damaging anything that does not belong to the student.

CONSEQUENCE:

1ST OFFENSE	Classroom disciplinary procedure followed, parent/guardian notified, and student repairs, replaces, or pays for item.
2ND OFFENSE	Repair, replace, or pay for the item, loss of recess, and parent/guardian notified.
3RD OFFENSE	Any subsequent offenses may result in in-school suspension or out-of-school suspension (length & type of suspension, as well as whether or not suspension is imposed will be determined by administration and will take into consideration severity & frequency of infractions).

VIOLATION 3: Writing on or marking school property.

CONSEQUENCE:

1ST OFFENSE	Classroom disciplinary procedure followed; area cleaned by student, and parent/guardian notified.
2ND OFFENSE	Clean the area, loss of recess, parent/guardian notified.
3RD OFFENSE	Parent/Guardian notified, retribution paid, in-school suspension, and principal meets with parent/guardian and

student.

4TH OFFENSE Any subsequent offenses may result in in-school suspension or out-of-school suspension (length & type of suspension, as well as whether or not suspension is imposed will be determined by administration and will take into consideration severity & frequency of infractions).

VIOLATION 4: Littering in the school and/or on the school grounds.

CONSEQUENCE:

1ST OFFENSE Classroom disciplinary procedure followed and litter picked up.
2ND OFFENSE Student picks up litter, loss of recess, parent/guardian notified.
3RD OFFENSE Student picks up litter, 1 day in-school suspension, home notification.

VIOLATION 5: Obscenity in any form: written, spoken, gesture, or picture directed against a fellow student.

CONSEQUENCE:

1ST OFFENSE Classroom disciplinary procedure followed.
2ND OFFENSE Loss of recess, written reflection, verbal and written apology, parent/guardian notified.
3RD OFFENSE Any subsequent offenses may result in in-school suspension or out-of-school suspension (length & type of suspension, as well as whether or not suspension is imposed will be determined by administration and will take into consideration severity & frequency of infractions).

VIOLATION 6: Obscenity in any form: written, spoken, gesture, or picture, directed against a staff member.

CONSEQUENCE:

1ST OFFENSE Verbal and written apology, parents/guardians notified and may result in in-school suspension or out-of-school suspension (length & type of suspension, as well as whether or not suspension is imposed will be determined by administration and will take into consideration severity & frequency of infractions).

VIOLATION 7: Disrespectful behavior toward others, such as name-calling, teasing/taunting, or excluding them.

CONSEQUENCE:

1ST OFFENSE	Classroom disciplinary procedure followed.
2ND OFFENSE	Loss of recess, written reflection, verbal and written apology if warranted, parent/guardian notified.
3RD OFFENSE	Any subsequent offenses may result in in-school suspension or out-of-school suspension (length & type of suspension, as well as whether or not suspension is imposed will be determined by administration and will take into consideration severity & frequency of infractions).

VIOLATION 8: Disorderly behavior, such as running in the building, yelling, cutting in line.

CONSEQUENCE:

1ST OFFENSE	Classroom disciplinary procedure followed.
2ND OFFENSE	Loss of one recess, parent/guardian notified.
3RD OFFENSE	Any subsequent offenses will result in loss of two recesses, parents/guardians notified.

VIOLATION 9: Misuse of food (i.e. throwing and playing with food, etc.).

CONSEQUENCE:

1ST OFFENSE	Student cleans up mess, loss of recess.
2ND OFFENSE	Student cleans up mess, loss of two recesses, parent/guardian notified.
3RD OFFENSE	Any subsequent offenses may result in in-school suspension.

VIOLATION 10: Use of skateboards, inline skates, heelys, ipods, MP3 players, Game Boys, and cellular phones on school grounds, not allowed unless permission has been granted for a special circumstance.

CONSEQUENCE:

1ST OFFENSE	Classroom disciplinary procedure followed; item taken away.
2ND OFFENSE	Loss of recess, item taken away, parent/guardian notified.
3RD OFFENSE	Any subsequent offenses may result in in-school suspension.

VIOLATION 11: Leaving school building or grounds without permission.

CONSEQUENCE:

1ST OFFENSE	Offenses may result in in-school suspension or out-of-school suspension (length & type of suspension, as well as whether or not suspension is imposed will be determined by administration and will take into consideration severity & frequency of infractions).
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VIOLATION 12: Cheating (any dishonest act or practice).

CONSEQUENCE:

1ST OFFENSE	Classroom disciplinary procedure followed.
2ND OFFENSE	Loss of recess, parent/guardian notified.
3RD OFFENSE	Principal's discretion, parent/guardian notified.

VIOLATION 13: Forgery (copying, falsifying, or changing a school document in any manner).

CONSEQUENCE:

1ST OFFENSE	Classroom disciplinary procedure followed, parent/guardian notified.
2ND OFFENSE	Any subsequent offenses may result in-school suspension, parent/guardian notified.

VIOLATION 14: Possession of weapons such as firearms, knives, laser pointers, slingshots, paintball guns, or any item, which may be determined dangerous, including play weapons. Transporting weapons in any authorized school vehicle is also prohibited.

CONSEQUENCE:

1ST OFFENSE	Weapon will be immediately confiscated, parent/guardian
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notified, Superintendent notified, the proper authorities notified when warranted. Student subject to disciplinary consequences of suspension and/ or expulsion.

VIOLATION 15: Threats toward a fellow student (explicit or implicit-verbal).

CONSEQUENCE:

- | | |
|-------------|---|
| 1ST OFFENSE | Loss of recess (es), verbal and written apology, parent/guardian notified. |
| 2ND OFFENSE | And subsequent offenses may result in in-school suspension or out-of-school suspension (length & type of suspension, as well as whether or not suspension is imposed will be determined by administration and will take into consideration severity & frequency of infractions) |

VIOLATION 16: Assault (verbal or physical) on a student or school staff member.

CONSEQUENCE:

- | | |
|-------------|---|
| 1ST OFFENSE | In-school or out-of-school suspension and/or expulsion (principal's discretion) parent/guardian notified. The school authorities will suspend the student (out-of-school) immediately if the action of the student is a danger to the school community. |
|-------------|---|

VIOLATION 17: Possession and/or use of illegal substances; sharing or distributing illegal drugs, as well as prescription or over the counter medication, with or to other students.

CONSEQUENCE:

- | | |
|-------------|--|
| 1ST OFFENSE | Parent/Guardian notified, Superintendent notified, proper authorities contacted out-of-school, suspension and expulsion from school. |
|-------------|--|

VIOLATION 18: Violations of the HES Computer Use Policy, which may include: logging on as another user, opening another person's file without permission, using vulgar or obscene language in any program, opening a chat room site, not reporting an accidental opening of a site with threatening or obscene material, using an email account that is not part of a teacher's assignment and/or

without teacher supervision, downloading anything from the Internet onto school computers without teacher permission, copying word-for-word another's work found on an Internet site (i.e. violation of copyright laws), or use of a computer for bullying other students.

CONSEQUENCE:

1ST OFFENSE	Loss of computer use for up to one week depending on severity of violation.
2ND OFFENSE	Loss of computer use for indefinite period, duration of which is dependent upon severity of violation, parent/guardian notified.
3RD OFFENSE	Any subsequent offenses may result in in-school suspension or out-of-school suspension (principal's discretion)

The goals of the foregoing consequences for violating school rules are to help students:

1. Identify the appropriate behavior and discuss with them why it is inappropriate.
2. Take responsibility for their behavior.
3. Reflect upon and discuss alternatives to inappropriate behavior.

If offending students do not learn anything from the incidents involving their inappropriate action, they are likely to repeat the behavior. Therefore, students need to reflect upon their inappropriate action and process a solution to their problem. Toward that end, they may need to fill out a Student Reflection Report for the purpose of describing their inappropriate action, how they felt after they did it, what they could have done differently, and what they learned from the incident. If a student is injured during or as a result of the infraction, there needs to be a verbal and written apology.

For unruly or improper conduct or behavior not otherwise covered under the aforementioned categories of violations, the principal will exercise discretion in determining and employing an appropriate consequence.

The above listed violations/consequences do not encompass an exhaustive list of possible violations of School Policy and/or misconduct.

TOBACCO, ALCOHOL AND DRUGS

Using tobacco in **any** form, at **any** time on school property is prohibited. This includes the possession of lighted smoking materials. The "Education 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 school grounds or on school buses by **any individual**, including school personnel" is prohibited. The federal government requires that all schools have a drug-free policy. The policy of the Hadley Public Schools is:

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

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

Possessing, using, transmitting or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind, are 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 (8:25am - 2:55pm) and during all other times that supervised activities take place.

"Use" of drugs or alcohol includes being under the influence of, buying, selling, or possessing them on school property

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

I. 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.

II. 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.

III. 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.

IV. 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.”

V. 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.

VI. 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.

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